187 EX/4 Part I Annex: SISTER - Implementation status for Regular Programme and Extrabudgetary Resources for the 35 C/5 as at 30/06/2011

[1]The budgetary information encompasses for the Regular Programme, activities budget but not staff costs as well as, for extrabudgetary resources, the extrabudgetary projects identified as on-going by Sectors/Bureaux but not all UNESCO extrabudgetary resources.

Part II.A. I. Education

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $56 964 320	Expenditures: $44 815 068	Allocation: $192 704 340	Expenditures: $120 947 773

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD (expected result 1)	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 & plans.
National capacities strengthened to train and retain quality teachers through TTISSA (expected result 2)	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. 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.
National capacities strengthened to plan, implement and manage basic education in Africa (expected result 5)	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). 10 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.
National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts, particularly in Africa (expected result 10)	UNESCO has intensified support for countries to engage the education sector in national AIDS responses, including in Burkina Faso, Mauritius, Namibia, Zambia and Zimbabwe. 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.
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.

Cost-effectiveness/efficiency measures for this Major Programme: Africa
UNESCO is responding to country-specific needs, working within UN Joint Programmes and partnerships to mobilize resources as well increasing the use of ICTs to disseminate materials and develop capacities for more cost-effective programme delivery.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	In the field of literacy, UNESCO executed a pilot mobile phone-based post-literacy programme that benefited 1250 illiterate adult women, and 110 Adult Literacy Centres for rural women in flood-affected areas were established whereby some 4000 rural women received training in basic literacy and income generation skills in Pakistan. At the global level, UNESCO launched the Global Partnership for Girls' and Women's Education, "Better Life, Better Future" with the participation of US Secretary of State, the UN 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.
Gender-sensitive teacher policies developed in Member States	In the area of teacher education, activities have targeted curriculum and textbook developers, to identify and eliminate gender stereotypes from textbooks and learning materials.
National capacities strengthened to formulate policies that promote equitable access of girls and boys to secondary general and technical and vocational education	At the global level, UNESCO launched the Global Partnership for Girls' and Women's Education, "Better Life, Better Future" with the participation of US Secretary of State, the UN 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.
National capacities strengthened to prepare and manage sector-wide inclusive education plans and policies that are	UNESCO is assisting countries to prioritize girls' education through collection of disaggregated gender data.

gender-sensitive and assure equitable access to education	

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
The Organization has mainstreamed Gender issues in all of its Main Line of Actions and Expected Results so that all of the Sectors activities contribute to the Global Priority on Gender

MLA 1: Building blocks for EFA: literacy, teachers and work skills

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $15 411 904	Expenditures: $9 986 310	Allocation: $75 428 908	Expenditures: $42 761 294

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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	1) Advocacy and international coordination for literacy enhanced: UNESCO continues to play a central role in raising public awareness and advocating for literacy in the world. At global level, the International Literacy Prizes were prepared on the theme, Literacy and Peace. The overarching theme remains gender. 34 candidatures were submitted for the Jury's consideration. Two were recommended for the UNESCO King Sejong Prize and two other were recommended for the UNESCO Confucius Prize for literacy. Preparatory work was undertaken on the celebration of the International Literacy Day (ILD) and the Literacy Prizes awarding ceremony which will be held on 8 September, 2011, in New Delhi, India, and is being hosted by the Government of India in collaboration with UNESCO. The ILD celebration will be in connection to the International Conference on Women's Literacy for Inclusive and Sustainable Development with the participation of the E9 countries and the SAARC countries. A publicity plan for greater visibility of the two Literacy Prizes and the International Literacy Day celebration has been prepared. LNF is preparing a poster on the theme of Literacy and Peace for ILD.

	Consultations with the prize donors (China and Korea) on how to increase the visibility of the prizes and of literacy in general are ongoing. UNESCO has also provided technical backstopping to Procter and Gamble for a publicity film for use in a fund raising campaign for literacy project in Senegal. As overall coordinating agency of the UNLD, UNESCO launched the preparation for the final evaluation of the UNLD. An extended Note on the process was drafted and discussed by an international expert group in May 2011 and will be used to further guide collaboration with partners in the UNLD evaluation. In order to lighten the burden of time, efforts and transaction costs for Member States in this evaluation process, collaboration with UIL resulted in a joint data collection instrument for governments to use for the evaluation. 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. With regard to possible new partnerships, discussions with the International Fund for Agricultural Development (IFAD) explored the possibility of action research linking literacy/learning and transmission of agricultural knowledge to rural development and poverty reduction. 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. In Asia-Pacific the mid-term evaluation built on 9 country LIFE reports. UIL has launched preparation for LIFE mid-term evaluation for Arab and LAC LIFE countries. In the case of the Arab LIFE countries, a regional report based on country questionnaires is under preparation and will be presented for validation at a regional seminar in July. For the mid-term evaluation of LIFE in Brazil and Haiti similar reports were commissioned. After the December 2010 forum, MOET, ASEM (ASEAN Europe Meeting) LLL Hub and UNESCO decided to publish the English version of the forum proceedings with full papers and a synthesis report to launch the publication at the ASEM Ministers of Education Meeting, held 9-10 May 2011 in Copenhagen attended by Ministers of Education and high level education representatives from 48 countries. Reinforcing its support to the work of regional alliances and technical forums, UNESCO and national government representatives, has developed a strategy to support the Latin America and the Caribbean Countries to implement the Belem Framework for Action commitments (BFA). UNESCO Santiago has developed a regional matrix for the follow-up of the BFA that identifies LAC priority needs, provides

examples of national and regional progress and proposes action points to be discussed by the more than 30 participants.

2) Policy reviews and capacities for policy formulation strengthened

At UNESCO headquarters, a shift towards focusing on revitalizing support to the Member States in scaling up literacy programmes took place this semester. A Technical Note on the subject was prepared. Discussions are under way with countries (Bangladesh, Guatemala, Indonesia, Mexico and/or respective field offices (e.g., Bangkok, Dhaka, Dakar, Jakarta, Mexico) on how to strengthen cooperation with UNESCO on scaling up literacy efforts through identification of implementation gaps and challenges and building on existing efforts. In Mexico, for example, the support could be in assessing on-going literacy programmes for indigenous peoples.

At regional level, UNESCO, Bangkok has guided the preparation of a report on the workshop held with UNICEF in September 2010 on Equivalency Programmes.

Regional offices undertook the elaboration or revision of policies of literacy and non- formal education sector (in Nigeria, Cameroun). In certain cases, the support has resulted in the completion of guidelines for the literacy and adult education sector (Namibia). UNESCO supported the elaboration of national policies in non-formal education also through the training courses developed in the frame of the minister in charge of literacy which has produced a more holistic strategic orientation (RDC). UNESCO's technical work in RDC focused on strengthening coherence among political options in different strategic sectors, mainly via catch-up education centres which are useful as a link between the formal and non formal system.

NFE delivery framework was drafted and is ready for operationalization by the Bureau of Non Formal Education (BNFE) of Ministry of Primary and Mass Education (MOPME) in Bangladesh.

A Situation Analysis Report on Policy Initiatives and Programme Activities on Evidence-based Literacy Programmes in Timor Leste containing an indicative work plan for CapEFA Timor Leste was developed by UNESCO Jakarta, in consultation with the Ministry of Education, key development partners and other stakeholders.

In Nigeria, UNESCO contributed to the development of the major new national strategy and programme, "UNESCO-Nigeria funds-in-trust programme of Revitalizing Youth and Adult Literacy in Nigeria". s The launch of a major literacy thrust in Nigeria with backstopping from UNESCO has given new scope for

tackling illiteracy there.

At national level, UNESCO San Jose has also assisted the project "Muévete por Panama" of his neighbour country Panama with technical assistance to develop a post-literacy plan. In Pakistan, the coordination and partnership among national and provincial stakeholders of literacy and NFBE was strengthened through the organization of a Roundtable on Literacy.

UNESCO (Bangkok, Jakarta, LNF and New Delhi) has given technical support to Indonesia in its organization of the International Conference on Women's Literacy in Cooperation with Women's NGOs (Jakarta, 21-23 June). This consolidated effort is exemplary and has led to a series of concrete follow-ups and further collaboration of the Government of Indonesia on scaling up of women's literacy.

In Africa, capacity reinforcement focused on ICTs, for example, the creation of Web pages about literacy (Benin), and in the production of learning materials, as in Dakar, Ghana and Togo. In Tanzania, training workshops enabled conceptual clarification (e.g., the difference between Literacy survey and Literacy Assessment). Technical support was provided to African countries in the Dakar cluster countries in preparing advocacy tools, including studies to promote literacy in African languages. Similarly, literacy in African languages was promoted in Namibia, during Adults Learners' Week. Countries' capacity for using local languages has also been reinforced in certain social and political daily life aspects like the Constitution and national anthem.

At national level, Togo and Chad, tools for assessing competencies were produced and used. The reports specifying needs in pedagogical, institutional and organizational capacities were developed leading to the preparation of an action plan for capacity building. The reinforcement of capacities by UNESCO is also reflected in the formative material of the government agency in charge of the Adult and Non-Formal Education. In Gabon for instance, trainers have acquired expertise in quality literacy and sustainable development.

In the Arab States, literacy efforts moved strongly forward. The Arab Manual for NFE Facilitators, for example, has been prepared and disseminated. In Egypt, a new initiative using mobile phone to promote literacy in collaboration with the private sector, i.e., Vodaphone is planned to start shortly. In other countries, capacity building efforts are underway with various focuses ranging from training on INEE (International Network for Education in Emergencies) tools for emergency education in Ramallah for capacity building on post-literacy modalities in Morocco, and drafting action plans for implementation of

CapEFA projects in Mauritania and Yemen.

In the Asia-Pacific Region, the Capacity Development Workshop on Equivalency Education Programmes was organized on 9-11 May 2011. The workshop presented the Regional Guide on Equivalency Programmes written by Asian experts in cooperation with UNESCO Bangkok in 2010-2011.

At national level, a wide range of activities were also carried out. In China, a capacity building workshop was conducted to improve the capacity of 30 rural community learning centres (CLC) managers from 20 rural CLC's to enable them to respond better to the learning needs of rural populations and develop CLC into centres for lifelong learning. In the same vein, Nepal, conducted capacity development activity for chairpersons and mobilizers of Community Learning Centres (CLC) and CLC management committee members .

Cambodia prepared and approved a CapEFA strategy with particular focus on strengthening Non-Formal Education in the education sector-wide planning. In Mongolia, culturally and linguistically appropriate literacy and life-skill materials have been developed and used among rural minority people. This is the first time in the Mongolian history to benefit from the support of the UN Trust Fund for Human Security. UNESCO worked with the Department of Non-formal Education in planning and conducting a stakeholder mapping exercise and self-capacity assessment in 13 provinces of Timor Leste. The "Guideline on Developing Equivalency Education Curriculum Level II in Timor-Leste" was presented. A "Training of Trainers on Non-Formal Education Teaching Pedagogy for Adult Learning" was held on 30 May-1 June 2011 in Dili. In Pakistan, access of illiterate women to literacy was expanded by opening Adult Literacy Centres and CLC's in different parts of the country.

In Latin America, a plan has been made to provide technical support to the Instituto Nacional para la educación de los Adultos in Mexico, to support their scaling up efforts in the area of gender in literacy and programme evaluation.

UIL provided technical assistance and backstopping within the CapEFA literacy and sector-wide projects in LIFE and priority countries: Togo, Rwanda, DRC, Chad, Cambodia, Mauritania, Nepal, PNG, Mozambique. In addition, UIL gave technical assistance to other (LIFE) countries: Central African Republic, Sierra Leone, Mexico, Southern Sudan.

UIS continued to contribute to literacy through the Literacy Assessment and Monitoring programme (LAMP), educating member states on the differences between literacy surveys, literacy rates and

	assessment of literacy skills levels at country level. LAMP combines a technology used in large-scale assessments, but in household testing of adults; LAMP works on a diversity of languages and scripts. A regional workshop has been planned jointly with APPEAL in UNESCO Bangkok during which a full day session will be organized on LAMP to educate literacy experts, policy makers, planners etc. on LAMP concept and methodologies. Lao PDR and India have been chosen to undertake literacy assesment. Lao PDR has included LAMP in its' FTI programme.
	5) Knowledge generated
	In Africa, Burkina Faso and Senegal designed two studies on the socio-economic impact of Literacy and Non Formal Education programmes in rural areas. These studies have demonstrated that one of the best strategies to reduce poverty in rural areas lies in the implementation of effective functional literacy activities associated with income-generating activities.
	A literacy environment assessment tool for the adult population was developed in Papua New Guinea, based on the use of a literacy module in Household Surveys: a Guidebook (UNESCO Bangkok, 2008). Surveys were conducted in the Pacific countries to determine baseline levels of literacy for preparation of a regional conference on literacy and language, to be held in June 2012, in collaboration with various development partners.
	UIL and BREDA, organized a first technical workshop in February 2011 (Dakar) on the multi-country research project on measuring the learning outcomes of literacy programmes (RAMAA), with the result of grids for the joint literature review and the development of competence frameworks as research tools.
	As part of its ongoing efforts to evaluate and reinforce the quality of literacy in the region, UNESCO Quito has conducted a study on the state of literacy for populations in context of vulnerability in Bolivia, Colombia, Ecuador, Peru and Venezuela.
	In knowledge creation and sharing, the software platform for the Knowledge and Innovations Network was completed during this period, and pilot testing conducted. The list of potential participants was augmented. Bids for the development of the platform for Effective Practices were received and evaluated. A pilot expert assessment of effective practices in six literacy programmes was successful. The criteria developed for assessing effective practices were presented to and considered by the Jury of the International Literacy Prizes.
	UIL's online database on effective literacy practices was expanded by 15 new cases to include a total of

	110 case studies. The publication "Genre et alphabétisation : comment renforcer les capacities de recherche en Afrique" was disseminated online and as part of the LIFE Resource Pack.
	The Series Emerging Trends in Literacy is in its final stage of preparation. The first volume Regional Perspectives on Literacy Policies, Strategies and Financing and the volume Sustaining Literacy in Africa: Developing a Literate Environment are undergoing final editing. Two further volumes are being compiled.
	Lessons learnt and challenges:
	Member States need sufficient lead time in the preparation of submission to various prizes. UNESCO needs to adopt a more flexible approach in this regard.
	UNESCO will need to pay more attention to the development aspect of literacy programmes to ensure their relevance to learners' lives.
	More pro-active engagement with member states in identifying their needs in scaling up literacy will quickly result in new and higher demands for human and financial resources.
	Convincing other UN agencies to see clearly how literacy could promote their own cause as many do not have explicit for youth and adult literacy.
	Capacity development provides essential technical input - how well such input is used subsequently in each context is difficult to ascertain.
ER 2: National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA)	1)Teacher policies developed and quality assurance mechanisms enhanced
	Diagnostic studies on teacher issues are in progress in five sub-Saharan African countries (Burundi, Guinea, Lesotho, Mali and Uganda) and has been completed in Benin.
	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.

	2) 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). 3) 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 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).
ER 3: 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	Overall progress toward the Expected Result is especially evident through Member States' high demand for capacity development, TVET upstream policy reviews, and policy advice. UNESCO is actively responding to these requests and has increased its capacities to develop evidence-based policies using the analytical framework for policy reviews and the conceptual clarification elaborated within the TVET community and in collaboration with other international actors. As shown below, more broadly, progress could be made within each of the TVET Strategy's three Core Areas, which in turn are streamlined to achieve the ER. At the same time, the following three sections will include information on challenges/lessons learnt. Generally, the achievements are considered as being on track and no corrective measures are needed. Core Area 1: Provide upstream policy advice and develop capacity at the country level

	UNESCO as a whole is now able to respond professionally to country requests in the TVET area. Policy advice and policy review work is becoming integrated into the way of working of the TVET specialist community whether at HQ, Regional Bureaus, Field Offices and other UNESCO entities.
	UNESCO has built its own capacity to provide upstream policy advice through its analytical framework for policy reviews and the development of its own expertise.
	Synergies could be reached when conducting policy reviews with other international organizations, such as with the International Labour Organization (ILO) in the case of a policy review for Benin. This could also be achieved concerning measures focusing on capacity building only, e.g. with the forthcoming, joint ILO/UNESCO regional workshop on TVET policy making and planning.
	The work on TVET policy advice and review includes consideration of the gender dimension in TVET. Gender equality has also been given significant attention in specific countries, for example in the Arab States, through the activity 'Enhancing TVET Programmes, especially for Girls'. A review has been conducted of the current situation of girls in the education and training system in Oman. In Ghana, support was provided to the WITED (the gender desk at the Techncial and Vocational Education Division of the Ghana Education Service) to improve girls' awareness of career opportunities through TVET. In many countries, however, there remain insufficient participation by girls in TVET opportunities due both to gender stereotyping, and lack of responsiveness to the demand by girls and women for TVET.
	The number of countries where policy advice and/or reviews are undertaken is 16 (Benin, Botswana, Cambodia, Commonwealth of Dominica, Djibouti, Democratic Republic of Congo, Haiti, Lao PDR, Madagascar, Malawi, Namibia, Thailand, Saint Kitts and Nevis, Saint Lucia and Zambia)
	The number of national country reports prepared in collaboration with in-country actors is six (Benin, Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia)
	The total number of UNESCO priority countries involved in policy advice and/or review and country reports is four (Haiti, Madagascar, Malawi and Zambia).
	Continuing issues and challenges include the lack of evidence for policy and planning and the weak coordination and cooperation between national TVET decision-makers and stakeholders. In addition, policy reviews require a long-term continuous process, which can easily be interrupted by political change and / or the national context (e.g. through natural disasters). Moreover, policy reviews have proven to be human resource intensive, including a long preparatory and negotiation phase, which is in

contrast to UNESCO's human levels of human resources dedicated to TVET.

Core Area 2: Facilitate conceptual clarification and improve the monitoring of TVET

An independent study has been commissioned on the relevance and impact of the normative instruments on TVET, in order to analyse the obstacles encountered by Member States in the process of ratifying the Convention (see 182 EX/INF.5, paragraph 16; see 186 EX/19, paragraph 11).

Joining efforts with other international organizations to develop a set of indicators linking TVET to employment, a draft working paper has been prepared by UNESCO and the ETF, in collaboration with the ILO and GIZ.

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.

UNESCO-BREDA implemented an important initiative to review statistics on TVET in Sub-Saharan Africa. This study presents the status of the Statistical Information Systems (SIS) on Technical and Vocational Education and Training in Sub-Saharan Africa and proposes strategies to improve the availability and quality of data.

In Asia, UNESCO's Bangkok Office is leading, in cooperation with UNESCO-UNEVOC, a regional thematic study on empirical evidence regarding school-to-work transition.

OREALC/UNESCO Santiago and UNESCO-UNEVOC have taken initial steps in developing a regional analytical document on the technical and political frameworks regarding the TVET sector in Latin America and the Caribbean, to produce an inventory of the information systems existing in relation to this area, and to develop a set of recommendations for improving these.

Nonetheless, progress has proven more difficult to assess than originally expected, due to the multiple conceptualisations of TVET and how they vary between countries and regions. The lack of data at the national level is furthermore highly problematic.

Core Area 3: Act as a clearing house and inform the global TVET debate

UNESCO has increased the scope and number of activities related to international cooperation and mutual understanding, working towards improved levels of cooperation between different partners working in the field of TVET.

	Work on the 2012 Education for All Global Monitoring Report (EFA GMR) has begun, focusing on the expansion of opportunities for marginalised populations through skills development. A World Report on TVET is being prepared by UNESCO under the leadership of its TVET Section at HQ. The Report will review global trends and regional developments which have been shaping TVET, developments within TVET, as well as TVET's role in shaping its context. UNESCO's Institute for Statistics (UIS) has been supporting the data analysis for both this report and the EFA GMR, based on its international compilation of data on all levels of education, giving special attention to TVET statistics. UNESCO-UNEVOC has made progress in strengthening, expanding and revitalising, the UNEVOC Network. UNESCO has continued its role as the main facilitator of the Interagency Group on Technical and Vocational Education and Training (IAG-TVET), thus contributing to a shared platform for coordination among international organizations involved in TVET. UNESCO has helped set up an Interagency Task Team (IATT) resulting in regular exchanges and debates between UN agencies and the ECOWAS Secretariat on the revitalisation of TVET. As a limitation, several of the activities are in preparatory stages (e.g. the two reports) and therefore, some of UNESCO's work in this area will show its impact on cooperation between different partners working in the field of TVET at a later stage.

Cost-effectiveness/efficiency measures for this Main Line of Action

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

There are potentials for innovative partnership with the private sector and foundations, especially as regards ICT in teacher education.

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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $8 164 420	Expenditures: $5 744 945	Allocation: $19 086 596	Expenditures: $11 736 427

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 4: National capacities strengthened in developing policies for early childhood care and education	Progress has been satisfactorily achieved against the expected results related to ECCE. The number of requests for technical assistance on ECCE from countries has increased, particularly in the Latin America and the Caribbean. Countries are increasingly giving priority to the development of policies and plans on ECCE and there is a raised awareness of children as having rights. There are advances in issues like children's health, survival, access to education, etc. ADVOCACY: UNESCO undertook global advocacy through the World Conference on ECCE (Moscow, 2010), regional advocacy for ECCE in the Arab, Asia and the Pacific, and Caribbean regions, and supported advocacy at the national level in countries such as Bangladesh, Belgium and Tajikistan. The Arab Regional Conference on ECCE (September 2010, Damascus) was successfully held - with a high turn-out of policy makers and practitioners - and adopted the Damascus Declaration on ECCE for the Arab region. The World Conference on ECCE culminated in the adoption of the "Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations" (Moscow Framework hereafter), an action agenda to be implemented by ECCE stakeholders. As a follow-up to the World Conference, the Moscow Framework has been made available in 6 UN languages to facilitate its implementation. Mongolia is translating the Moscow Framework into the national language, and will disseminate it to the concerned ministries and government agencies responsible for ECCE. In Tajikistan, UNESCO has supported national consultations and conference in since the holding of the World Conference. In partnership with Plan Belgium, UNESCO participated in meetings with Members of Parliament, government officials and NGO stakeholders working on improving basic education - including ECCE - to conduct evidence-based advocacy regarding the importance of quality basic education and ECCE in the Belgian development cooperation policy. In Bangladesh, to advocate for and implement ECCE activities, UNESCO supported the partnership building and policy review meetings that involved the Ministry of Women and Children Affairs (MOWCA), Bangladesh Shishu Academy (BSA), Bangladesh ECD Network (BEN) and IED-BRAC University. At the regional level, in the Caribbean, the Kingston Office focused its advocacy efforts to disseminating the results of the World Conference, particularly the Moscow Framework with the aim of strengthening institutional capacities

in ECCE. For the Asia and the Pacific, research evidence for advocacy, policy and programme development in ECCE was collected and disseminated at the Education for All High-Level Group meeting in Jomtien, Thailand, March 2011 (as part of the regional progress report) as well as the Asia Pacific regional meeting of national EFA coordinators, Seoul, July 2011 (as part of the End of Decade Note).

NETWORKING AND PARTNERSHIP: UNESCO actively promoted partnership and networking in ECCE, particularly at the global level, in the Africa, Arab and Asia Pacific regions, the Caribbean, and in Mauritius. Following the World Conference, UNESCO set up an interagency partnership in December 2010 for a joint implementation of the Moscow Framework. The partnership consists of Bernard van Leer Foundation, Save the Children, World Health Organization, World Food Programme, UNESCO, UNICEF, Un Kilo de Ayuda, the World Bank. Two meetings of the partnership (called the Interagency Quality Assurance and Reference Committee - IQARC) have been held and a roadmap for the joint implementation is currently being developed. Through the ADEA Working Group on ECD, whose chair is UNESCO BREDA, networking and partnership have been promoted. The Regional Bureau in Beirut has been working on establishing the Arab Working Group on ECCE as a mechanism to effectively undertake regional follow-up to the Damascus Conference on ECCE and the World Conference on ECCE. At the regional level, UNESCO continues to support and actively participate in the Asia-Pacific Regional Network for Early Childhood, including its monitoring and evaluation M&E activities. A centre of excellence for ECCE and an inter-country quality node are being set up in Mauritius to improve networking for ECCE at national and regional levels. In Asia-Pacific, some of important global or regional events, such as the High-Level Group Meeting on EFA, the regional meeting of national EFA coordinators or other regional conferences, have been made use of as a platform for evidence-based advocacy and policy dialogue, by providing solid technical inputs to make the case for ECCE. Partnerships and collaboration need to be strengthened at the country and sub-regional level, and work with ARNEC as well as sub-regional inter-governmental bodies (e.g. SEAMEO) can be further enhanced. The cooperation with LAC countries and other relevant organizations has been strengthened through the regional report on ECCE and the systematization of innovative experiences. During the first semester of 2011, both the Regional Report on ECCE and the Action and Collaboration Plan produced by the World Conference on ECCE have been disseminated. This has generated advances in the development of frameworks and common perspectives for ECCE in the region.

SUPPORT FOR POLICY DEVELOPMENT AND IMPLEMENTATION: UNESCO supported policy development and implementation through a number of country specific assistance in the UAE, Seychelles, the Republic of Korea, Cape Verde, Doha and Rabat cluster countries, Tajikistan, the Dominican Republic, Uruguay and Paraguay; as well as regional and global initiatives. UNESCO provided technical support to Tajikistan, the Dominican Republic, the United Arab Emirates, Seychelles,

the Republic of Korea, Doha and Rabat cluster countries. In Tajikistan, technical assistance for the implementation of early learning and school readiness national action plan, including the revision of the teacher training curriculum for pre-school staff and the development of teacher training modules approved by the Ministry of Education and the National Academy for Education. In the United Arab Emirates, UNESCO made technical contribution to the development of the Education component of the national childhood strategy. In Seychelles, UNESCO reviewed the draft national policy framework for ECCE and served as a keynote speaker at the national conference on ECCE (February 2011), carried out as an immediate country follow-up to the World Conference on ECCE. In the Republic of Korea, a team of experts visited the country in June 2011 to examine the issue of integration of early care and education policy, management and provision, and is to generate an analytical report outlining observations and recommendations. The Doha and Rabat Offices have undertaken policy review studies on ECCE in their respective cluster countries. In Dominican Republic, the progress in the research of the State of the Art in Public Policies of ECCE, presented in the Third Sub-regional Seminar of Education (Santo Domingo May 4-6), constitutes a significant contribution for the strengthening of policies for children, which has been valued by national authorities. In Cape Verde, the UN Country Team (UNCT) has requested BREDA to reorient its support for reaching the unreached in the next UN country team planning exercise to include policy support for ECCE. Technical assistance and workshops have been provided in Uruguay and Paraguay for the ECCE teams of the ministries of education. Systematization of these actions shows significant progress for the inclusion of ECCE in national public policies.

At the regional level: in the Caribbean, in relation with the application of methodologies for evaluation of policies and programs on ECCE, UNESCO Kingston has given technical support for the development of a field study designed to create national profiles of ECCE in 20 countries of the Caribbean, in order to facilitate comprehension of key challenges faced by this sector and settle the baseline for adequate responses. This initiative is led by the Commonwealth Secretariat and UNICEF, in collaboration with ILO and, within the context of the Caribbean Sub-regional Task Force, the UNESCO Kingston Office. In Africa,

ECCE indicators for the African Union Observatory for Education were developed with UNESCO's support; and the BEAP contributed to the adoption of 1 year compulsory pre-primary year in 10 african countries. (Cape verde, Gambia, Ghana, Kenya, Liberia, Mauritius, Namibia, South Africa, Tanzania, Zanzibar)

At the global level, the Holistic Child Development Index (HCDI) project is a major interagency initiative led by UNESCO and implemented in cooperation with Bernard van Leer Foundation, Save the Children, WHO, WFP, UNICEF, UNESCO, Un Kilo de Ayuda, the World Bank. The project is a concrete response to the recommendation in the Moscow Framework for Action and Cooperation regarding the monitoring of ECCE. It aims to develop a holistic monitoring instrument for EFA Goal 1, which

| | can contribute to strengthening the reporting on the Goal for 2015 as well as reinforcing the national-level monitoring of the Goal. UNESCO has also made advances in promoting a holistic approach to education that starts from early childhood, as observed in the Quality Framework project that encompasses early childhood to secondary education. Coordination, networking and partnership among different organizations in the regions linked to ECCE have been strengthened, for example through the Asia Pacific Network for Early Childhood (ARNEC) and the ADEA Working Group on ECD in Africa. This creates favourable conditions for greater synergy and impact, and for overcoming challenges.

INFORMATION, RESOURCES, PUBLICATIONS, STUDIES PREPARED AND DISSEMINATED: UNESCO undertook a number of activities related to the generation and dissemination of information, resources, publications and studies. For Europe, draft guidelines on how to promote inclusive early childhood education for Roma children, being developed by UNESCO and the Council of Europe - has been discussed at the Meeting of the International Task Force on the Education of Roma children (June 2011). In Africa, a study on the contribution of ECCE to children's school readiness, quality learning, retention and performance is being conducted in the Gambia, Kenya and Senegal. The results of the study will be presented at the ADEA trienneial. A case study on scaling up ECCE through parental education in Mozambique has been launched and will generate results in September. The Africa regional report on ECCE prepared for the World Conference on ECCE was further disseminated in the region. A survey of training institutions and programmes is being undertaken in collaboration with IICBA, ADEA Working Group on ECD and University of Victoria. Funds are mobilized from ADEA to complement the budget of BREDA. In Nigeria, a supplementary questionnaire was developed to complement the survey, and data is being collected from 10 ECCE schools in order to calculate unit cost. Three facilitators' notebooks have been elaborated for Mozambique: 1) Care during pregnancy and newborn care; 2) Good nutrition for the child; common childhood illnesses; Hygiene and safety at home; 3) Preparing a child for school; assisting the child at school; protecting and guiding the child. One training guide for facilitators as well as one family book are being produced. Publication of a collection called "Bouba and Zaza" to promote Childhood Cultures as learning materials for young children. 9 booklets produces and a pedagogical guide in conception. The kit will be launched at the General Conference by the Director General. New website for ECCE in Africa is developed: www.africaecd.org In Asia and the Pacific, as part of the Thematic Policy Research (UNESCO-UNICEF ECCE Policy Research Series), the guidelines for ECCE thematic policy research were developed for two topics, building on a desk review of existing literature and other research guidelines: (1) ECCE practitioners' status and professional development (2) the quality standards of community-based ECCE programmes. The research guidelines are currently utilised in the countries to conduct studies at a smaller scale due to the time and resource limitation: ECCE practitioners' status and professional development (Mongolia and Nepal) and community-based CLC programmes (Bangladesh). Moreover, UNESCO Bangkok is finalising the generic |

parenting education guidebook and an accompanying CLC facilitators' handbook for parenting education, building on the findings of the baseline survey conducted in 5 countries (Bangladesh, Myanmar, Pakistan, Samoa and Viet Nam) and the feedback from the participating countries and the advisory committee. The country plans for national adaptation and utilization were prepared during a workshop. In Nepal, two sets of ECCE brochure both in English and Nepali language were published and distributed among government agencies, I/NGOs CBOs Schools etc. In Latin America and the Caribbean, Jamaica has prepared a report on the experience of integration of ECCE services in the education sector, which has been disseminated to the national and subregional ECCE networks. The regional report on ECCE in Latin America and the Caribbean has been prepared and disseminated before and after the World Conference on ECCE in diverse national and international meetings and seminars. A significant progress has been done to the dissemination of good practices through the sistematization of innovative educational experiences of ECCE, available on the Innovemos Network website. This contributes to mutual learning and consolidation of good practices, the network is a space for sharing and cooperation between the countries of the region (south-south cooperation). The goal of increasing good practices on ECCE has been achieved in 90%.

A the global level, the Quality Framework project includes ECCE, which will be aligned with quality-related concerns of other levels of general education.

CAPACITY BUILDING SUPPORTED: UNESCO actively supported capacity building for ECCE in different regions and countries. In Africa: In Liberia, awareness raising and training materials were developed in 15 counties (15 focal points capacities built for ECCE). Weeks of radio announcements on EECD awareness raising were organised in each of the 15 counties - 15 billboards on ECCD awareness raising were made and posted (one in each county). In the Arab region, UNESCO Cairo and Beirut are implementing capacity building activities to support national ECCE centers. UNESCO made contributions to skill development for ECCE stakeholders, managers and facilitators in Arab States; policy review for ECCE in Rabat cluster countries conducted; and ECCE Network in the region enhanced and being structured.

In Asia, capacity building of teacher training institutions (training and material provision), advocacy and awareness raising activities (production of ECE advocacy video) and organization of seminars on ECCE were undertaken with UNESCO's assistance in Pakistan. In Nepal, in view of Memorandum of Cooperation (MOC) established among UNESCO, UNICEF, Save the Children and the Embassy of Israel (MAHSAV), a training of trainers to enhance capacity of education officials and ECCE providers, is planned in Nepal in November 2011. As an input, a study on the status of ECCE practitioners in Nepal is being undertaken.

In Latin America and the Caribbean: in Kingston, with the objective of contributing to the strengthening of capacities of the ECCE personnel and national specialists, a continued assistance is being given to the Early Childhood Network of the

	Caribbean. Relevant actions include a virtual forum convened under the theme of parents participating in ECCE (104 participants from 12 countries), contributing to raising awareness both among technical personnel and the general public, in different countries. On the same line, participation in the technical support group for the implementation of a Regional Development Plan for Early Childhood of CARICOM has been consolidated. Teams from the ministries of education, universities and teacher training centers have been assisted for development of ECCE policies by the Santiago Office. LESSONS LEARNED: Efforts to implement the recommendations and action agenda contained in the Moscow Framework for Action and Cooperation should continue. UNESCO has a key role to play in maintaining the Member States' commitment taken at the World Conference and to help translate it into concrete results. The Interagency Quality Assurance and Reference Committee (IQARC), set up to promote joint implementation of the Moscow Framework for Action and Cooperation, is an excellent mechanism for collaboration that will lead to greater impact; and has a good potential to contribute to the tasks ahead toward 2015 for ECCE.
ER 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa	Quality, equity and inclusion in Basic Education have been further strengthened. The critical issue of quality in education has been given due attention by UNESCO and by Member States and the increased dialogue and exchange with Member States has made an important contribution in raising the importance of quality in reaching EFA goals. UNESCO HQ continued to focus its work on quality, equity and inclusion. UNESCO has further advanced the development of the Quality Framework, which aims at supporting Member States in identifying the main constraints that impede on the provision of quality education. An information meeting with Permanent Delegations was organized to present and discuss the Quality Framework. Since the meeting more Member States have expressed interest in this undertaking, with a possibility to join on the roll out of the piloting of the Framework once it has been prepared. UNESCO HQ has pursued its actions to support its Member States to address the issue of exclusion and to enhance equity and inclusion in education. A guiding tool is being developed, both as an integral part of regional EFA assessment processes and the Quality Framework currently under development. UNESCO continued to address the right to education for marginalized and disadvantaged children and young people, in particular Roma people. A Consultative meeting on the education for Roma education with UNESCO Permanent Delegations was held at UNESCO HQ last April 2011 and UNESCO strenghtened its role in the International Task Force for the education of Roma children, which brings together several international and regional organizations dealing with Roma issues. During the reporting period, activities were continued and some were initiated to further strengthen national capacities in

quality basic education, with key areas of intervention such as inclusive education, gender equality, multilingual education, equivalency programmes and education budgeting.

In the Asia and Pacific region, efforts to build national capacities in promoting inclusive education and applying a human rights-based approach to education were pursued through national and regional workshops (UNESCO Bangkok with UNICEF EAPRO for Thailand, UNESCO Jakarta for Indonesia). A module on multigrade teaching is also being developed by UNESCO Bangkok to add to the existing tools in the Inclusive Learning-Friendly Environment toolkit and a quarterly e-newsletter was released and plans to create a monitoring, evaluation and reporting framework on the impact of Multilingual Education programmes are being discussed.

Girls' education and gender issues received special attention. Advocacy activities included the Global Action Week which advocated for women's and girls' access to education, and in which all FOs engaged. UNESCO Bangkok produced and widely disseminated a video on the theme "Invest in girls' education". UNESCO Islamabad also organized a national roundtable on Girls and Women Education, and held provincial level forums and produced a booklet and banners to promote EFA.

UNESCO Bangkok finalized a publication on "Achieving EFA through Equivalency Programme", which includes empirical data and experiences from equivalency programmes in four countries (Thailand, Philippines, Indonesia, and India). The equivalency programme is operationally for the under privileged children, children and youth who dropped out in rural areas, and adults who never enter basic education. The publication will be disseminated widely in the Asia and Pacific region in August 2011.

For the Africa region, UNESCO has continued to support countries in the implementation of their Basic Education Reform within the framework of BEAP. Cooperation was pursued with UEMOA countries (e.g. Burkina Faso, Mali, Niger, Senegal) in the implementation of their Basic Education Reforms and in DRC the implementation of BEAP has been integrated into the national sub sector strategy. UNESCO addressed the issue of teachers during the Pan African Conference on teachers education and development (Togo, 13 - 15 April 2011) through, among others, the elaboration of policy briefs on teaching and learning processes within the context of Competency-Based Curriculum and the role of ICTs in the access of innovative teaching and learning methods. The BEAP strategic framework has being finalized and will be shared in the next international fora on Basic Education and the General Conference.

In the Arab region, UNESCO Office has conducted a regional expert meeting in Saudi Arabia to adapt 9 toolkits in inclusive education and regional consultation meetings on quality assurance was implemented in Syria with the aim to exchange experience and to identify challenges and opportunities in collaboration with ISESCO.

In LAC, UNESCO Office in Brasilia organized the International Seminar "Education and development: policies of integration" jointly with other institutions - among which UNDP - and the UNESCO Chair on Education and Development of the Ayrton

	Senna Institute. Challenges and lessons learnt: Collaboration within UNESCO and with external parties has also been enhanced. The different expertise drawn from the Sector, has helped in ensuring that the framework adopts a holistic approach to quality education, thus strengthening UNESCO's role as an honest broker to the policy advice it delivers. 15 toolkits that will constitute the framework are underway. The number of countries that have expressed interest in taking part in this initiative is increasing and will ensure a wide geographical scope of this initiative. Activities undertaken in the reporting period allowed for broadening the regional and national knowledge base and for providing technical assistance and practical tools to national and local education stakeholders, in order to promote and achieve quality and inclusive basic education, which integrates core principles related to a human rights-based approach and gender mainstreaming. Networks were utilized and strengthened, with partners and counterparts such as National Commissions, Associated Schools (ASPnet), UN agencies, INGOs and CSOs. Although the Basic Education for Africa Programme (BEAP) is a long term process and thus tangible results will take time to obtain, , important progress has been made. The BEAP implementation is strongly articulated with the teacher development policies. Gambia is finalizing its new curriculum framework. Most of the francophone countries are in the process of developing strategies to operationalize the expanded Basic Education within their ongoing reforms. In terms of challenges, the need to produce evidence based studies and return on investment documents can be mentioned.
ER 6: Secondary education systems renewed, in particular and as appropriate, through curricular reform and improved learning assessment of students	Overall progress towards ER6 has been satisfactory. UNESCO has initiated and/or consolidated various activities aiming at supporting Member States to improve their secondary education level policies and systems, with an emphasis on Human Rights. Particular emphasis continues to be placed on the improvement of equity, quality and access. UNESCO continues to stress the importance of quality and relevance of secondary education, as well as of equity and inclusion. Particular attention is also being paid to gender equality, especially through the production of the reports on the experience of five countries in secondary education reform. UNESCO strengthened cooperation with the Council of Europe and other UN and regional organizations for the Education for Roma People. A Task Force has been established. Particular attention is being paid to the promotion of Human Rights Education in Africa, and cooperation with European organizations has been strengthened. ASPnet continues to play an important role in improving quality education at school level. UNESCO's activities towards this Expected Result are as follows:

	UNESCO HQ continued its focus on equity and inclusion in secondary education as well as on the enhancement of quality and relevance of secondary education.
	The issue of transition from Primary to Secondary education was addressed through the development of five country studies (Ecuador, Malawi, Nepal, Ecuador, Vietnam and Yemen) in cooperation with the Ministries of Education, universities and research institutes of these countries.
	UNESCO Permanent Delegations discussed the right to education for Roma during a consultative meeting, held at UNESCO Headquarters in April 2011.
	A guiding tool that aims at supporting Member States to address and redress exclusion in education and enhance equity and inclusion is being developed, both as an integral part of regional EFA assessment processes and the Quality Framework currently under development.
	A series of materials have been developed to assist Member States in their integration of human rights education in the school systems, including "Contemporary Issues in Human Rights Education" (June 2011) highlighting UNESCO Member States' efforts towards the development of a wide range of unique and individual approaches at the school level and in non-formal settings to promote the concept of human rights education.
	UNESCO furthermore provides support to its Member States with a view to improving the quality of their teachers by developing guidelines for their training and developing prototype curricula and materials on issues such as tolerance and values. The issue of intolerance against Muslims is being approached through the development of guidelines for primary and secondary schools teachers and policy-makers, in cooperation with the Organization for Security and Co-operation in Europe (OSCE) and the Council of Europe.
	UNESCO continued to enhance the participation of ASPnet in International Campaigns and the experimentation of innovative pedagogical materials.
	In the Arab States, three countries (Jordan, Lebanon, and Syria) are preparing Country Profiles on Secondary Education. These will include new models for reform of secondary education developed by UNESCO-BREDA Office in Africa (i.e. Malawi Comprehensive Education System Review).
	UNESCO Brasilia Office has concluded the study "Curriculum prototype for upper secondary education" related to upper secondary education integrated to technical education. The publication "Upper Secondary Education and Technical Education: challenges of integration" in its second edition was disseminated in Portuguese (200 copies) and will be available in English in PDF soon.
	UNESCO Mexico Office has support the national program "Construye T" aimed at risk prevention and the establishment of a

	protection system for more than a million young students in upper secondary education in the country. In support of the implementation of the General Law of Education in Uruguay and in order to achieve inclusive education for all in the country, UNESCO Montevideo assisted in the establishment of the "Participation Councils" and provided technical advice to the study of citizen participation in schools and for the role of secondary school principals. UNESCO's approach and mandates related to "free and compulsory right to education at initial, primary and secondary level, as well as lifelong learning, formal and non-formal education" were included by Ecuadorian authorities in the Intercultural Organic Education Law for two modalities: productive technical secondary education and artistic secondary education. The Dominican Republic organized the Third Sub-regional Education Seminar (with the participation of Aruba, Cuba and the Dominican Republic), which has become an important space for sharing experiences and carrying out debates on best practices in different fields of Science and Teaching. Kingston Office organized in Grenada three capacity building workshops for 30 Ministry of Education officials, teachers and educators in order to assist the improvement of the school curricula. In Asia and the Pacific, UNESCO continues to provide technical assistance to support secondary education reforms in the region via strategic planning, costing and curriculum development. In Lao PDR, UNESCO has supported the country in developing the first-ever secondary education sub-sector action plan under the Capacity Development for Education for All (CapEFA) project, which will be adopted by the end of 2011. During the initial stages of the project, Lao PDR encountered challenges implementing reforms due to the lack of capacity; however, with UNESCO's support, the country is now able to better govern the reform process. UNESCO is also building capacity in Nepal to improve access and participation of girls and disadvantaged groups in secondary education. A study of the situation has been completed in collaboration with the Ministry of Education and other development partners and trainings are provided to gender focal points throughout the country in promoting inclusive education and gender equality in secondary education. More emphasis is needed on North-South-South Cooperation between UNESCO Regions on Reform of Secondary Education.
ER 7: National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance	Progress was achieved in promoting policy debate on key issues in higher education such as University Rankings; developing Guidelines on Open Educational Resources in Higher Education; developing a new strategy for the implementation of UNESCO Chairs and UNITWIN networks; revising the Asia and Pacific convention on the recognition of degrees and developing a Questionnaire on the implementation of the 1993 Recommendation on the Recognition of Studies in Higher Education; creating a greater impact on quality assurance capacity-building in developing countries. Revision of Higher Education Policies Organized the UNESCO Global Forum on Rankings and Accountability in Higher Education: Uses and Misuses in May 2011.

	An outcome of the Global Forum will be a publication as the first in a new Education Sector Series "Issues and Trends"
	Preparations were launched for the 2011 China-Africa University Leaders meeting to be held at UNESCO HQ in October 2011. The meeting will bring together 40 university leaders around the topic of graduates' employability, one of the key challenges both in China and Africa.
	Cooperation has been pursued with student organizations with a view to develop a concrete project to follow-up on the draft strategy for student cooperation developed after the 2009 WCHE. A first meeting was held in January 2010, developed an action plan and we had follow-up discussions this spring to identify projects.
	An Expert Group in partnership with CHEA (Council on Higher Education Accreditation in the US) was organized in March 2011 and produced a paper and some common principles related to the emerging role of for-profit higher education. This can serve as a basis for a possible Global Forum on private Higher Education in 2012.
	In Africa, UNESCO supported the University of Namibia to develop an institutional policy on ESD as well as a review of higher education in Namibia.
	In the Arab States, UNESCO Amman is supporting a higher education reform in Jordan in close cooperation with the Ministry of Higher Education, in particular on a structure for the Policy and Planning function.
	In Asia and the Pacific, UNESCO is helping two post-conflict countries, Afghanistan and Cambodia to develop and implement national strategies and action plans for higher education. The BGK office has undertaken two more analytical studies on higher education, namely, (i) Public-Private Partnerships on higher education and TVET; and (ii) Innovative approaches to human resource development.
	In Latin America, UNESCO has designed a paper on Challenges and Perspectives of the Brazilian Higher Education, presented at a seminar addressing the challenges and perspectives of Brazilian Higher Education in the next decade 2011-2020.
	Support continued to be provided to one international and 5 regional networks for quality assurance (INQAAHE, AfriQAN, ANQAHE, APQN, CANQATE, RIACES) within the partnership project with the World Bank, the Global initiative for capacity in quality assurance in developing countries and countries in transition (GIQAC) through monitoring and support for the implementation of activities in year 2 of the project. Supervision missions were conducted to the Arab States, Asia - Pacific, and Latin America Regional Networks. The 8th Steering Committee was organized at UNESCO Paris in June 2011 to review progress, discuss allocation of budget and plan next steps.
	In addition, new contracts for 2011 activities were launched in May for the Arab States, Asia Pacific, Caribbean and Latin American Regional Networks and the Inter-regional Network.

'A Training of Trainers' was held in February 2011 for all networks on implementing the UNESCO IIEP distance education course on External Quality Assurance. Participants from all UNESCO regions participated in this workshop.

A final contract to launch the UNESCO Portal on Higher Education Institutions to function on the TYPO3 platform and to revise existing country information was launched.

In Africa, capacity-building activities were undertaken by BREDA for building capacity for quality assurance in Senegal by supporting the national authority in charge of QA.

In the Arab States, the Beirut office is promoting the establishment of quality assurance of programmes in the Arab States and this will be expanded to two new fields of study: Computer Science and Engineering by developing QA standards for these disciplines. In addition, the Doha office focused on quality assurance in cross border higher education to respond to the proliferation of CBHE providers in the Gulf States. In Iraq, awareness raising on the value of QA in higher education institutions was promote through a number of activities.

In Asia and the Pacific, two field offices are working with ministries of education to establish quality assurance mechanisms for higher education in Bhutan and Vietnam.

In the Latin America and the Caribbean, a focus is placed by the Kingston Office to strengthen cooperation with the QA Unit of the University of the West Indies by offering an online course prepared by IIEP in close cooperation with the GIQAC funded Caribbean Network for Quality Assurance for Tertiary Education Institutions (CANQATE).

Supporting pedagogical improvement

The project ' Taking OERs beyond the OER community : Policy and Capacity' launched the development of the UNESCO/COL Guidelines for OER in Higher Education. A draft of these Guidelines has been sent for feedback from HE stakeholder groups and presented at the 6th Edition of Elearning Africa. This project is done with funds from the regular programme, COL and the United States Government.

Two new universities (UCAD, Senegal and Nsukka, Nigeria) have joined the Brain Gain Initiative which brings now together 19 higher education institutions in Africa and the Arab Region. An advanced training session in grid computing was held in March 2011 in cooperation with the Meraka Institute, South Africa. A project workshop was held during the IST-Africa 2011 Conference focusing mainly on the sustainability of the Brain Gain Initiative after the end of the current phase. Another opportunity to share information on the project and explore networking and cooperation possibilities was represented by the participation in the conference "Sharing Knowledge in the Mediterranean" organized by the Sharing Knowledge Foundation in May 2011. Contacts have been pursued with the European Commission to further explore potential cooperation. The project team continues facilitating networking and sharing of experience among BGI institutional projects and relevant initiatives in

Africa and beyond continental boundaries (WACREN, UbuntuNet, SAGrid etc.).

In Africa, UNESCO assisted Equatorial Guinea do elaborate a training programme for the teachings of sciences, with a particular focus on girls. In Namibia, assistance was provided for developing graduate courses on ESD, including through Open and Distance Learning (ODL). In the framework of the One UN programme, micro-science kits for 180 schools in Tanzania were made possible and used for a training the trainers workshop involving.

In Africa, BREDA contributed to improving the curricula in higher education institutions by introducing gender related issues as well as developing curricula for parliamentarian women in partnership with the Commonwealth and other universities..

UNESCO Chairs and UNITWIN networks

The Global University Network for Innovation (GUNI) invited its 185 members to identify key orientations for regional policies for enhanced social responsibility of higher education towards sustainability;

-An European round table organized by the World Economic Forum in May 2010 on Entrepreneurship Education, involving UNESCO Chairs in this area and exploring ways of promoting an entrepreneurship education in Europe at all levels of education.

National meetings were organized by National Commissions including UK, France, China, Israel, Canada, Russian Federation, in 2010 regarding the implementation of the 2007 Strategic Orientations of the UNITWIN Programme

In so far as the period January to June 2011 inclusive, meetings of thematic UNESCO Chairs/UNITWIN Networks were held or are being prepared for the second semester of 2011 to enhance networking and the exchange of good innovative practices, closer links and cooperation among themselves and with UNESCO in priority areas of action of the Organization. (Some of the examples of the meetings are : a meeting organized in March 2010 by SHS; a meeting is currently being prepared by the Sciences Sector which will bring together SC Chairs on the occasion of the launch of a new Chair in Turin; a meeting that the Education sector at the HQ is preparing in cooperation with the UNESCO Chair at the University of Zagreb and which will bring together UNESCO Chairs in higher education governance and management to be held in Dubrovnik on 14-15 October. UNESCO-CEPES is a co-organizer of this meeting; the Culture Sector organizes a meeting of UNESCO Chairs in intercultural and interreligious dialogue to be held at HQ on 20 and 21 September)

Follow up to the 2nd World Conference on Higher Education in Africa and other regions

Progress has been delayed due to the redistribution of tasks as a result of the restructuring of the Education Sector. Plans are being made to convene a meeting of the UNESCO-ADEA Task Force in September to take forward the implementation of the Action Plan for WCHE Follow-up in Africa.

In Africa, BREDA contributed to strengthening the Pan-African University as an initiative put forward by the WCHE.

In Latin America and the Caribbean, two separate meetings were held in the Caribbean, supported by the Kingston Office as follow-up to the WCHE: One for the Eastern Caribbean in St Lucia, and a second major Conference in Suriname with 6 Ministers from the sub-region attending.

Regional harmonization of higher education:

A Questionnaire on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education was developed and sent out to Member States with a view to better monitoring its implementation.

Within the Bologna Process, active participation was assured for the Bologna Follow-up Group and for the International Openness Working Group and the Working Group on Recognition: a meeting held in Budapest, Hungary and in Riga, Latvia. Of particular importance regarding the Bologna Process: UNESCO is contributing by its presence in the Bologna Follow-up Group to the preparation of the Policy Forum, which will involve the participation of Ministers of Higher Education from other regions at the European Ministerial Conference in Romania in 2012, bringing together Education Ministers of the 47 signatory states of the Bologna Declaration.

UNESCO supports the implementation of the Convention for Recognition in Higher Education in the European Region as co-secretariat to the European Network of Information Centres (ENIC):

- ENIC bureau and Lisbon Recognition Convention Committee meetings were held in London, UK.

- The ENIC-NARIC annual joint meeting was held in Warsaw, Poland, organized by UNESCO.

- Lisbon Recognition Convention Committee meeting was held in Warsaw, Poland. Plans were discussed for the 15th anniversary of the revised European Recognition Convention in 2012. The opportunity will be used to bring together all Regional Committees from all Regional/Inter-Regional Conventions to support inter-regional cooperation and information sharing.

Assistance was provided to the UNESCO - Bangkok Office in the project elaboration and different steps of preparation and organization of the International Conference of States to adopt the revised Asia and Pacific Convention for the Recognition of Qualifications in Asia and the Pacific in November 2011 in Tokyo, Japan. This included sending out the invitation letters to Member States, coordinating the inputs of the Legal Adviser of UNESCO and liaising with the Ministry of Education of Japan (MEXT) as the host of the Conference.

Assistance and advice was provided to UNESCO-BREDA in Dakar concerning the next steps for the convening of an International Conference of States (ICS) jointly with the African Union to adopt a revised text of the Arusha Convention on the Recognition of Qualifications in Africa.

Challenges:

	For the Arusha Convention in Africa, some challenges are faced and discussions are under way to postpone the Conference to the next biennium in order to provide time for adequate preparation, this being a joint convention between two intergovernmental bodies, UNESCO and the African Union and of great relevance for the Strategy of Harmonization of Higher Education in Africa.

Cost-effectiveness/efficiency measures for this Main Line of Action
Using important 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 particular thematic areas within the expected result to leverage scarce resources.
UNESCO has been using networks such as the Associated Schools Project Network (ASPnet) to promote innovative pedagogical materials.

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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $11 316 042	Expenditures: $8 157 231	Allocation: $83 693 808	Expenditures: $56 585 913

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post- conflict and post-disaster situations	Three broad types of action - development of national education policy reviews; support to national education policy-making and planning; and development of thematic studies on key emerging issues in education - contribute to the realization of this expected result. The main activities developed in each line of action are summarized below. National education policy reviews National policy reviews represent an opportunity to engage further in a policy dialogue with national authorities

while at the same time strengthening the linkages with other international organizations. Two policy reviews are currently under preparation (Kyrgyzstan and Malaysia) and due to start before the end of the biennium. The preparation of the policy review of Kyrgyzstan has already started, involving a successful coordination between headquarters, the regional bureau and the field office, with a project outline that defines the scope and objectives of the review, its methodology, the sources of information and the expected results. This project outline will serve also as a point of departure for the upcoming policy review of Malaysia, which is expected to start before the end of 2011.

At the same time, there have been some additional activities in which UNESCO has taken the lead in the application of sector tools (UNESS) or processes (UNDAF) in relation to sector policy analysis and policy reviews. This has been the case of 3 African countries, one Arab State (with an UNDAF planning workshop for United Nations Country Team Jordan to discuss the UNDAF process and agree on the roadmap), and all Organization of East Caribbean States (OECS) countries and Trinidad & Tobago in Latin America.

Support to national education policy-making and planning

UNESCO provides technical assistance to member States in order to support evidence-based policy formulation and plan preparation. Special emphasis of technical assistance has been put on ensuring a better match between education policies, priorities and financial sustainability, while building institutional capacities of the ministries of education to plan, manage and monitor their education system development. This type of action involves both direct technical assistance and capacity building activities, mostly carried out at regional or national level, with the cooperation of headquarters and relevant institutes:

• Direct involvement in policy-making and planning has continued to grow in all regions, and a number of tools have been refined by headquarters, particularly in the area of needs assessment as demonstrated in Democratic Republic of Congo (DRC).

• When it comes to capacity building for education in particular, it is worth mentioning the cooperation with UNDP in the piloting of a new methodology for assessing the needs of MoEs in this domain (CAPNAM) initially in Armenia, but also with prospective work being done in the Dominican Republic and Mauritania.

• In Africa, there was continued work on the Data Quality Assessment Frameworks, and now moving into formulation of the Action Plans with support from UNESCO offices in Harare, Maputo, Yaoundé, as well as support in the area of statistics, across the data chain from UNESCO offices in Windhoek and Nairobi. Also there was increased planning and policy support for various subsectors and initiatives such as NFE (UNESCO Bamako),

Higher Ed (UNESCO Yaoundé) and the Basic Education Africa Programme (UNESCO Dakar). There was also support of FTI processes and lead / co-lead of the sector at national level (for example in Congo & DRC), as well as increased support for sector strategies and sector-wide policy support. Support for post-conflict planning, in the use of simulation models as well in strategic planning for curricular reform were reported (DRC).

• In the Arab States Ramallah office undertook the assessment of education provision in Area C in West Bank and made recommendations to the Ministry of Education and Higher Education (MoEHE). Recommendations were presented to the Education Sector Working Group, including donors. Beirut Office organized an induction mission for development of a monitoring system for school performance in Lebanon in order to present the project to MoEHE and to identify resources in data availability and identify relevant human resources to conduct and manage the project.

• In the Asia-Pacific region technical assistance in this domain has been provided in Cambodia, Lao PDR, Mongolia, and Vietnam. Technical support was provided to Cambodia, Indonesia, Timor-Leste, Cook Islands and Tonga to support the development of data collection instruments, streamlining data collection, institutionalization of the education data reporting.

• In Latin America emphasis has been given to the provision of support to countries in the application of UNESCO tools to improve their educational planning procedures, such as UNESS (all OECS countries, Trinidad & Tobago), CAPNAM (Dominican Republic) and the pilot of OpenEMIS (Grenada), as well as support to the reconstruction of Haiti's EMIS as per the relevant Capacity Development for EFA (CapEFA) project proposal. Also of importance in the region is the role played by LLECE (Latin American Laboratory for Assessment of Quality of Education) and the TERCE (Third Regional Comparative and Evaluative Study) with the support of UNESCO Santiago, as it is the case with the growing importance given to educational indicators through SIRI (the Regional System of Education Indicators).

• In Africa, regular activities in this domain have also continued in 2 African countries with activities on institutional capacity development in planning & management of education systems (RDC), as well as further work on assessing capacities in planning and management (Mali).

• In the Arab States the mapping of national and regional institutions delivering programmes in education planning, policy and management has been completed. Three sub-regional institutions identified as having the appropriate profile, in Jordan, Morocco and UAE. These institutions will be supported by UNESCO to play a role of delivering capacity development activities in their respective sub-region. Doha Office in cooperation with UNESCO category 2

centre, Regional Centre for Educational Planning (RCEP) organized the second part of the training started in 2010. Two workshops took place in Kuwait (in March) and Qatar (in May) with the objective of increasing knowledge on collection, analysis and management of data; education sector analysis, preparation of ED national plans, and monitoring and evaluating ED national plans. UNESCO has also initiated in Mauritania a needs assessment for capacity development in planning, statistics and evaluation, in coordination with Pole de Dakar, UIS and Beirut Office.

• In the Asia-Pacific capacity development workshops on education policy and planning were designed and provided for High-level ministry officials in Afghanistan, DPR Korea, Kiribati, Nepal and Tonga. Various capacity development workshops were organized to strengthen the capacities of ministries of education to monitor the EFA achievement, such as the Pacific Sub-Regional workshop in Fiji, Bhutan, Afghanistan, Lao PDR, and the Philippines.

• In Latin-America it is worth mentioning the work done to strengthen institutional capacities in education planning and management in English and Dutch speaking countries in the Caribbean, in particular.

Thematic studies on key emerging issues in education

Headquarters is currently finalizing a study on the impact of the financial crisis on education in 12 countries all over the world from a micro-perspective (RIVAF), drawing on the perceptions of parents, teachers and school administrators. This study, in cooperation with UN Global Pulse, has been financed by DFID. The initial findings show a mixed picture, with varying degrees of impact according to the national context. Yet, the key message is that the weaker the public provision of education in a country, the higher the impact of the financial crisis on that provision either by reducing school attendance, due to increased fees or opportunity costs, or by depreciating teachers' salaries and thus affecting their engagement.

It is also worth considering the role that UNESCO plays in policy dialogue. UNESCO organized a series of high-level policy dialogues in-country (Afghanistan) and across countries (Central Asia and the Pacific) to allow mutual learning and cooperation on critical education policy issues and emerging trends of educational development. In light of emerging concern in regard to the quality of learning outcomes, UNESCO organized with Korea Educational Development Institute two regional policy seminars: Monitoring student learning outcomes and school performance (July 2010). Yet, another example of this involvement in the policy dialogue about education was the Ministerial Forum and the Conference on Strengthening Education Quality in East and South East Asia followed a yearlong partnership between UNESCO and the World Bank who have supported System Assessment and Benchmarking

	for Educational Results (SABER) pilot surveys in a dozen countries within East and South East Asia. <u>Challenges and lessons learnt:</u> • There have been increased efforts in all regions to integrate various subsectors - including UNESCO priority areas of literacy and TVET - into sector-wide policy and planning. • Though much support has been provided in the area of data and statistics, there are still major data issues especially with regards to producing quality data. Field offices have expressed the need for further capacity development in this area, and in the use of sector-wide statistics to inform evidence-based policies in education. • Increasing attention has been placed on the UNESS as a tool to define UNESCO interventions, based on analysis of needs/priorities/gaps, marking an important shift in the way we work - using analysis of the issues as the starting point. • The social upraising in several Arab countries has slowed or stopped the implementation of UNESCO programmes and activities, such as in Yemen, Syria and Libya.
ER 9: National capacities developed to integrate the principles, values and practices of sustainable development into education sector-wide policies and plans, as part of global efforts to strengthen education for sustainable development (ESD)	Through the various interventions undertaken in contribution to this ER, the integration of sustainability principles, values and practices into education plans and programmes has been strengthened, and the implementation of ESD reinforced at national level. (For international activities as lead agency of the DESD, see ER13.) The interventions have focused on capacity-building, the promotion of examples of ESD methods and practice, curriculum development and teacher training, and research on competencies. UNESCO has helped strengthen the integration of sustainability principles, values and practices into education plans and programmes, as well as reinforce the implementation of ESD at national level. In Africa in particular, the social pillar of sustainable development is increasingly promoted and education and culture are gaining better positioning in the sustainable development priorities that were thus far exclusively concentrated on climate change and environmental issues. More and 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, Mauritania,

Lesotho, among others. In the Arab region, the role of NGOs in ESD/DESD actions is still limited and needs more joint efforts with governments and international organizations.

Capacity-building for ESD, including Climate Change Education

UNESCO has been assisting Member States in assessing the extent to which sustainability is already embedded in different levels of education and is working with planners to reorient education policies. The ESD Lens - a comprehensive policy analysis and review tool for integrating ESD - was published in English, French and Spanish in print form; electronic versions were prepared in Russian, Chinese and Arabic. The ESD Lens has been widely disseminated, including for use in regional training and capacity-building workshops.

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 regional and national levels, an activity that now needs to be expanded by engaging decision-makers and other relevant stakeholders. The ESD Lens has been pilot tested and the various language versions have been 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 Member States to move towards better integration of ESD.

Capacity-building of key education officials and teachers on ESD has enhanced their understanding and knowledge on various aspects of ESD, including teacher training and school curriculum. UNESCO organized and/or provided financial and technical assistance for ESD workshops and conferences that provided education officials, researchers, practitioners and teachers with the platform to share their experiences and research activities for sustainable development, to help mainstream and reorient teacher education towards sustainability, and to prepare action plans accordingly.

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. A number of policy-makers have been sensitized regarding this priority already, and several large national programmes for Climate Change Education will be launched soon. A number of high-quality UNESCO materials for Climate Change Education in the context of ESD will shortly be available for decision-makers and practitioners.

UNESCO has provided assistance to countries to strengthen Climate Change Education for Sustainable Development (CCE) through capacity-building in the area of policy development, curriculum development, teacher

	training, reforming and greening TVET programmes and developing disaster reduction programmes. The country-based work in CCE will also produce detailed country case studies including lessons learned and recommendations; activities are underway in South Africa, Jamaica, Mauritius and Vietnam. A regional workshop on CCE in the Caribbean was held in June 2011 in the British Virgin Islands. In September 2011, an international experts meeting on CCE will be held in the Bahamas.
	Conceptual work has been undertaken at HQ to plan the focus on CCE in the context of ESD in the coming years; activities for Education for Disaster Risk Reduction are also being prepared.
	In this context, UNESCO has developed tools, publications and resources on CCE, such as: a UNESCO/UNEP YouthXChange guidebook on climate change and lifestyles targeted to educators and young people; a starter's guide on climate change for teachers and curriculum developers; and a 6-day in-service teacher training course on CCE for teacher training institutions. A UNESCO Climate Change Education Clearinghouse has been developed, which complements UN clearinghouse platforms such as CC:iNet and CC:Learn. It is designed to support education professionals, ministries of education, development agencies, civil society, researchers and other partners by providing a comprehensive knowledge base of climate change policies and programmes within the education sector. This first version of the clearinghouse website needs to be further elaborated once the final technical adjustments have been made.
	CCE, Disaster Risk Reduction and Education in Emergency Situations are of paramount importance in regions prone to natural disasters. UNESCO Bangkok has contributed to several UN Partnership Agreement Framework (UNPAF) meetings in collaboration with other UN agencies in Thailand and has partnered with UNESCO Hanoi and the Viet Nam Ministry of Education and Training to prepare an e-publication of a completed study on Education Sector Responses to Climate Change. Validation of the Vietnamese translation of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery is underway. UNESCO Bangkok's ESD Unit is advocating for the promotion of the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies tools in Asia and the Pacific. Promotion of examples of ESD methods and practice
	Learning, teaching and advocacy materials continue to be developed, tested and disseminated to policy-makers and educators. For example, following consultations and identification of ESD challenges and priorities in the Central Asian sub-region, UNESCO Almaty and its partners developed the "Green Pack" toolkit and teaching materials, addressing water resources, renewable energy, climate change, and food security.

The first set of national ESD case studies, entitled "National Journeys towards ESD 2011", has been published in English, French and Spanish. This study looks at concrete examples of ESD implementation at national level in 5 countries (Chile, Indonesia, Kenya, Oman and The Netherlands). This publication seeks to assist UNESCO Member States and other stakeholders moving towards the remaining four years of the DESD by providing concrete examples of national approaches to ESD. By highlighting the specific socio-economic, historical and cultural background of each country and the way ESD emerged, the publication shows the diversity of paths and strategies available to reorient education to address sustainability.

The preparation of the third collection of UNESCO Associated Schools Project Network (ASPnet) Good Practices for Quality Education: Intercultural Dialogue is well underway as are the collections of good practices in addressing climate change and biodiversity through ESD.

ESD curriculum development & teacher training

Examples of UNESCO's support to ESD curriculum development and teacher training include the following.

UNESCO Beirut cooperated with seven Universities in the Arab Region (Jordan, Lebanon, Oman, Palestinian Authority, Syria, Tunisia, and UAE) in developing ESD Teacher Education Guidelines to integrate sustainability within Teacher Education programmes.

UNESCO Santiago is undertaking a comprehensive review of the Chilean national curriculum to identify entry points for ESD as a transversal theme. The mapping of the curriculum will be accompanied by guidelines and concrete suggestions for teachers on how to integrate ESD in their classrooms. UNESCO Quito has developed a baseline for the inclusion of Sustainable Development, Interculturality and Culture of Peace in the basic education curricula, specifically at the UNESCO Associated Schools in Ecuador. UNESCO Quito is also using the ASPnet in the Andean States to promote ESD among teachers and schools through different network activities.

Research on competencies

An ESD competencies study entitled "Education pour le Développement durable et compétences des élèves dans l'enseignement secondaire" has been finalized. On the basis of the study findings, a pedagogical approach is being developed for teachers and educators who work with children and youth from 6 to 18 years old on rights and values within the framework of ESD, for implementation at national level. The report of the study also gives a good overview of the current status of the implementation of ESD in 26 countries from different regions of the world, in terms of general education policy, teachers' perception, textbooks, and classroom activities.

Challenges and lessons learnt:

	Major obstacles in integrating ESD and related elements (climate change, disaster risk reduction and prevention, etc.) within the education systems, as well as challenges for smooth implementation of activities, are the lack of political commitment and financial investment; poor coordination of key stakeholders; and failure to put upstream policies and plans into practice. UNESCO's specific comparative advantage on the ground is the ability to link implementation of activities with upstream policy change driven by Ministry demand, focusing on building institutional capacity which is monitored and evaluated, and the innovation of longer term response systems at national, regional and international levels. By creating alliances with the relevant Ministries, the sustainability of the activities initiated by UNESCO is increased. Concentration of efforts in these core areas will enable UNESCO to make a lasting impact for the benefit of Member States. It will also support the necessary visibility and legitimacy to ensure institutionalization of measures undertaken.
ER 10: National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts	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 countries including Afghanistan, Angola, Brazil, Burundi, Comoros, Cambodia, Cape Verde, Guinea-Bissau, Kenya, Kiribati, Lesotho, Malaysia, Mauritius, Mongolia, Pakistan, Philippines, Rwanda, Swaziland, Tanzania (and Zanzibar), and Uganda. • The Organization has continued to support countries to implement workplace policies and programmes, often in collaboration with ILO, in Angola, Ghana, Lesotho, Namibia, Senegal and Swaziland, and, in conjunction with this, 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. A new booklet in the popular series 'Good Policy and Practice' focusing on pre-service teacher training and HIV was completed and widely disseminated. Country efforts have included Angola, Botswana, China, Cuba, Ethiopia,

| | Kazakhstan, Kyrgyzstan, Lebanon, Lesotho, Malawi, Namibia, Nigeria, Pakistan, Tajikistan, Tanzania, Ukraine, Uganda, Uzbekistan, Zambia and Zimbabwe.

Expanding the knowledge base on HIV and Education:

• UNESCO actions to expand the knowledge base on HIV and education have continued, including through the completion of a ground-breaking study on the cost and cost-effectiveness of sexuality education in Estonia, India, Indonesia, Kenya, Netherlands and Nigeria.

• Guidance has been completed and widely disseminated on how the education sector can respond to the needs of HIV-positive learners, with results shared at an international conference on HIV and children for Eastern Europe and Central Asia held in Russia.

• 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 in support of global monitoring and evaluation of the education sector response to HIV.

• UNESCO continues to provide knowledge-sharing by fortnightly updating of the UNESCO HIV and AIDS Education Clearinghouse and circulating the widely read e-newsletter. http://hivaidsclearinghouse.unesco.org/

Advocacy and education outreach:

• UNESCO participation at the international conference on children and HIV held in St. Petersburg, Russia, in June 2011, was a significant opportunity to highlight the role of the education sector in national HIV responses where these have traditionally been dominated by the health sector.

• UNESCO continues to convene the UNAIDS Inter-Agency Task Force (IATT) on Education where UN partners, bilateral agencies and civil society organizations collectively advance HIV and education issues. The next meeting will be hosted in December 2011 in Washington, DC, USA, exploring the interface between school health and HIV prevention programmes.

Challenges and lessons learned:

• The study on the cost and cost-effectiveness of sexuality education programmes has generated strong interest; there is now a need to include and undertake a cost-effectiveness analysis from a programme in Latin America which had been missing from the initial study, and which is likely to be Argentina, to be completed before the end of 2011.

• There are an increasing number of countries expressing interest and readiness to strengthen or implement sexuality education programmes; however, historical analysis including recent work in Kenya indicates that |

	successful scaled-up programmes show that this can take several years and often involves a demanding and complex p

Cost-effectiveness/efficiency measures for this Main Line of Action
Within the limited financial and human resources of UNESCO, a more upstream work at the policy level e.g. facilitate the policy dialogue and networking combined with technical assistance in policy analysis and planning is proved to be very effective and should be pursued further.

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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 571 954	Expenditures: $3 426 582	Allocation: $14 128 832	Expenditures: $9 686 264

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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	Revision of EFA coordination mechanism Overall, UNESCO worked in the past 18 months to lay the foundations for a more effective coordination process in the coming months and years. This, in return, will enable UNESCO to lead the debate on priorities and actions for the few years up to 2015 and to ensure more focused support, by all partners, at the country-level for substantial progress towards the EFA goals. At the same time, UNESCO will be in a better position to propose a plan for the reporting and assessment for 2015 itself, as well as an inclusive process for defining a post-2015 agenda. UNESCO's Member States reacted overall positively to the review efforts and acknowledge opportunities in the proposed reform to strengthen 1.) UNESCO's global leadership role in EFA; 2.) ownership and accountability of all Member States in the EFA process; and 3.) advocacy with sharper messages and directed to new targets, notably institutions and partners outside the education sector. UNESCO Regional Bureaux for Education participated in the consultations on the EFA coordination reform

proposals. Through the preparation of regional reports on EFA progress, they were more closely involved in the preparation of the Working Group and High-Level Group meetings on EFA. The reports were all very well received and demonstrated the added value of perspectives and analysis generated at the regional level, in the global review meetings. The regional preparatory conferences and the 2011 Annual Ministerial Review of ECOSOC on the theme of Education were an opportunity to engage education ministers and to place the EFA agenda in a holistic approach to education, while reaffirming UNESCO's leadership.

UNESCO continued coordination with the other EFA partners, in their respective contexts (at HQ and regional bureau). In particular in the Asia Pacific and the Latin America and the Caribbean region, UNESCO regional bureau have created greater impact owing to strengthened partnerships and a clear focus. In Asia Pacific region, Bangkok office finalized "End of Decade Notes" on EFA progress, and in LAC, future priorities for the EFA/PRELAC's work were defined. In Africa, focus was on communication around the EFA Global Monitoring Report (GMR) and challenges identified in the report as well as on issues around education financing in the region, supported by the 2011 UIS report on the region. In the Arab region, successful cooperation with Arab League Educational Cultural and Scientific Organization (ALECSO) and the World Bank around the regional initiative for monitoring education quality was developed. With regard to EFA coordination, a regional Arab meeting of EFA coordinators in July will discuss how to give new impetus to the coordination mechanisms at regional and national level.

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/Res. 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:

EFA coordination processes in the different regions are as different as EFA progress itself. The establishment of linkages between national, regional and global level must rely on efficient mechanisms at each level; these have to be built at regional level and in interregional dialogue where HQ has an essential role to play.

ER 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, The hidden crisis: Armed conflict and education was launched by Irina Bokova, Director-General of UNESCO, at UN headquarters in New York on 1 March. The launch event included many high profile speakers including Michelle Bachelet, Executive Director and Under-Secretary-General, UN Women; Michaëlle Jean, UNESCO Special Envoy for Haiti; Mary Robinson, President, Mary Robinson Foundation - Climate Justice, Former President of Ireland; Jeffrey Sachs, Director, The Earth Institute, Columbia University; Kevin Watkins, Director, Education for All Global Monitoring Report. Following the launch of the English version, versions in the five other UN languages are being completed, distributed and promoted at over 45 regional and national launches so far this year.
	The Report continues to grow in its readership and influence among education experts and beyond. It was presented at numerous international, regional and national forums, conferences and education-related events, such as The Tenth Meeting of the High-Level Group on EFA, held from 22 to 24 March 2011, in Jomtien, Thailand, and the launch of the Arabic edition of the 2011 Education for All Global Monitoring Report in the presence of Queen Rania of Jordan on May 30th 2011 in Amman, Jordan. UNESCO Field Offices organized over 35 national launches either as stand-alone events or in conjunction with events such as EFA Global Action Week (2-8 May 2011). Donor partners organized national seminars, expert meetings and presentations in 7 countries. Participants in these events often included top-level officials from Ministry of Education and Foreign Affairs.
	In July 2011, South Sudan will become the world's youngest state. On 21 June, UNESCO with the Ministry of Education of South Sudan launched the 2011 EFA Global Monitoring Report in Juba. The Report's Director, Kevin Watkins also presented a new policy paper outlining the fledgling country's immense education challenges, opportunities, and ways ahead.
	The 2012 Global Monitoring Report will examine the important and timely role of skills development, the third EFA Goal. Drawing on a broad range of national case studies and international experience, the report will examine the linkages between skills development, economic growth and poverty reduction, with a special emphasis on marginalized populations and the informal sectors of developing countries.
	The team made significant efforts in 2010 to close the report's funding gap, and we continue to put in place longer term agreements thanks to the support of the report's donor partners. The enhanced communication strategy requested by the GMR Advisory Board gave outstanding results with unprecedented media coverage. Given its success and wide appreciation, it appears that it's definitely worth pursuing in this

	direction by the GMR team.
ER 13: International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development strengthened and the Bonn Declaration of the UNESCO World Conference on Education for Sustainable Development followed up	Through the various interventions undertaken to contribute to this ER, the international coordination and mobilization role of UNESCO has been enhanced and reinforced to support the DESD, following up on the Bonn Declaration and ensuring the implementation of the Strategy for the Second Half of the Decade. (For activities predominantly geared at the national level, see ER9.) The interventions have focused on enhancing the DESD global lead and partnerships, capacity-building for reporting on progress, and advocacy and communication. Enhancing the DESD global lead and partnerships Partnerships with sister UN 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 Rio+20 conference, which will remain on the agenda into the next biennium. UNESCO will also enhance its international lead on Climate Change Education for Sustainable Development (see ER9 for details on this area). On the occasion of the 2011 Commission for Sustainable Development (CSD19), a meeting of the UN Inter-Agency Committee for the DESD (IAC) was convened to review the IAC's engagement with the Rio+20 process. The IAC also organized a side event at CSD19 on the role of education in Sustainable Consumption and Production. At CSD19, UNESCO also joined UNEP, Italy, Sweden and PERL in proposing, as part of the 10 Year Framework of Programmes on Sustainable Consumption and Production, a joint programme on Sustainable Lifestyles and Education. While the results of CSD19 were inconclusive, UNESCO and its partners will continue to contribute to efforts to shift towards sustainable and responsible lifestyles. The International Year of Forests and other initiatives provided opportunities to further cooperation with various UNESCO networks, such as the ASPnet, the UNESCO Chairs network, the World Network of Biosphere Reserves, and the MAB programme. Support has been given to promote ESD activities undertaken within the framework of Reseau pour Excellence en Enseignement Superieur en Afrique de l'Ouest (RESEAO), the regional ASPnet initiative in West Africa in cooperation with BREDA. In Asia-Pacific, partnerships were enhanced through the establishment of Green Econ omy collaboration with sustainable business practitioners, as well as through research coordination with the

	National Working Committee in China for a UNESCO Project on ESD to develop school guidelines for ESD implementation at the local level.
	Capacity-building for policy formulation
	UNESCO has provided assistance to Member States in different regions seeking to integrate the objectives and priorities of ESD into policy, planning and curriculum development. For instance, UNESCO Bangkok provided thematic ESD and EFA training support in the facilitation of workshops concerning Re-orienting Teacher Education and RICE projects. Regionally, seminars were held in Bangkok and Penang, with attendees from Bangladesh, Cambodia, China, Hong Kong, Indonesia, Japan, Laos, Malaysia, Nepal, Philippines, South Korea, Sri Lanka, Thailand. Nationally, seminars were held in the Philippines, Thailand and Viet Nam.
	Capacity-building for reporting on progress
	Sensitizing stakeholders regarding reporting on ESD progress has contributed to raising the profile of ESD nationally and internationally. The feedback from the capacity-building workshops has been good and in part lead to strengthened cooperation in the regions, including the establishment of a regional network in the Caribbean. The current DESD Monitoring and Evaluation phase, focusing on Processes and Learning for ESD, is well underway. Draft regional synthesis reports based on the Member States' responses to the DESD M&E survey, as well as case studies on processes and learning, are being compiled. UNESCO Beirut is planning to send out the Arab region report for review and comments among key ESD stakeholders in the region. UNESCO Santiago is in the process of identifying selected countries for the case studies. Assistance has also been provided for the development of ESD indicators. In Asia-Pacific, through partnerships with IGES, UNU-IAS, and UIS-AIMS, a steering committee for ESD indicators development was established and minimum standards were outlined.
	In the context of its activities to report on progress regarding the implementation of the DESD, UNESCO has conducted capacity-building workshops in Kingston and Panama for the Latin America and the Caribbean region, in Bangkok for the Asia/Pacific region, and in Ouagadougou for the Africa region. Participants in the workshops included representatives of ministries, National Commissions for UNESCO, NGOs, other UN agencies and academia. The aim of the workshops was to sensitize policy-makers towards ESD by familiarizing them with strategies and methods to monitor and evaluate progress. A number of tools for these workshops were developed, including an expert literature review of processes and learning for ESD, which

has been translated into French, Spanish and Russian.

The Asia-Pacific regional monitoring and evaluation meeting on the DESD founded a cross-regional network of ESD Monitoring and Evaluation focal points in order to share good practices and examples of toolkits, resources, policy, and curriculum integration.

Advocacy and Communication

In the context of advocating for and communicating the objectives of the DESD, UNESCO has revised, edited and updated the DESD website (www.unesco.org/education/desd) to offer more user-friendly and up-to-date information. The new version of the site was launched on 14 March 2011 in English, French and Spanish with already some pages available in Arabic.

The compilation of a new version of the ESD information kit is continuing, in collaboration with relevant UNESCO and other UN agencies' programme specialists, focusing on the development of regional and technical briefs. A CD-Rom containing a selection of relevant ESD publications and materials (in all 6 UN languages when available) has been printed.

Regional bureaux have provided support towards the creation and dissemination of global ESD learning tools (e.g. ESD Lens, Multiple Perspectives Tool on Water), including support for translations to national languages. Editorial reviews, publishing and dissemination of the Astrolabe, a coordination tool for ESD in the Asia-Pacific, was initiated. Advocacy for the document (and its purpose of mainstreaming ESD) and technical support were provided to the Jakarta cluster countries during the 2nd Country Reports Meeting on ESD. An e-platform, publication dissemination plan and information modules have been developed for the collection of regional ESD publications.

Challenges and Lessons Learnt:

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; meanwhile, preparation is underway of school guidelines for ESD implementation that will assist in the integration of ESD at the school level.

Recent ESD publications and ESD tools encourage and support Member States and other ESD actors to link ESD concepts and programmes with existing EFA, MDG and other development policies and plans. The streamlining of ESD, EFA and the MDGs aims to mitigate over-burdening Member States with planning for and implementing of distinct and parallel development processes. Despite the potential and promise in

	integrating these three agendas where appropriate, challenges remain regarding the different conceptualization of benchmarks and expected outcomes. Assisting 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 regional bureaux have encouraged discussions to support the coordination of ESD with respect to ongoing development plans and priorities in order to streamline the process and better integrate ESD into the education sector. Through its new ESD website and various publications, UNESCO is expanding its clearinghouse function in the field of ESD. Visibility of the DESD has increased with the DESD website being in the top four websites consulted on the UNESCO Education portal during the reporting period. Upcoming tasks regarding UNESCO's role as lead agency for the DESD include providing coherence between the diverse ESD activities of internal and external partners and to formulate concise and clear messages for the remainder of the DESD. Securing a sustained political commitment for ESD proves to be challenging with varying priorities, political agendas, platforms and public opinion in Member States. Advocating for ESD by focal points to Ministers of Education requires commitments in resources, including time, and often must compete against other priorities. It remains therefore difficult to fully place sustainable development at the centre of education. Providing context-specific technical support requires in-depth knowledge and access to Member State's specific education systems, while also adjusting for different Member State's conceptions of sustainable development, which is not always easily achieved given UNESCO's coverage and resources.
ER 14: Member States aware of the normative instruments in education and actively reporting on their implementation	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. 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" was broadly disseminated and allows 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 UN treaties to the right 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/21 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".

Cost-effectiveness/efficiency measures for this Main Line of Action

UNESCO has been encouraging linking of programmes with existing EFA, MDG and other development policies and plans, to prevent over-burdening of countries with planning for and implementing of distinct and parallel development processes.

I.3. UNESCO education institutes

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $17 500 000	Expenditures: $17 500 000	Allocation: $366 196	Expenditures: $177 875

I.3.2. UNESCO International Bureau of Education (IBE)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 800 000	Expenditures: $4 800 000	Allocation: $169 652	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to plan, implement and manage basic education, mainly in Africa (MLA 2 - expected result 5)	The Diploma on Curriculum Design and Development was launched in Latin America in August 2010 in collaboration with the UNESCO Regional Bureau for Education (OREALC). The Diploma is an example of the new IBE's approach to long-term implementation of sustainable and tailored capacity development programmes. Thirty-three professionals are participating in this course, expected to be completed during the second half of 2011. The IBE has also planning the implementation of a similar course in Africa, to be launched in collaboration with the UNESCO Regional Bureau for Education (BREDA). As part of a series of training tools, the final version of the "Resource Pack", consisting of eight modules focusing on curriculum design, management and implementation, has been used as the main training tool for the Diploma. Overall, as of the end of May 2011 a total of 365 professionals (including 234 from Africa) from 53 institutions around the world have participated in IBE capacity development activities. A total of 12 countries, of which seven African countries, benefitted from IBE's tailored technical support to strengthen national curriculum reform and change processes. In Angola, in the context of the UNESCO Capacity Development for EFA (CapEFA) Programme, the IBE has collaborated with the Ministry of Education in the development of national guidelines for curriculum and textbook revision process, and also supported the training of curriculum specialists on integrating cross-cutting issues in the curricula of schools and teacher training institutions. In the case of the UNESCO BREDA-led Basic Education in Africa Programme (BEAP), through its Community of Practice network the IBE

	contributed to: the BEAP launches in Mauritius and Burkina Faso; the mapping of curriculum needs in several African countries; the revision of curriculum frameworks (Gambia and Mauritius); and the training of professionals from 11 countries in inclusive curricula, curriculum design, and competency-based approaches. In Vietnam, under the "Delivering as One" initiative and in close collaboration with the UNESCO Hanoi Office, the IBE has supported the incorporation of gender issues and the promotion of gender equality in and through teacher training courses.
Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students (MLA 2 - expected result 6)	Capacity development and technical support activities have also been supported through the preparation and pilot-testing of learning tools and training modules. In addition to the "Resource Pack", several thematic modules have been developed on: Education for Sustainable Development (ESD), gender sensitization (in collaboration with the UNESCO Regional Bureau for Education-Bangkok); competency-based approaches, pedagogy of integration, and school-based curricula (Latin America); inclusive education (inter-regional and Latin America); and Basic Education for Africa Programme (BEAP). Other tools include: the teacher training package for gender equality (Vietnam); guidelines for integrating cross-cutting issues in the curriculum of schools and teacher training institutions (Angola); the Portuguese and the revised French versions of the manual for integrating HIV and AIDS education in school curricula; and the Capacity Development Toolkit for Curriculum Innovations in sub-Saharan African Countries.
	The Community of Practice (COP) in curriculum development has further consolidated and expanded its network for capacity development and policy dialogue in the field of curriculum at national, regional and interregional levels. Involving over 1,500 members from 139 countries (as of May 2011), the COP has also been instrumental in mobilizing expertise and fostering international dialogue on a broadened concept of inclusive education, in particular regarding the implementation of follow-up initiatives to the 48th session of the International Conference on Education held in 2008.
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post- disaster situations (MLA 3 - expected result 8)	The 48th session of the International Conference on Education (2008) contributed to refocusing discussions related to the theory and practice of inclusive education. In partnership with UNESCO HQ and Field Offices, the IBE has worked intensively to trigger processes of policy dialogue in light of a renovated commitment to inclusive education as a key element of EFA. The IBE participated in more than 30 activities, including advocacy and information dissemination, and contributed to inclusive education policy documents, which also served to strengthen partnerships beyond UNESCO. The IBE organized or co-organized seven of these activities involving about 240 participants from 80 countries. IBE also prepared or contributed to the development of several inclusive

	education resources, and facilitated two capacity development workshops on inclusive education and curricula. The IBE is collaborating with Iraq and Sudan in curriculum reform processes in both countries. Forty education experts have participated in planning conferences and capacity development meetings to finalize national curriculum strategies in each country. Proposals have been developed for two long-term projects, and the implementation of the Iraqi project carried out in collaboration with the UNESCO Iraq office started at the end of 2010. The IBE has largely contributed to the first comprehensive version of the new Iraqi Curriculum Framework. The IBE is also partnering with the Interagency Network on Education in Emergencies (INEE), and contributed to the Guidance notes for teaching and learning in emergencies produced by INEE.
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 (MLA 4 - expected result 12)	The IBE's clearinghouse services were enriched through the compilation and dissemination of up-to-date information. Databases on education systems and curricula were further developed, with 190 updated Country Dossiers providing access to curricular resources in almost 100 countries and some 80 updated education profiles of the World Data on Education database. The Digital Library of National Reports (1932-2008) and the IBE online catalogue were further improved. Weekly alerts and digests were compiled and disseminated, including a new series of thematic alerts (the first one on gender and curricula). The IBE continued to contribute to the UNESCO HIV and AIDS Clearinghouse. The IBE also supported the review process of the International Standard Classification of Education (ISCED) as a member of the Technical Advisory Panel, and co-organized the Swiss launching of the 2010 and 2011 EFA GMR. The IBE website, a key dynamic multilingual and user-friendly platform for knowledge sharing and dissemination, was migrated to the new UNESCO Web design template and made available online in October 2010. Compared to the previous period, the number of visits increased by 67%, the number of unique visitors by 25%, and the number of page views almost doubled. Downloads of IBE documents and publications through UNESDOC also show an increase of 25%. Prospects, which is now a peer reviewed journal, has continued to improve in terms of quality control and time delivery. Five issues were published on diverse topics, including Holocaust education; universal primary education in South Asia; education and armed conflict, among others. Prospects is disseminated through 215 Consortia, reaching over 5,400 institutions in 69 countries. Three additional publications were also made available. The IBE knowledge base on education systems and curricula is highly valued and widely consulted. The challenge for the future will be to ensure a more sustained exploitation of these quality materials and establish a

collaborative, clearinghouse mechanism to further develop resources and knowledge sharing intended to inform curriculum policies and support practitioners and curriculum specialists.

I.3.3. UNESCO International Institute for Educational Planning (IIEP)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $5 300 000	Expenditures: $5 300 000	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	Implementation is going as planned with the result that over 1,500 education professional, planners and managers benefited from IIEP's skills development opportunities. Strategic thinking is ongoing concerning what future training the Institute will provide to continue ensuring relevance to the needs of Member States. Distance education, as an implementation modality is being stepped up, translating in a diversification of the themes which the Institute is advertising. Another orientation is to reach out to decision-makers on the premise that planning may be a technical operation but that it need firm political anchorage. Once implemented, this orientation will shift, to some extent, the current, main training target of the Institute, i.e. middle-to senior-level technicians. Member States and other IIEP partners (particularly UNICEF) are increasingly calling on IIEP for technical support. Technical assistance could become a heavy trend in the future, and this is requiring careful management to maintain the balance between IIEP's functions as capacity developer, laboratory of ideas, and clearinghouse. Technical assistance interventions include plan development of plans in: - Angola where eight provinces were coached into developing their first education plans, which were presented to the Governors in June 2011. The process allowed provincial planners to create horizontal dialogue across provinces, which may become another driver of sustainability. - Ethiopia (central level), which was developed in a broad participatory manner. Consequently, the plan is owned by the Ministry and fully reflects its vision. Specific media and Members of Parliament information sessions were organized to foster the discussion on the future of education in the country, and stakeholder involvement and interest in plan implementation. Some evidence would suggest that qualitative improvements were also made in

	regional plans, attributed in part to the process set up by the Federal Ministry and the guidance and training provided through IIEP.
	- Sudan (state level) and South Sudan (central level). National teams are making good progress in preparing their documents. Results are perceptible in terms of the output (the plan) and the processes (skills development and application).
	IIEP's involvement in Angola provides a further illustration of the merits of the Institute's participatory and inclusive approach. An appraisal study lead jointly by IIEP and the Ministry of Education (MED) concluded that policy dialogue around educational inspection and supervision policies among MED authorities should be strengthened. This led to the setting up of a Working Group on School Inspection Policy, placed under the leadership of the Vice-Minister for Education Reform. Thanks to its membership of some 30 high-level civil servants from the central and provincial levels, a thorough review of the state of inspection was conducted, which informed consensual and strongly owned proposals for the reform of school inspection in the country. A training programme is presently under way to create a pool of supervisors capable of training their peers.
	Lessons learnt:
	IIEP's successes stem from the Institute's commitment to actual skills transfer as a means of building sustainability of intervention results. While the approach may be considered labour intensive in the short run, the Institute witnesses that on-the-job coaching leads to appropriation, and is the right way to go about developing capacities in countries, for countries, with countries.
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 (MLA 4 - expected result 12)	Research programmes are ongoing as planned in the Institute's Medium-Term Plan. The preferred implementation approach is through partnerships with national stakeholders. When possible, other agencies are brought in to enlarge the spectrum of competences and resources available to achieve results. One of the recent successes in this area is the partnership built around the school grants projects, which synergizes national ministries of education, IIEP, UNICEF, the Aga Khan Foundation, and Centre for Education Policy Development (South Africa). IIEP's research is geared towards producing findings that are action and policy-oriented. Results achieved for the reporting period include:
	- preparation of a mix of possible scenarios for Mexico's future policy on equitable access to, and participation in, education. The proposals fully take into consideration national geographic disparities, including for instance recommendations to enable municipalities to develop local equity policies. IIEP's input will be one of the reference

	documents for new strategy of Mexico's Council for education's (CONAFE).
	- In Paraguay, IIEP conducted applied research to contribute to the Ministry's review of how to design an education offer closer to the socioeconomic and cultural profiles of the adolescents of the country. Using national and international data, a set of priority core issues have been identified for further action.
	- IIEP was also called upon to review the effect of fee-abolition in the Republic of Congo. This work led to the proposal of an alternative mechanism to implement the policy. It details an alternative financial flow from the Ministry of Finance to schools, a stronger role for the Inspectorate, an improved disclosure of school resources and resource use, and the setting up of different management structure from the school level all the way to the Prime Minister's office. If approved and implemented, costs could be reduced by one-third in 2012 and would still be below current expenditure in 2020. In addition, the mechanism would allow for a better tracking of public funds, thereby leading to transparency gains.
	Research results are being discussed at high-level. This is a first step for moving towards evidence-based decision-making. Whether (and how) IIEP could do more needs further reflection. This being said, the Institute is taking a much more resolute approach towards improving its external communication on key education messages.

Cost-effectiveness/efficiency measures for this Institute 3
Resource allocations are discussed annually and financial monitoring done on a quarterly basis. The expansion of the distance education offer is one example of how the Institute aims to achieve more with the same level of resources. Partnerships, in addition to the synergies which they create, are a further means to leverage resources.

I.3.4. UNESCO Institute for Lifelong Learning (UIL)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 000 000	Expenditures: $2 000 000	Allocation: $0	Expenditures: $51 319

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
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 (MLA 1 - expected result 1)	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 least prioritized EFA goal. The translation of high-level advocacy events to concrete strategies and sustained partnerships remains a challenge in Africa. In Asia, the public launches of LIFE at the country level not only attracted participation of high level policy makers and broader mix of stakeholders but also led to signing of MOUs in some countries, which specified cooperation modalities at central and decentralized levels. The evaluation shows that coordination is a key challenge given that many ministries are involved and diverse stakeholders are implementing. In a few countries, LIFE was embedded and adapted in their national literacy programmes. The LIFE Mid-term evaluation of the Arab Region and the LAC are underway and by the end of the biennium, a global LIFE Mid-term evaluation will be available. Through the Capacity Development for EFA (CapEFA) programme, the following have been achieved: a) policy documents on literacy and non-formal education have been improved in Democratic Republic of Congo, Pakistan, Papua New Guinea, Rwanda and Tanzania; b) strengthened capacities in planning in non-formal education in Bangladesh, Chad, Mauritania and Nepal, c)mapping exercises paved the way for better understanding of the state of literacy and NFE programmes which contributed to better delivery and partnerships in Cambodia, Mozambique and Togo. The compilation and dissemination of several tools like LIFE Resource Pack, data base on effective literacy practices and the LIFEline (an interactive online platform) have contributed to effective exchange of experiences, which in turn have improved capacities for planning and implementing literacy programmes. The advocacy and capacity building activities of LIFE and other literacy related initiatives all

	contributed to the United Nations Literacy Decade (UNLD).
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	The strengthened capacities of policy makers and researchers in establishing lifelong learning systems in 5 countries in Africa (Ethiopia, Kenya, Namibia, Rwanda and Tanzania) and 5 countries in Asia(Cambodia, Laos, Malaysia, Thailand and Vietnam) have resulted in the formulation of draft action plans which are aimed at developing educational policies with a lifelong learning perspective. In a few countries, national committees have been established to plan for the development of such policies within sector wide approaches. A review of a pilot two week capacity building workshop will be undertaken to help in the planning of the next workshop in the Arab Region and Latin America and the Caribbean. As a result of the International Forum on Lifelong Learning, held in Shanghai, the two hundred participants (policy-makers, researchers and practitioners from 35 countries) expressed to have a better understanding of the holistic perspective offered by lifelong learning through the sharing of practices in both North and South. CONFINTEA Follow-up: The Belem Framework of Action (BFA) presents concrete action points for the promotion of adult learning and education and outlines mechanisms for Member States to report on and be accountable for progress (every three years) and for UNESCO to coordinate and support data collection and monitoring. The first Global Report on Adult Learning and Education (GRALE) was launched in Belem and has since been produced in English, French and Spanish and widely disseminated. All relevant documents and procedures emanating from the Conference were produced in all six UNESCO languages and disseminated in printed copies and on the web. News from member states on activities were collected and disseminated through the CONFINTEA website and by two issues of the electronic CONFINTEA VI Follow-up Bulletin. In order to guide UNESCO in the follow-up, the CONFINTEA Advisory Group was constituted, a common road map for the Follow-up established, a Communication Strategy prepared. In close consultation with the UNESCO Institute for Statistics (UIS) an Overall Monitoring Strategy and a Monitoring Matrix were developed and discussed with Member States and stakeholders in a moderated tri-lingual online consultation forum. Two international meetings were organized to validate

	these and to initiate the preparation for the 2nd Global Report on Adult Learning and Education (GRALE). It was agreed that the next issue should focus on literacy and contribute to the end of UN Literacy Decade evaluation. The questionnaire and guidelines for the next round of reporting on the status of adult learning and education have been drafted and have been subjected to a series of consultations. The questionnaires will be sent to the Member States by the 3rd quarter of 2011. The first Regional Follow-up Meeting (for Latin America and the Caribbean) hosted by the Mexican government, organized in cooperation with INEA (National Institute of Adult Education), OREALC, UIS, OEI (Organisation of Iberia-American States), UBO UNESCO office in Brasilia and the UNESCO office in Mexico, took place in May 2011 to assess progress and further generate forward-looking action points. As a tool to follow up on the implementation of the BFA, a regional matrix was developed. As recognition and validation of non-formal and informal learning is a key issue of the Belem Framework, a questionnaire to help in the development of UNESCO guidelines on recognizing all forms of learning has been sent to Member States in May 2011. A short report on monitoring the Nairobi Recommendation on the Development of Adult Education (1976) was submitted to the 187th session of the UNESCO Executive Board. The main objective is to show how Member States have been implementing the Nairobi Recommendation, to highlight the main trends in adult education for the future and to initiate a review and update of the Recommendation. To avoid duplication of efforts the report mainly builds on the findings of the Global Report on Adult Learning and Education (GRALE), and takes into account commitments in the Belém Framework. Future monitoring of the Nairobi Recommendation will continue refer closely to the monitoring of the Belém Framework for Action.
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 (MLA 4 - expected result 12)	The first Global Report on Adult Learning and Education (GRALE), which compiled information on the status of adult learning and education from Member States and which was launched in Belem in 2009, is now available in English, French and Spanish and widely disseminated. The positive feedback on the Report as well as the wide consultations on the online 154 National Reports indicate the critical value of such studies and reports. As provided in the Belem Framework for Action, the GRALE is

	going to be used as a Monitoring Mechanism for the CONFINTEA VI and is expected to be produced every three years. The joint research project with Canadian International Development Agency (CIDA) on youth literacy and basic life skills has produced guidelines for working with marginalized youth which will be used by programme specialists in developing, implementing, monitoring and evaluating initiatives. It provides evidence for addressing the challenges in achieving Goal 3. Results will be shared in an African Forum where concrete follow-up actions will be agreed upon. A research on measuring the learning outcomes of various kinds of types of adult literacy programmes in Burkina Faso, Mali, Niger, Senegal and Morocco has been initiated. Several research based publications on 1) Gender and Literacy, 2) Africa and Multilingual Education; and 3) Perspectives in Lifelong Learning which contain data on key issues have now been disseminated. A series of textbooks on "African perspectives on adult learning" has been produced to propagate works of African authors using indigenous concepts and evidence from the region. A report of EU-funded research project Ensuring Early Acquisition of Literacy: Study on Parental Support is featured in the European Commission website as a key research report on literacy. Finally, a user-friendly website gives improved access to Member States and features the latest information on UIL's field of competencies as well as providing links to other relevant sites.

Cost-effectiveness/efficiency measures for this Institute 3
- To avoid duplication of efforts and to reduce reporting duties of Member States, the National Reports on the Development of Adult Education prepared for the 6th International Conference on Adult Education (CONFINTEA VI, 2009) were used simultaneously for the monitoring of the UNESCO Recommendation on the Development of Adult Education (RDAE). The next monitoring cycle (2011-2012) will also include monitoring of the activities undertaken during the second half of the United Nations Literacy Decade (UNLD), thus combining three interrelated monitoring processes (RDAE, CONFINTEA, UNLD). An integrated questionnaire has been developed to that end which will be sent to Member States in Summer 2011. - The full adoption of IPSAS ensures increased transparency as regards the UIL financial situation.

I.3.5. UNESCO Institute for Information Technologies in Education (IITE)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $900 000	Expenditures: $900 000	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (MLA 1 - expected result 2)	(a) In 2010, IITE in close cooperation with the Ministry of Education of the Republic of Sakha (Yakutia), Russian Federation has launched a flagship project "Teachers of the Arctic". Through the Conference in August 2010 and the Workshop in March 2011, current practices of teacher training have been revised, effective approaches of using Information Communication and Technology (ICT) in education shared, learning achievements, impacts and progress assessed and needs and challenges of the teachers and schools in the Arctic region revealed. A master class "Teachers' Professional Development in the Context of Informatization of Education" was organized for teachers from Arctic and Nordic schools including the ones from UNESCO ASPnet schools of Yakutya. Jointly with CISCO, one of the private sector's IT companies, Cisco a training class was set up at the Sakha Institute for Educational Staff Professional Development (IPKRO), where the training courses on ICT basics for teachers as well as for IPKRO staff were held. Requirements for ICT competency model for Aarctic teachers have been defined and the general specifications for the model of multiclass/multigrade arctic schools proposed. The internship for Yakut teachers and school administrators was organized at IITE. (b) Online training course "Management of e-Content", blended course "Modern Educational Technologies for Arctic Teachers" as well as short multimedia courses for teachers on interactive technologies and presentation techniques are being developed. (c) At the International Conference IITE-2010, which was held in Saint-Petersburg, Russian Federation in November 2010, the Institute presented its vision of the use of innovative technologies and resources in teacher education and of multi-stakeholder partnership in this field. Papers on the best practices of ICT application in teacher's education, improvement of IT-literacy and open educational resources (OER) copyright issues, OER best practices and dissemination, as well as development of partnerships between IITE, leading IT companies, UNESCO ASPnet Schools and UNESCO Chairs were published in the Pproceedings of the Conference.

(d) Within a joint project with Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation on promotion of the use of ICTs in Technical and Vocational Education and Training (TVET) in Commonwealth of Independent States (CIS) countries, an analytical paper on the current situation and main tendencies of ICT use in TVET in CIS and Ukraine, including best practices of ICT use in TVET and recommendations for its further development in CIS and Ukraine, was elaborated. It will be published in late 2011.

(e) The IITE pays close attention to reinforcing UNESCO ASPnet schools. Their role in integrating principles, values and best practices of sustainable development into education and use of ICTs has been defined and the opportunities to expand partnership of UNESCO ASPnet schools for their sustainable development assessed at the International Conference "ICTs and Quality of Education: UNESCO ASPnet on the Way towards a School of the Future" (Kazan, Russian Federation, April 2011). The Conference participants have decided to create an interregional sub-network of UNESCO ASPnet schools of the Russian Federation, CIS and Baltic countries coordinated by IITE. The aim of this network is to form a unified information-education-cultural environment and virtual community of practices for sharing ICT application experience in school education as a part of IITE and UNESCO Associated Schools Pilot project "Smart School of the Future". For that reason a specialized information-education resource is created by IITE.

(f) IITE pays constant attention to cooperation with UNESCO Chairs working in the field of ICTs in education. A Memorandum of Understanding on establishing the International network of UNESCO Chairs was signed by 22 UNESCO Chairs and universities representatives from 13 countries at the International Conference of the UNESCO IITE and UNITWIN/UNESCO Chairs "UNESCO Chairs Partnership on ICT Use in Education: Innovations and Best Practices" (June 2011, Saint-Petersburg, Russian Federation).

(g) In 2011, IITE jointly with the International Telecommunication Unit (ITU) launched a project on the establishment of IT center for visually impaired persons in the Republic of Armenia. The project is aimed at promoting inclusive policies and creating accessible information and education environment by means of ICTs for people having this kind of disability. IITE will develop and disseminate instructional and support materials on ICTs in education and accessibility targeted at policy- and decision-makers, IT and educational specialists and end users. The center will be opened in Yerevan by the end of 2011.

(h) Recognizing the potential of opening up educational resources for use and adaptation by everyone as one of the great opportunities in achieving quality education for all, IITE has launched a project on OER as one of its flagship projects. Non-English speaking countries' concerns and aspirations in the field of OER will be widely advocated

	throughout this project. • IITE OER gateway was launched on 1 June 2011. Its user-friendly interface facilitates navigation though the repositories of Open Educational Resources in CIS. The gateway provides hundreds of links to OER in national languages of CIS countries; • Policy briefs on global trends in the development and use of open educational resources and on copyright issues developed by IITE provide recommendations on potential use of OER in educational settings and on different legal solutions related to intellectual property rights within different national jurisdictions; • The general issues related to OER and those to copyright and licensing with respect to OER were considered in the context of legal regulations on intellectual property rights in CIS and other countries at an international workshop organized jointly by IITE, UNESCO Moscow Office and UNESCO CI Sector on 31 May - 1 June 2011 in Moscow; • Special efforts will be taken to develop the capacity of educators in OER production and re-use: an online training course, including a special tool for OER development has been elaborated and made openly available at IITE website. These activities are supported by networking and building a community of experts in the international OER communities and networking. (i) A new IITE web portal has been launched in June 2010 to improve access to policy documents, research findings, training materials, OER, thematic information on IITE projects and to create a space for interaction and debates in different areas of ICT in education. Being developed with the use of open source software, IITE web portal has improved usability and functionality. (j) Private sector, universities and public academic institutions are pivotal partners of IITE. In addition to joint organization of project-related events and training courses, IITE together with its partners explores specific options and directions of cooperation. Some illustrative examples are a joint project with Hewlett Packard and Saint-Petersburg State University of Information Technologies, Mechanics and Optics on establishment of a research and educational center and the development of the International Centre of Innovative Educational Technologies jointly with Microsoft, the Federal Institute for Education Development and the National Training Foundation.
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	(a) A set of policy briefs (in Russian and English) has been prepared and published in 2010-2011. Eight briefs have already been published; eight more are expected to be out of printed by the end of 2011. The thematic areas covered by policy briefs include but are not limited to the usage of state-of-the-art ICT technologies in education, electronic, mobile, open and distance learning, ICT for inclusion, teacher ICT competencies, OER, etc.

(b) An in-depth analytical review "Recognizing the Potential of ICT in Early Childhood Education" (IITE series "Analytical Surveys") was launched at the World Conference on Early Childhood Education and Care (ECCE) in Moscow in September 2010. This review provides an evidence-based analysis of the impact of ICTs on early childhood education, a clear overview of best practices and policy recommendations for potential use of ICTs in ECCE. Being the first global study in the area, it covers critical issues of strategies of ICT usage in early childhood education, children safety and health in a digital world and professional development of preschool educators. The review has been translated into Slovak and Russian and highly appreciated by Member States.

(c) Another publication in the IITE series "Analytical Surveys" is the survey "CIS on the Way towards Open Educational Resources", prepared by IITE in close cooperation with experts from Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Uzbekistan, Russian Federation and Ukraine. The study includes the analysis of the current national policies on education, emerging trends, challenges and perspectives for the development of Open Educational Resources (OER) in CIS, as well as illustrations of the most successful OER initiatives.

(d) To advance a conceptual understanding of literacy in knowledge society, IITE has developed the analytical study "Media Literacy and New Humanism" printed in the IITE series "Theoretical Aspects of ICT in Education". Being applied to education, the concept of new humanism, a new UNESCO credo, suggests the creation of a more inclusive society in which all humans have a chance to access knowledge and quality education. This publication together with the Media and Information Literacy Curriculum elaborated by the UNESCO CI Sector form a basis for an online training course on media and information literacy to be published at the IITE portal under the joint initiative of IITE and the UNESCO Moscow Office.

(e) In March 2011, IITE launched a three-year project "ICTs in Primary Education" to facilitate the policy dialogue and build foundation for effective primary education by means of ICTs. Project implementation strategy and activities have been discussed at the expert meeting, organized on 17-18 April 2011 in cooperation with the French National Centre for Distance Education in Poitiers, France.

(f) In response to the requests from the Ministries of Education of Armenia, Azerbaijan and Mongolia to provide the assessment of the national policy on ICT application in their educational systems and to support the development of further strategy, IITE has provided expertise and technical assistance support to these countries. IITE will develop recommendations to facilitate the elaboration of strategies of ICT application in education of these countries.

(g) IITE started preparation of the High-Level Policy Meeting "Strengthening National Policy on ICT Competency Standards for Teachers" to be carried out within the International Conference IITE-2011 in Baku, Azerbaijan in

	December 2011. The main focus of the meeting will be teacher training and professional development for new digital educational environment.
	(h) IITE series "ICTs in Education: Best practices" provides a space for UNESCO Member States and other stakeholders to share good practices and ultimately foster ICT-enhanced learning. The first in this series is "Best practices in E-learning in Korea". The study analyzes state policy implementation activities on ICTs in education and the initiatives aimed at the development of infrastructure, curriculum, teacher training, standards, quality assurance, monitoring and evaluation systems. This publication can serve Member States a useful reference in their policy work in ICTs in education.
	(i) The review of best innovative practices "ICTs in Education for People with Disabilities" (IITE series "ICTs in Education: Best Practices") has been developed by IITE in cooperation with the European Agency for Development in Special Needs Education. The review presents examples of the use of ICTs for people with disabilities in different educational contexts and settings worldwide.
	(j) In 2010 and 2011, IITE took part in organization of the International Conference on Application of Information and Communication Technologies (AICT). Within the 4th AICT held on 12-14 October 2010 in Tashkent, the Republic of Uzbekistan, IITE organized a session "ICT for Inclusive Knowledge Society Development", devoted to the use of ICT potential for promoting accessibility and raising the quality of education for all, including persons with special educational needs. The upcoming 5th AICT will be held in Baku, Azerbaijan, in October 2011, where IITE will arrange its session.
	(k) IITE in cooperation with the Tashkent University of Information Technologies has translated specialized training course "Digital Libraries in Education" into Uzbek language.
	(l) IITE maintains close cooperation with professional organizations, for example, it has joined the expert network of the International Federation for Information Processing.

I.3.6. UNESCO International Institute for Capacity-Building in Africa (IICBA)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 500 000	Expenditures: $2 500 000	Allocation: $19 553	Expenditures: $2 637

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (MLA 1 - expected result 2)	Capacities developed at regional, sub-regional and national levels through trainings 1. IICBA has undertaken a number of training workshops on the management of teacher education institutions (TEIs) for the countries of the East African Community (EAC) and the Inter-governmental Authority for Development (IGAD) (Kenya, 28 March - 1 April, 2011). A similar training was also organized for 142 senior education management staff in Ethiopia. These workshops have developed the capacities of the management staff to manage their staff, finance, and space with better efficiency and effectiveness. Some of them have also conducted follow up trainings in order to cascade it among their colleagues in their respective countries and/or institutions. 2. In addition, a regional workshop on the Development of ICT-Enhanced Teacher Standards for Africa took place in October 2010 in the Republic of Congo for Economic Community of Central African States (ECCAS), East African Community (EAC) and Intergovernmental Authority on Development (IGAD). The workshop was attended by representatives of 8 countries in the region. As a follow up to this activity, IICBA is preparing a validation workshop that will come up with an ICT mediated Africa-wide teacher standards. Once this is finalized, the instrument shall be used to gauge teacher standards in Africa. 3. As part of its mandate to support Member States in Africa in teacher policy development and implementation, the Institute has worked with teacher policy personnel in the Economic Community of West African States (ECOWAS) region. Fourteen of the fifteen countries in the region attended a workshop in Ghana in July 2011, and follow up action plans have been developed by participants. 4. Teacher professional development, especially in Science, Mathematics and Technology Education (SMTE), and skills development for enhanced girls' participation in SMTE are areas that IICBA has supported Member States in 2010. In this connection, a workshop was conducted for 96 teachers from 22 schools in the Mpumalanga Province, South Africa, in collaboration with the University of Pretoria. The feedback received from the teachers attests to the

importance of the training in making their teaching of these subjects better. Similarly, a sub-regional workshop on skills development for enhanced girls' participation in SMTE was conducted in Swaziland in October 2010. This workshop has heightened awareness on the need to encourage girls to join the fields that traditionally are considered to be only for boys.

5. A policy dialogue on the analysis of teacher education curriculum in selected African countries in ECOWAS sub-region has also been carried out in partnership with the Education Research Network in West and Central Africa (ERNWACA). This activity aims at creating a synergy in the curriculum of the countries in the region as part of the integration effort being spearheaded by the African Union.

Knowledge generated and shared through research and publications

6. One of IICBA's three main programme activities is conducting research on relevant issues and publishing the results thereof. Accordingly, the Institute has disseminated research findings on teacher issues and good practices in early childhood care and education (ECCE) to participants at regional and global forums (Russia 2010, Benin and USA 2011). It is also engaged in the preparation of the launch of a regional platform for capacity building and knowledge sharing on ECCE in collaboration with a regional initiative on the creation of a "Knowledge Hub" and "Centre of Excellence" in Mauritius. In addition, the Institute has focused on gender issues as it commissioned a study on "Teacher Policy Development: A Gender Perspective" in three West African countries (Ghana, Nigeria and Senegal). As a follow up, IICBA is engaged in the development of training modules on developing gender sensitive teacher policy to be finalized by the end of 2011.

7. The Institute has also conducted a study on the integration of ICTs in teacher training in Africa. The results of the study are being processed for publication and wider dissemination among Member States for their use.

8. As part of its partnership building effort, IICBA co-hosted the Sixth Commonwealth Research Symposium on teacher mobility, recruitment and migration (8 - 9 June, Ethiopia) in collaboration with the Commonwealth Secretariat. In addition, it has strengthened: collaboration with UNESCO HQ, Commonwealth Secretariat and Association for the Development of Education in Africa (ADEA) and is involved in a study on in-service teacher education in selected countries in sub-Saharan Africa.

9. The dissemination of research findings and other relevant publications has seen marked improvement within IICBA through the launch of the series, Fundamentals of Teacher Education Development, in English and French. The first issue has been published and three more are being finalized. The Institute's newsletter came out regularly and carried articles on the themes of teacher policy development, the capacity building of rural teachers in Africa, and teacher

	migration.
	Technical Support for TTISSA Implementation
	10. IICBA has provided support in the implementation of the TTISSA diagnostic toolkit through exploratory missions to three countries (Burundi, Lesotho, and Mali), and has been involved in the assessment of the capacity of the teacher education sub-sector in Sierra Leone in collaboration with UNESCO Accra and UNESCO HQ.
	Partnerships strengthened with relevant stakeholders
	11. IICBA has collaborated with the African Union in the implementation of the Second Decade of Education in Africa through regular participation in the Regional Coordination Mechanism (RCM) process and the Pan African Conference on Teachers (Togo, 13 - 15 April 2011). During the reporting period, IICBA consolidated ties with the UNESCO's category 2 centre in China International Research and Training Centre for Rural Education (INRULED) within the framework of a project funded by China and implemented in partnership with the Centre.
	12. Likewise, IICBA has worked for the development and strengthening of partnerships with international organizations, research institutions, non-governmental organizations, and the private sector.
	13. As part of its effort to establish partnership with the private sector, IICBA has developed a strong relationship with the Global e-Schools and Communities Initiatives (GeSCI) in developing and implementing the African Leadership on Information, Communication and Technology (ICT) programme and initiated collaborative projects with Microsoft Ethiopia on training teachers on the pedagogical use of ICT, which will potentially be expanded to other African countries.

Cost-effectiveness/efficiency measures for this Institute 3
Efforts have been made to mobilize external partners, particularly from the private sector, to share and contribute to costs of IICBA projects/activities

I.3.7. UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 000 000	Expenditures: $2 000 000	Allocation: $176 991	Expenditures: $123 919

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (MLA 1 - expected result 2)	A) The Observatory on LAC University Teachers Trade Unions: the objective of the observatory is to become an archive and to mobilize teachers to participate in debates about the future of Higher Education in the region, as well as providing news and monitoring changes in trade unions in organizations of university teachers across the region. The observatory responds to the need for an agenda that takes into account the process of integration of university trade unions across Latin America. The creation of the observatory was approved at the Forum of Latin American and Caribbean University Teachers Trade Unions that took place in Buenos Aires from June 7-8, 2010. The challenge is to raise sufficient funds to back up this project. The Institute is discussing with various donors. B) Strengthening Teacher Training in Latin America: The aim of the project is to determine the capabilities, skills, and educational practices of teachers working at the first three levels of education: Pre-Primary, Primary and Intermediate. Although the intial development of this project was discussed with the Education Sector of the Organization of American States (OAS), the partnership did not become concrete and thus IESALC decided to embark upon the study by itself. The study is expected to conclude at the end of the year.
National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance (MLA 2 - expected result 7)	The outcomes of the Higher Education summits have been the referential and inspiring baseline for reforms and improvements being undertaken in the LAC region. Follow-up to Regional Conference of Higher Education in Latin America and the Caribbean (CRES) 2008, World Conference on Higher Education (WCHE) 2009 and Caribbean Conference on Higher Education (CCHE) 2010 proposals are being executed by the Institute and, among all of them, the implementation of several initiatives like ENLACES (Centro de

	Educacion y Technologia Chile) as part of regional public space to deal with Higher Education issues. Alliance with Universidad Politécnica de Valencia, Spain, to associate and reinforce IESALC's strategic flagship project "Map of HE in Latin America" to INFOACES (formulated within ALFA III - a programme of co-operation between Higher Education Institutions of the European Union and Latin America - and developed and headed by this University). Once this project becomes fully implemented & operational in the 37 countries of LAC, it will represent the Region's biggest repository of HE data. Also, support has been provided in building capacity for HE quality assurance by sharing information on good practices and facilitating communication among the diverse accreditation agencies through regional workshops.
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	The "Map of HE" is a project to be launched on the first semester of 2012. It vertebrates its actions region-wide and fosters integration and, in some countries, the project will mean the initial set up of institutional capacities to create HE information systems. In other cases, it will aim at consolidating the existing HE information systems already in place. Capacity building of 75 facilitators involved in teaching indigenous and afro-descendant populations, and financial endorsement for 10 research projects (out of 210 proposals received) aimed at promoting the "well-living" paradigm of a sustainable society. A study on public policies of HE, science, technology and innovation and their linkage with intercultural higher education institutions will be published and released at the end of the Biennium.
Member States aware of the normative instruments in education and actively reporting on their implementation (MLA 4 - expected result 14)	A 2008 study revealed the obstacles that constrain the implementation of the 1974 Regional Agreement on the Recognition of Studies, Titles and Diplomas in LAC. Parallel implementation of sub-regional agreements diminishes the importance of the 1974 Agreement. IESALC explores the alternative mechanisms for a minimum mutual recognition of studies and diplomas region-wide. This result has impulsed IESALC to design a new strategy to build up a minimal consensual scheme over the already existing bilateral agreements in the field.

I.4. Intersectoral Platforms (ADG/ED lead)

I.4.1. HIV and AIDS

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Capacities of Member States enhanced to design, implement and assess rights-based education, communication and information for universal access, taking sociocultural factors into account	The Intersectoral Platform on HIV and AIDS, led by the Education Sector, continues to strengthen national capacities in more than 80 Member States. Actions focus on supporting capacity 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.
Multidisciplinary and intersectoral responses of Member States promoted to develop, disseminate and support the use of evidence-based policies and practices on HIV and education	Building on newly recruited national staff with interdisciplinary backgrounds in 2010, UNESCO has increased its support to Member States, supporting them to develop evidence-based policies and implement 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 national authorities.
Access to good-quality HIV and AIDS learning opportunities expanded, particularly for marginalized and excluded populations, to reduce stigma and discrimination while respecting human rights, cultural diversity and gender equality	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.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
In addition to a reduction in the number of missions undertaken, work in the area of HIV and education has involved the increased use of tele- and video-conferences, as well as combining several tasks for the same mission. For example, existing missions planned in recent months have combined work programming discussions with country and regional

UNESCO colleagues.

UNESCO has hosted some inter-agency meetings that might normally be held in New York or elsewhere, such as the UNAIDS Inter-Agency Task Team on Young People, hosted in Paris in June, thus enabling UNESCO staff to avoid mission costs.

I.4.2. Education for sustainable development (ESD)

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Policy dialogue on ESD supported and strengthened through joint sectoral activities that take account of scientific principles, culture and communication as well as respect for cultural diversity, gender equality and the human rights dimensions of ESD	The draft of the Multiple Perspective tool was finalized. It is being pilot tested in a number of cluster offices (UNESCO Windhoek, Amman, Hanoi and Kingston). The tool can be combined with other activities the offices are developing linked to teacher education for instance. Some seed funding was decentralized to the offices to organize a short (around 1 or 2 days) workshop with teacher trainers. Based on the feedback from the pilot testing workshops, the tool will be revised and a final version will be produced for launching in September at a Water Education for Teachers Conference in the USA.
Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education	UNESCO has provided assistance to Member States in different regions seeking to integrate the objectives and priorities of ESD into policy, planning and curriculum development. The Media as Partners in ESD training and resource kit has been produced in French and in Spanish. The ESD Lens has been printed and distributed in English, French and Spanish. It is also available in electronic form in Russian, Chinese and Arabic. National Climate Change Education for Sustainable Development programmes. UNESCO supports countries to strengthen CCESD through capacity development in the area of policy development, curriculum development, teacher-training, reforming and greening TVET programmes and developing disaster reduction programs. The country based work will also produce detailed country-case-studies including lessons learned and recommendations. The planning including the commissioning of surveys in preparation of such programs has started in South Africa, Jamaica and Mauritius and Vietnam.
Knowledge on ESD enhanced through the exchange of innovative	The ESD Information Kit is being finalized, as well as ESD Good Practices in Early Childhood, in addressing

experiences and through the documentation and dissemination of lessons learned	Climate Change, and in addressing Biodiversity. The DESD website (www.unesco.org/education/desd) has been revised, edited and updated to offer more information and useful reference links to internet users and visitors. The new revised version of the site was officially launched on 14 March 2011 in English, French and Spanish with already some pages available in Arabic to provide more user-friendly multilingual information on ESD and the DESD. A CDrom containing a selection of relevant ESD publications and materials (in all 6 UN languages when available) has been printed. The preparation of the third collection of UNESCO Associated Schools Project Network (ASPnet) Good Practices for Quality Education: Intercultural Dialogue is well underway as are the collections of good practices in addressing climate change and biodiversity through ESD. To highlight the interdisciplinary educational processes that can take place in UNESCO Biosphere Reserves in the light of ESD, the UNESCO office in Venice has led the development of teaching materials on biodiversity education, ESD for Man and Biosphere (MAB) Reserves and other specially designated protected areas in South-East Europe and the Mediterranean, in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), and the MAB and DESD Secretariats.
Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened	Through the activities carried out, the advocacy objectives are being achieved and UNESCO is continuing to enhance its clearinghouse role for the promotion of the DESD and for ensuring that various stakeholders get involved in the Decade and commit to its implementation. Visibility of the DESD has increased as witnessed the DESD website being in the top 4 websites consulted on the Education portal during this period.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
The development of the Multiple Perspective tool provided many opportunities for pulling together human and financial resources, to build on competencies and contacts of various members of the subgroup working on the Tool, as well as inputs from the Field Offices involved in the pilot testing. Brainstorming on the issue of the future of ESD intersectoral cooperation, after the end of the Intersectoral Platform at the end of the biennium, has been initiated to explore the ways to continue operationalizing a one-UNESCO response to the DESD.

Part II.A. II. Natural sciences

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $21 786 038	Expenditures: $16 906 049	Allocation: $53 165 253	Expenditures: $36 471 626

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
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 US$ 210 M. UNESCO hosted the international conference entitled 'Africa: the Choice of Science, the AIMS Initiative' (14 - 15 April 2011). The conference, which was organized by the Association for the Promotion of Science in Africa (APSA), emphasized the need for pan-African initiatives to develop science and stem brain drain on the continent. By bringing together political leaders and leading scientists, the conference also supported the African Institute for Mathematical Sciences (AIMS) in Senegal, which will receive its first intake of students in September 2011. A regional training and networking workshop for the Indian Ocean SIDS was organized in Mahe, Seychelles, by UNESCO and the Government of the Seychelles in October 2010, with participation from African small islands (Comoros, Mauritius, Seychelles, Rodrigues, Tanzania), together with islands from other regions. One objective of the workshop was to form a group of Sandwatch trainers, skilled in the revised Sandwatch approach that incorporates climate change adaptation and resilience building. Funding for the workshop was generously provided by the Government of Denmark. One direct impact of the workshop was that participants initiated national or local level Sandwatch training activities in their home countries. A cooperation process was launched in the Mono River basin. The ministries concerned with the management of the selected water body of Togo and Benin nominated experts who were asked to co-author a case study on their respective behalf. Representatives from the government, the civil society from both countries as well as other stakeholders were invited to contribute to the exercise. The dialogue opportunities offered by the joint writing process, as well as the review and the validation of the study, supported the cooperation process and underlined the importance to jointly manage the transboundary water resources in

	question. It also recommended the creation of a river basin authority and made suggestions on the prerogatives and scope of action of such an institution.
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 its 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. Preparations are underway for the Combined Experts' Meeting and Ministerial Conference: Towards Integrated Development Strategies in Africa (9-12 November, Nairobi, Kenya). The African Union, African Development Bank (AfDB) and UNESCO, in collaboration with the Association for the Development of Education in Africa (ADEA), are organizing this combined expert meeting and ministerial conference on training, education, science, technology and innovation policies. The objective of this meeting is to promote the formulation and implementation of strategies for the advancement of inclusive development through technological innovation in Africa on the basis of a thorough analysis of achievements in this field to date.
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 (Cote 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 "Evolution of 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 General Conference. This initiative can have a great impact in Nigeria but also in the sub-region.
	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 Local and Indigenous Knowledge Systems (LINKS) programme of UNESCO, the Centre for Phytotherapy and Research (CEPHYR) supporting collaboration with UNESCO Dar-es-Salaam and Nairobi Offices. At this workshop organized by Professor Gurib-Fakeem, a UNESCO L'Oreal Fellow, the LINKS programme launched the book entitled "Savoirs des Femmes: medicine traditionelle et nature-Maurice, Réunion, Rodrigues" that details the knowledge and practice of traditional healers of the Mascarene Islands (Mauritius, la Reunion and Rodrigues), focusing particularly on perinatal care.
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 organised 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.
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. The 2nd Workshop of IGAD-ISARM was held in Nairobi, 26-27 April 2011. ISARM-IGAD was born in February 2010, when approximately 40 scientists and policy makers met for the first time at Addis Ababa.

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, sub-regional and basin organizations of Africa. The Vice-Chair for Africa of IHP Intergovernmental Council and Chairpersons of IHP National Committees of Senegal and Rwanda participated in the workshop. Participants recognized the degradation water quality as one of the most crucial water problems facing Africa and highlighted the need to strengthen the activities of IHP in the area of water quality. The workshop concluded with the following key recommendations: to create a network on water quality science, policy and information in Africa; to organize a follow-up workshop to engage decision and policymakers dealing with the issue of water quality in Africa; to take the necessary steps to raise the profile at highest level of water quality in Africa through AMCOW; based on selected good papers presented during the workshop, to publish a special UNESCO IHP technical document on water quality in Africa; and to prepare an Africa policy brief on addressing water quality challenges. As a follow-up to the workshop, the UNESCO-IHP Network on Science, Policy and Capacity-building on Water Quality was established, with the endorsement of the Bureau of IHP Intergovernmental Council at its 46th session in May 2011.

The 19th 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.

UNESCO-IHP co-organized the 2nd Africa Water Cycle Symposium in Addis Ababa, Ethiopia, from 23-25 February 2011. UNESCO-IHP has been involved in the Africa water cycle initiative since its first symposium held in Tunisia, Tunis in January 2009. This initiative under the umbrella of GEO (Group of Earth Observation) has the aim at promoting the use of remote sensing and geo-information for a sustainable management of water resources. Following the Tunis symposium, the first face to face meeting of the task team for the preparation of the second symposium in Geneva in July 2009, agreed to give emphasis to the coordination of various ongoing projects, programmes and initiatives in the continent on water cycle. It was also clearly stressed the need for the involvement of river basin organizations as main key stakeholders and end users for a better management of the different river basins in Africa. Our office in Addis Ababa and ECA hosted the 2nd symposium. More than thirty participants from river basin organizations, universities, spatial agencies and partners have participated in the symposium. The general framework

for the initiative has been discussed with the goal of contributing to the achievement of MDGs and beyond (Africa water vision 2025) through a better coordination and use of geo-information for a sustainable and peaceful management of water resources in Africa. The road map for the official launching of the initiative during the 3rd symposium has been discussed. Before the third symposium, it was agreed to organize a workshop with a limited number of river basin organizations for a detail analysis and case study on the general framework to be adapted to river basins. The outcomes of the workshop will be used to finalize the Action Plan of the initiative. Also it was agreed that the initiative should be presented, discussed and adopted during the 3rd symposium probably early 2012 before Rio+20.

A New structure and coordination team for FRIEND-AOC was established since the meeting on 5 April 2011 in Ouagadougou, Burkina Faso. In the occasion of the Sixth edition of the science week of the International Institute of Engineering on Water and Environment (2iE), the Africa regional office organized a FRIEND-AOC meeting at 2iE in Ouagadougou on 05 April 2011. It was attended by more than 25 persons. The main objective of the meeting was to take stock on the achievements of the network so far since 2003 and to renew the coordination team of the network. The main outcome of the meeting was the renewal of the coordination team for the network.

A regional programme on the sustainable design and management of hydraulic infrastructure within the context of climate variability and change in West and Central Africa was initiated following the meeting of experts held in Ouagadougou on 4 April 2011. Following the resolution of the 3rd meeting of IHP national committees of sub-saharan Africa countries held in Cotonou in 2010, requesting UNESCO-IHP to address the issues of hydrological norms for the design of hydraulic infrastructures, the regional office organized the first meeting of a task force on the issue.

PCCP and the World Water Assessment Program (WWAP) offered a training in "Water Conflict Management" for trainers coming from English-speaking African countries. This training course was held from 20 to 24 September 2010 in the premises of the WWAP Secretariat, at Villa La Colombella in Perugia, Italy. The course provided new and additional insights into the art of cooperation and trust-building related to the use of transboundary water resources. It was also a forum where participants could exchange their respective skills while enhancing their comparative advantages and experiences. It was ultimately the basis for enhancing the teaching ability of each participant to act effectively among his/her constituencies. Ten trainers coming from Gambia, Ghana, Kenya, Madagascar, Namibia, South Africa, Uganda, United Republic of Tanzania, and Zambia attended the course.

A workshop and training course on Methods for the study of long-term groundwater dynamics was organized in Tozeur, Tunisia in November 2010 and was attended by 20 experts from African countries. The training course contributed to strengthening the participants' capacity for the long term management of groundwater resources in arid and semi-arid areas, through integrated

	understanding of groundwater system responses to palaeo-, current and future climate. The training was organized by UNESCO-IHP GRAPHIC in collaboration with the Laboratory of Radio-Analysis and Environment, Sfax, Tunisia; the Project on Palaeogroundwater of the International Union for Quaternary Science (INQUA), and the International Association of Hydrogeologists (IAH) - Commission on Groundwater and Global Change. An international seminar on "Modular Curriculum Development for Technical Education in Integrated Water Resources Management" was held at National Water Resources Institute (NWRI) in Kaduna, Nigeria from 28-30 June 2011. Participants from a number of African nations (Ethiopia, Nigeria, Sengal and Sudan) contributed to development of modular curricula and action plan for accelerated actions towards education for sustainable development for the implementation of integrated water resources management at the river basin level. Regional Centre for Integrated River Basin Management (RC-IRBM) at Kaduna, Nigeria has been endorsed by the 186th Session of the UNESCO Executive Board to the 36th Session of the General Conference to become a category-II centre under the auspices of UNESCO.
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.
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 too climate change on ocean and coastal zones of Africa; the IOC Chairs in Mozambique and Tanzania were supported.

Cost-effectiveness/efficiency measures for this Major Programme: Africa
Enhanced collaboration with UNESCO Field Office and with UNESCO National Commission in Africa has contributed to improving cost-effectiveness.

35 C/5 Global Priority Gender Equality Expected Results	**Overall Progress Assessment (achievements and challenges/lessons learnt)**
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.
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 over breakfast. 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 twelve winners of the MAB Young Scientists Research Grants for 2011 were women and four of the twelve 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 %.
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 knowledge and practice of women who are traditional healers in the Mascarene Islands (Mauritius, la Reunion and Rodrigues), focusing particularly on perinatal care. They combine elements of African, European, Indian, and Chinese health systems, adapt them to local needs, and also adapt them to the local and introduced flora that are available. 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. Issues on Gender, Science and Technology addressed at Science Policy Forums: Interparliamentary Science and Technology Forum for the Mediterranean Region (Paris, 9-10 November 2010); South & Southeast Asian Policy Forum (New Delhi, India 26-29 November 2010)
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. This is being pursued in the context of the new UNESCO Biodiversity Initiative.

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
Enhanced collaboration with UNESCO Field Office and with UNESCO National Commission on gender issues has contributed to improved cost-effectiveness.

II.1.1. Enhancing the leverage of science through integrated science, technology and innovation (STI) policy

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 482 839	Expenditures: $2 184 921	Allocation: $17 133 686	Expenditures: $13 552 474

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs	Capacity-building measures for STI policy formulation/implementation have been taking place in the Central African region where 10 countries from the region participate plus Rwanda. 50 participants were trained during a week long workshop. The workshop was organized with the collaboration of the Government of Gabon and UIS. Policy revision work has been conducted in Azerbaijan, Mongolia, Zimbabwe, Botswana, Namibia and Senegal. It is expected that by the end of this year these countries will have the policy instruments approved by the national authorities. The Tanzania reform programme is under way in collaboration with OECD. The national team in charge of the reform process, led by the Minister came for a technical visit to UNESCO HQ to finalize the project action plan. Initial work has started with Togo, in collaboration with UN ECA, and Congo. The African Virtual campus has started implementation in Togo. The draft project document for Ethiopia is prepared and a technical meeting is schedule for July 2011. The Avicenna Virtual Campus expanded to Russia and Iraq.
ER 2: Regional STI strategies developed and existing strategies effectively promoted	Progress can be reported in the development and implantation of a number of regional STI strategies favoring sustainable socio-economic development in Africa, the Arab Region, Asia and in the Mediterranean region. This progress has been achieved notably through the organization of regional meetings where key policy-makers and stakeholders, including parliamentarians, members of the scientific community, civil society and the media met to discuss and elaborate legislative incentives, measures and priorities that would enable truly effective STI policies. The High-level Arab Parliamentarians Meeting on "Adoption and Implementation of the Regional STI Action Plan" was organized in Damascus, Syrian Arab Republic, 18 - 20 September 2010 in cooperation with ISESCO, the Syrian People's Assembly, Ministry of Education and the UNESCO Regional Bureau for Science in the Arab States (UNESCO-Cairo). The Arab STI strategy was being prepared by the UNESCO Cairo Office as a follow-up to the meeting. The Inter-Parliamentary Forum on Science, Technology and Innovation Policy for the

	Mediterranean Region, was held at UNESCO's headquarters in Paris from 9-10 November 2010. The main participants were Parliamentarians, Scientist, Researchers, Policymakers, Journalists and Members of academia. The forum was co-organized by Parliamentary Assembly of the Mediterranean and ISESCO. This was a strategic partnership as the assembly and ISESCO will follow-up on the recommendations of the workshop and assist with its implementation. The South and South East Asian Science Policy Forum took place at the Indian Academy of Sciences in New Delhi 26 - 29 November 2010. The forum promoted good governance of science within the South and South East Asian region. The African Inter-Parliamentary Forum on Science, Technology and Innovation was organized by UNESCO in Addis Ababa, Ethiopia on 2 May 2011 in cooperation with the United Nations Economic Commission for Africa (UN ECA), the Islamic Educational, Scientific and Cultural Organization (ISESCO). The International Scientific Council (ISC) of the Israeli Palestinian Science Organization (IPSO) was held at UNESCO Headquarters on 16-17 December 2010. The organization of the World Science Forum Budapest 17-19 November 2011 on "Changing landscape of science: challenges and opportunities" jointly organized by the Hungarian Academy of Sciences in cooperation with UNESCO, ICSU and AAAS is under way. Two steering Committee meetings have taken place and speakers have been invited. Under the UNISPAR Programme, the following activities were conducted: The Asia-Pacific Regional Workshop on Nurturing Small and Medium Enterprises (SMEs) in Science Parks and Technology Business Incubators was organized in Tehran, Islamic Republic of Iran, 18 - 21 January 2010, in cooperation with Pardis Technology Park (Islamic Republic of Iran) and ISESCO. The main objective of the workshop was to upgrade the knowledge of managers or future managers of science and technology parks on nurturing SMEs. Technical Assistance on Nanotechnology Park in Sri Lanka. UNESCO team of experts has conducted a field mission to Colombo at the end 2010 to make an assessment in order to elaborate the Concept Plan of the Sri Lanka Nanotechnology Park. The Concept Plan was submitted to the Minister of Science and Technology on 19 March 2011. A National training workshop on Commercialization of Scientific Research Results was organized in Almaty, Kazakhstan, 30 May - 1 June 2011 in cooperation with the National Center for Scientific and Technical Information (NCSTI), Ministry of Education and Science of Kazakhstan. Within the framework of South-South Cooperation in STI policy, UNESCO supported an International Training workshop on STI Policy - Embracing Structured Innovation for Socio-Economic Transformation, in Kuala Lumpur, Malaysia, 13 - 17 June 2011. The main target group of the training workshop was middle managers from developing countries. The workshop was attended by 40 participants from Asia-Pacific, Africa, Arab States and Latin America. The training workshop

	was conducted in close collaboration with the International Centre for South-South Cooperation on STI in Kuala Lumpur, Category 2 Centre under the auspices of UNESCO, and ISESCO. UNESCO has provided support towards the organization of the General Conference of COSTIS.
ER 3: Science policy database improved and knowledge exchange enhanced	UNESCO has contributed to enhancing the science policy database and related knowledge exchange, such as through the publication of the UNESCO Science Report 2010. Work has also progressed towards a Global STI Assessment Programme to be launched in 2012 and lead by UNESCO. The UNESCO Science Report 2010 was launched in a dozen capitals around the world, including a first launch at UNESCO headquarters in Paris on 10 November 2010. At each launch, the report's findings were presented to leaders of the country's scientific community and senior government officials, as well as to the media and other interested parties. There were approximately 300 press articles on the report in the 12 months to June 2011 with a distinct peak in November 2010 (more than 130 press stories) when the report was first announced in the six official languages of UNESCO via global and regional press releases. Articles have appeared in such prestigious mainstream journals as The Economist, Newsweek, Le Monde, Der Spiegel, etc, as well as in specialized journals such as Physics Today, Climate Change & Policy Practice, or the online journal SciDev.net. Journals targeting the business community have also covered the report's findings, like Business Intelligence Middle East. In mainstream journals, many stories have focused on the rapid rise of Chinese science over the past five years. Of interest is that media interest did not wane after the initial launch, with stories continuing to appear in the following months. Some online journals have published more than one article on the report. Others continue to use the report as a source of background information and data for other stories. Broadcast media have also covered the report, including in Cuba, Nigeria and the USA (CNN). Policy documents use the report as a source of information and data, such as the report prepared by the International Bureau of the German Bundesministerium fur Bildung und Forschung (Federal Ministry for Training and Research) within the European Union's project to expand scientific collaboration between Europe and Southeast Asia, which summarizes the relevant country profiles in the report. The UNESCO Science Report 2010 has inspired national policy debates in a number of countries, including the Netherlands and Nigeria. The findings of a survey sent to Member States on the report's impact in individual countries are all the more pleasing in light of the limited resources available for the promotion and dissemination of the report.
ER 4: Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaptation as well as recognition and promotion of local and	UNESCO has continued to promote sustainable development in SIDS and LDCs in critical areas such as climate change adaptation and the recognition and promotion of the important contributions local and indigenous knowledge can provide. 16 Climate Frontlines field projects launched to collect community-based climate change observations and adaptation; 3

| indigenous knowledge | books have been published, one on the knowledge of aquatic environment hold by the indigenous Mayangna people living in the BOSAWAS Biosphere Reserve in Nicaragua, the second one on the multidisciplinary challenges of climate change in the Arctic, and the third on the complex interactions between biological and cultural diversity of Indian Jarawa people. Flyers and brochures have also been published to promote these publications. |

Cost-effectiveness/efficiency measures for this Main Line of Action
Efforts have been made to enhance cost efficiency through using scarce human and financial resources more effectively, such as through combining events and activities when possible. Successfull fund raising has also resulted in that many activities have been supported by Member States. For example, the UNESCO Science Report was launched during the World Science Day simultaneously in a large number of capitals supported by the respective host countries. Additional funds have been decentralizing to UNESCO Field Offices to reduce travel costs and to increase their engagement in regional STI activities.

II.1.2. Reinforcing capacity building in the sciences and strengthening science education, especially in Africa

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 464 794	Expenditures: $1 763 799	Allocation: $194 697	Expenditures: $251 833

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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 participation of girls and women	With a special focus on Africa and on the participation of girls and women, IBSP has continued to strengthen innovations in science education and related policies with the result that the quality in science education policies and teaching has been enhanced in many parts of the world. In this context, several modalities of action and results can be highlighted: 1) The UNESCO International Educational Satellite project has been further elaborated by the Scientific Board of the International Basic Sciences Programme (IBSP). At its 7th session (Paris 28- 29 March 2011) the Board called for the establishment of a Working Group with the representation of the International Astronomical Union in support of the International Educational Satellite project, including

	through establishing new partnerships, such as among IBSP, IGCP and IAU. 2) The UNESCO Global Microscience Experiments Project under IBSP promotes hands-on experimentation in science education. There is an increasing demand from Member States, especially from Africa, for UNESCO to assist them to implement the project nationally by adapting the UNESCO teaching and learning materials and by customizing the kits to national curricula and to local conditions. In general, the Microscience experiments project has become more and more visible and more than 70 Member States have expressed an interest in it. As of 2011, Countries that already have benefited from UNESCO's assistance are The Gambia, Sudan, Tanzania and Ethiopia. This assistance have produced the following results: a. The Government of Sudan is planning to equip 3500 schools with UNESCO-developed materials; b. Within the United Nations Development Assistance framework (UNDAF) programme, Tanzania is in the process of acquiring Microscience kits and training of teachers in 180 schools; c. The Gambia is working closely with UNESCO to develop a project proposal to be submitted to donors to implement the project nationally; d. Ethiopia, in collaboration with UNESCO, is planning to adapt the UNESCO's teaching and learning materials to the national curriculum. 3) Active Learning in Optics and Photonics. The UNESCO optics education project "ALOP" has been strengthened, including through a partnership with the International Society for Optics & Photonics (SPIE) under which SPIE will provide intellectual and financial support. A number of ALOP workshops around the world are being planned for the last quarter of 2011. 4) Support has been given to science trainers and decision-makers from Colombia, Haiti, Madagascar, Malaysia, the Philippines and Senegal to attend seminar focusing on the professional development of science teachers (second International Seminar of La Main à la pâte, 9-14 May 2011, International Centre of Educational Studies of Sèvres (France). 5) The UNESCO Montevideo Office organized several events, advanced courses, workshops in collaboration with regional scientific networks and centres of excellence, as well as with ICTP, CIMPA and TWAS. 6) Support has been provided to the 2011 CIMPA workshops and summer schools in mathematics. 7) The leaflet "World Library of Science" has been printed.

| ER 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 | With emphasis on Africa and on gender equality, science applications meeting societal needs reinforced through support to human and institutional capacity-building and carriers in science. Notable undertakings include:
 The International Year of Chemistry (IYC) 2011:
 The IYC Launch Ceremony (27-28 January 2011) at UNESCO was very successful with 1100 participants. Several events were staged in conjunction with the launch and the IYC, such as
 - The UNESCO film "Women Sharing a Chemical Moment in Time" featuring women from 44 countries around the world sharing their experiences of Chemistry.
 - UNESCO translated the EPCA movie, "Chemistry: All about You" into French, Spanish, Russian, Chinese, Arabic, Dutch and German
 - On the occasion of UN World Water Day, 22 March 2011, UNESCO and IUPAC launched the International Year of Chemistry (IYC) Global Experiment the "Big Splash" (Cape Town, South Africa, 22-25 March 2011). 1000 school-learners were able to do the Global Experiment with the kits sponsored by the South African Department of Science and Technology. To date, after the Big Splash and excluding the 1000 school kids in South Africa, there have been 6303 students from 100 schools in 31 countries around the world whom have uploaded their results onto the website.
 - In February 2011, FASC supported the organization of the IYC-2011-Ethiopia event (18-26 February 2011) in collaboration with the Chemical Society of Ethiopia, the Addis Ababa University, the Ministries of Education and Science and Technology, and the UNESCO-Addis Ababa office. UNESCO sponsored the event that offered training workshops to Ethiopian chemists and teachers.
 The proposal to establish a South Eastern Network on phytochemistry and chemistry of natural products, in collaboration with the African Academy of Sciences is a new initiative supported by the IBSP Board. The importance of chemistry of natural products has been commented by IUPAC, as one of the "hot topic" of the IYC.
 The project "Networking and capacity building in molecular biology: UNESCO IBSP/ICGEB/TWAS partnership" has developed very well. Financial grants have been provided to projects addressing plant and animal pathogens that affect agricultural productivity
 Collaboration with ICTP included the undertaking of a feasibility study on the creation of a category II Centre in Bucharest to promote material physics studies and applied mathematical research that will be |

	presented to the 187th session of the Executive Board SESAME: Recent developments relating to the machine: shielding wall for the ring completed at the beginning of 2011, work on the installation of the booster, the transfer line between the booster and the microtron, and the control, vacuum and electronic wracks outside the shielding wall will be completed in July 2011, tender for the cooling system being issued. SESAME meeting was held on Capital Funding of SESAME by the Members of SESAME (in Amman in March 2011). The Council Meeting was held in May 2011. UNESCO produced an up-dated version of the SESAME brochure. ESRF, in collaboration with UNESCO, produced a SESAME People brochure. The Eastern European Network in Mathematics and Theoretical Physics (SEENET-MTP): UNESCO provided financial support. The IBSP Board has made recommendations for how the network could be further strengthened in the future. The Human Variome Project (HVP): the project, focusing on building global open libraries of human mutations related to inherited diseases, has recently passed through a break-through development in the form of the financial support of 300 millions US$ from the Chinese Government, half of this sum for developing gene data bases in China, and half for activities in Asia. The Project plans a big conference in Beijing in September 2011, which will launch its new Chinese and Asian activities. The IBSP Board expressed deep satisfaction from this development. IBSP activities were evaluated by the IBSP Scientific Board at its 7th meeting (Paris, 28-29 March 2011).
ER 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies	UNESCO has continued to support Member States in their engineering capacity-building and innovation efforts policies, and embarked on outlining a new UNESCO Engineering Initiative. The Report "Engineering: Issues, Challenges and Opportunities for Development" have met with large interest among the global civil engineering community, as well as among policy and decision makers. Opportunities have been identified for how future editions of the report could be more analytical and include more guidance to Member States. Document 186 EX/INF.4 "Strengthening of Engineering Sciences in UNESCO" outlined the Natural Sciences Sector's vision for strengthening engineering at UNESCO focusing on a proposal to create a cross-cutting thematic "UNESCO Engineering Initiative", which will bring together engineering capacity

	from all of the existing organizational units in an innovative, pragmatic and cost-effective manner. Member States, particularly in Africa, have demonstrated very strong interest and support for capacity building efforts in science and engineering. The response of the broader scientific and engineering community to contribute to UNESCO efforts has also been very encouraging.
ER 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa	Capacity-building for Africa further enhanced through reinforced South-South and North-South-South cooperation. The UNESCO/IBRO/IUBMB project on training in neurosciences and molecular biology with focus on Africa has very much activated the African neuroscience community and led to the creation of a new network "Brain Sciences African Schools", to which more than twenty different research centres throughout Africa has signed in. Plans are under way increasing the engagement of African scientists in CERN related activities.

Cost-effectiveness/efficiency measures for this Main Line of Action
Enhanced programme development and implementation has been possible through cost-sharing and joint initiatives with strong partners in specialized fields of the basic sciences. This modality has proven to be very effective in attaining established objectives. Consolidation of efforts and resources with those of the UNESCO Field Offices has allowed for a more focused response to the needs of Member States. Partnerships for programme development and implementation is a remedy for financial austerity. Well planned activities may have several partners (e.g. UNESCO-IBSP/ICGEB/TWAS partnership) that help multiply operational budgets available form the regular programme. Involvement of colleagues from other organizations at the implementation level have helped raise the efficiency of the overall programme. A modality to use also in the future.

II.2.1. Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $11 413 175	Expenditures: $9 143 657	Allocation: $20 921 559	Expenditures: $12 907 802

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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 UN 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 flood 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 at the UN-Water Seminar on World Water Day 2010 and the Urban Water series 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.
ER 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	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.

shared waters	The Guidelines were adapted for the HELP Davao basin (Philippines) and customized training was conducted 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 UN-GA 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 19th IHP Intergovernmental Council endorsed proposals for the establishment of three category 2 centres (Kenya, South Africa and Sudan). The 46th IHP Bureau considered the proposals for three new centres (Serbia, Uruguay and Sweden).
ER 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. The UNESCO-IHP/WET Foundation Project on Water and Education now covers 12 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 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 and 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
ER 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 through ERAIFT: The first cohort of 30 African students from 10 countries initiated their studies in September 2010 and are continuing their training. In autumn 2011 a second cohort of a similar number is expected to be enrolled into the MS programme in ERAIFT. At the time of the 23rd session of the International Co-ordinating Council (ICC) held in Dresden, German, thanks to the generosity of the German Nature Protection Agency a special training course on "Management Challenges and Opportunities in Biosphere Reserves" was organized where participants from 18 countries working in biosphere reserves, scientific institutions conducting research studies in biosphere reserves and MAB National Commitee representatives attended. The ICC awarded 12 MAB Young Scientist Research Grants at US$ 5,000 per award. Two of the awards focussed on forest issues in recognition of the international year of forests (2011). Of the twelve awards provided 5 were for women and 2 for studies in Africa. The other 10 were awarded to address research questions in a range of themes and issues linked to the biosphere reserve functions. The ICC has requested the MAB Secretariat to explore the creation of a special trust fund into which it can receive contributions in order to increase individual awards to US$ 10,000 and increase the number of awards given per year. Mineral and oil and gas exploration and exploitation activities in biosphere reserves are feasible in buffere and transition zones. Nevertheless they should be executed based on principles of sustainability widely agreed by the mining community through guidelines established by organizations such as the international council of mining and metals (ICMM). A meeting on "Earth Resources and Biosphere Reserves" was organized on 15 February 2011 bringing together the Members of the IGCP Council and the International Advisory Committee for Biosphere Reserves as well partners like ICMM and selected representatives of biosphere reserves where mining is active. As a follow-up a working group is to be established to explore the theme further and in order to design, develop and implement sustainable practices of mining in biosphere reserves. In addition,

	Geosciences expertise was mobilized for disaster mitigation in flood ravaged Pakistan.
	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 set up.
	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 and a working group is being established to design, develop and implement sustainable practices of mining in biosphere reserves.
ER 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR	An international conference on the theme "For life; for the future: biosphere reserves and climate change" was organized during 27-28 June 2011, immediately preceding the 23rd session of the International Co-ordinating Council (ICC) of the MAB Programme (28 June -1 July 2011). The German Ministry for Environment, Nature Conservation and Nuclear Safety hosted both events in collaboration with the Federal German Agency for Nature Protection, UNESCO National Commission and MAB National Committee of Germany, the Government of Saxony and the MAB Secretariat. The exhibition conducted at the time of the Conference also included several posters and other materials from biosphere reserves. Several biosphere reserves are experimenting with activities linking sustainable use of land and biodiversity to link up with emerging UN-REDD and REDD+ initiatives as well as exploiting the possibilities of financing via emerging carbon markets both in the industrial sectors which are compliant with Kyoto Protocol as well as in voluntary markets.
	A questionnaire survey of climate change related activities undertaken in biosphere reserves generated responses from 105 of the 563 sites in the World Network. 28 good practice case studies have been compiled in a small booklet whaic was published and distributed widely at the time of the International Comference in Dresden.
	BNP Paribas as well as the Industrial Bank of China are in a process of dialogue for using biosphere reserves as places for their efforts to experiment with sustainable investments - linking climate change mitigation and

	adaptation approaches to improving livelihoods and promoting better valuing and marketing of environmental goods and services. Outcomes of these dialogues will be more apparent in the latter half of 2011. Participatory approaches are increasingly the norm in the preparation of new biosphere reserve nominations. The MAB/ICC included 18 new sites from 15 countries; including a 3-country site jointly nominated by Honduras, El Salvador and Guatemala for the first transborder biosphere reserve of Central America. The Council was impressed up with the "bottom-up" approach in the preparation ob biosphere reserve nomination in several countries but particularly in Canada, Israel, Maldives and Sweden. Lithuania, Maldives, St. Mary's, St. Kitts and Nevis and Togo had their first ever biosphere reserves. The Michel Batisse Award winner for a biosphere reserve case study granted to Shouf BR in Lebanon was another example on which the award winner presented a case study to the 23rd session of the ICC to demonstrate participatory approaches that is helping the people resident in that reserve.
ER 14: Geosciences capacities for Earth systems observations and Monitoring with particular emphasis on geosystems, geohazard prediction and climate change adaptation strengthened, with a special focus on Africa	UNESCO's Earth Science Education Initiative for Africa announced the results of its scoping workshops at the Colloquium of African Geology in Johannesburg, South Africa in January and proposed three initial activities of focus: 1) Develop an African Network of Earth Science Institutions (ANESI) 2) Develop a itinerant school for geologic field mapping 3) focus on introducing earth science in schools at primary and secondary levels. These activities were endorsed by the Geological Society of Africa. Proposals for this work have been developed and are being circulated for funding and partnership. Following the indicator selected, we have 14 of 20 predicted institutions engaged, therefore we currently have 70% successful completion on this activity. Based on recommendations of a workshop held in Angola, a feasibility study for a Cat II centre on applied earth sciences for sustainable development in Africa is being developed. 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. In cooperation with the USGS and ICIMOD, UNESCO has offered a series of courses in GIS and RS (two classroom courses and two on-the-job training) for environmental planning applications for 10 Afghan scientists. The IGCP continued to strengthen international research networks. Thanks to extrabudgetary funds from Sweden, 6 additional projects from Africa and other developing regions were supported. The IGCP at its second biennial meeting received 17 excellent proposals, (50% increase of application rate) the selection process was

	difficult due to only little funding available, which is a great challenge. The goals were already reached all 5 IGCP thematic areas have at least five running projects, which corresponds to the benchmark and many of them have more then ten countries participating. The new IGCP projects help to solve scientific and society-related questions on past biodiversity, resources, mining, metallogenesis, and health impact, continental evolution, hydrogeology, geological hazard analysis and mitigation (although almost 40 years old IGCP continues 100% success). Five new projects are prioritized focusing on Africa and the participation of African geoscientists (17% of IGCP projects directly related to Africa.)
	Discussions at the 186th Executive Board led to a process to refine and define the role of the successful Global Geoparks Network (GGN) within UNESCO (11 new members in 2010 which is a great success and beyond expected benchmarks). Based on the request of the 186th session of the EXB a document on the state of the Geoparks initiative in UNESCO and future directions will be submitted to the 187th session of the EXB to be convened in September-October 2011. Progress was made to prepare best practise for legal aspects and economic benefits in Geoparks. 4 geoparks meetings supported not only in Europe and Asia but also in emerging Geopark regions LAC and Africa (representing 200% of the expected benchmark). Three cross-border Geoparks are contributing to cooperation and peace-building. Review and evaluation process has started for 16 new Geopark applications while the on the spot evaluation process is ongoing to be communicated in September 2011.
ER 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 '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, 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.
ER 16: Member States supported in policies for renewable and	Global policy dialogue and knowledge sharing was promoted through regional expert meetings, energy policy

alternative sources of energy and related capacity-building	materials, support to international and regional conferences and publications and fellowships in collaboration with the Sustainable Energy Development Centre (ISEDC) 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 organised 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 25th International Photovoltaic Solar Energy conference and exhibition.

Cost-effectiveness/efficiency measures for this Main Line of Action
Close cooperation between headquarters, relevant category 2 centres, Field Offices, and other UN agencies, led by the ADG, resulted in a strong post-flood assistance effort in Pakistan. From these efforts, it is clear that UNESCO does have valuable roles to play in the rapid application of science in the domain of natural disaster response. However, more work needs to be done to develop overarching strategies for quickly mobilizing resources and for assuring sustained follow-up activities. Member States and the international scientific community rely increasingly on UNESCO assistance, including through IHP, UNESCO-IHE, IGCP and IOC, in developing the environmental science base needed for decision making for sustainable development and hazard management that take climate change into consideration. In general, these bodies are effective in securing participation of the scientific communities in Member States and in providing practical assistance in addressing shared global challenges. However, much more can be done to enhance coordination and communication in and among these international scientific organizations; to make the general public more aware of their efforts, and; to streamline administrative processes. A key challenge is to mobilize increased funding to these ends. The MAB Programme, and its network of 580 biosphere reserves in 114 countries offers an incredible resource for education, research and economic development. Much more work needs to be done, however, to fully realize the potential of biosphere reserves as "living laboratories for sustainable development". UNESCO's category 2 centres in the fields of sustainable development, water sciences, geosciences, earth observation and hazard mitigation are an enormous asset to the organization. Experience in mobilizing their contributions in support of Pakistan floods relief indicates the sincere interest and capacity of these distributed centres of excellence to work together. More needs to be done in support of coordination of their activities to fully take advantage of this dynamic resource, both to meet time-sensitive short-term challenges as well as to strengthen S-S and N-S cooperation. Existing mechanisms such as the IGCP Scientific Board and the IHP Council can be useful in this regard, but as many challenges cross-disciplinary boundaries, an overarching coordination and communication mechanism also needs to be developed. UNESCO's expertise to strengthen geosciences in Africa is being solicited in the framework of European Union and African Union partnerships. The UNESCO office for EU cooperation in Brussels should facilitate this cooperation, provided the science capacity of this office is strengthened.

Increased efforts are being placed on securing partnerships with relevant and appropriate private sector entities.

II.2.2. 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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 410 230	Expenditures: $2 798 672	Allocation: $13 514 338	Expenditures: $8 336 324

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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, through national investment. GOOS remains fully engaged in the development of a Framework for Ocean Observations developed as an outcome of the OceanObs'09 conference, which will expand the capabilities of GOOS. The governance of GOOS has been streamlined by the 26th Session of the IOC Assembly with the creation of the GOOS Steering Committee. The participation of oceanographic data and information centres in the web-based Ocean Data Portal and OceanDocs data and knowledge systems is growing, but slowly due to increased concerns about security. The installation of "foreign" software applications on data servers is therefore often prohibited, considerably impeding progress with the Ocean Data Portal. This remains an issue but with continued training and raising of awareness we see the number of providers increasing.
ER 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 UN General Assembly decided to establish a group of experts to be 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 has also 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 ten training courses and training-through-research projects. Regarding the activities in nutrients, the programme plan

	has been broadened to include regional case studies, sustainability issues, human health issues, socioeconomics, institutions and governance. Efforts included support for work on new frameworks of cooperation. The World Association of Marine Station was formally created in April 2010 during the meeting hosted by IOC in Paris and it is an important achievement in line with chapter 17 of Agenda 21 'Strengthening international and regional cooperation and coordination'.
ER 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 (e.g., North Africa). 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 1200 today. With increasingly denser detection networks and more frequent transmission of data, the Tsunami Warning Centers can more quickly confirm the existence or non-existence of a destructive tsunami. This is important as with every hour a tsunami warning remains in effect, anywhere from 500 km to 1000 km of additional coastline is placed under warning depending upon where the earthquake occurred. For the Pacific Tsunami Warning System the increase in the number of stations and in the frequency of data transmissions over the last 6 years have decreased the average cancellation wait time with about an hour. Following the UNESCO-CTBTO agreement the number of recognized tsunami warning centers receiving CTBTO data increased from 7 in 2010 to 10 in 2011. 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. Communities must learn to recognize the natural warning signs and act immediately to save their lives. Focused research is also required to continue updating our knowledge about subduction zones capable of generating great earthquakes and tsunamis. Development of the tsunami warning systems in the Indian Ocean, Caribbean and North East Atlantic and Mediterranean and Connected Seas are making steady progress with the Indian system going fully operational on 12 October 2011. Three tsunami information centres are currently in operation (ITIC, JTIC and NEAMTIC) with a fourth (CTIC) to be

	established.
ER 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	Intergovernmental coordination is improving both at the global and regional level. 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. Further improvements are needed to ensure balance among primary target regions, with particular attention to Africa and SIDS and their needs in marine sciences and law of the sea.

Cost-effectiveness/efficiency measures for this Main Line of Action
Direct handling of operating costs allowed for some fine-tuning of expenditure estimates and thus savings (funds were re-distributed according to programme priorities). Improvements can be seen also in the running of the meetings of the Governing Bodies (timely availability of documentation, reduction of documentation length and related costs). The 26th session of the IOC Assembly (Paris, 22 June - 5 July 2011) considered future efficiency measures (duration of the Executive Council, reduction of paper documentation), including reallocation of savings to programme activities. Additional measures are being implemented to improve the functioning and efficiency of the IOC subsidiary bodies (new governance structure for GOOS; ongoing reviews of ABE-LOS and Regional Subsidiary Bodies).

II.3. UNESCO science institutes

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 015 000	Expenditures: $1 015 000	Allocation: $1 400 973	Expenditures: $1 423 193

II.3.1. UNESCO-IHE Institute for Water Education (UNESCO-IHE)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $0	Expenditures: $0	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Sustainable development enhanced through water education and training, primarily in developing countries	UNESCO-IHE offers four accredited International Master of Science programmes, with a total of 23 specializations. The MSc programmes are meant for professionals that want to deepen their expertise, and in the meantime wish to gain substantial insight into the global water agenda. The PhD Programme leads to a deepening of a field of specialization. PhD fellows do scientific research, often with conclusions that directly influence their region. At UNESCO-IHE, more than 130 PhD researchers from around the world are brought together to participate in problem focused and solution-oriented research on development issues, resulting in an inspiring research environment. UNESCO-IHE is making efforts to make water education more accessible and affordable for increasing numbers of students. One way the Institute achieves this is increasing the flexibility of educational programmes, which includes providing increasing numbers of online and short courses. The UNESCO-IHE online library catalogue has recently been fully updated and can be accessed through the UNESCO-IHE website at www.unesco-ihe.org/about/facilities/library. The online repository contains all the bibliographical data on the collection, abstracts and PDF documents. A new wastewater treatment lab was established at UNESCO-IHE. The lab was built in the framework of the SALINE research project and financed by UNESCO-IHE and Prof. Ekama from the University of Cape Town. The new lab provides ten research stations with state-of-the-art experimental bio-chemical wastewater treatment equipment for MSc, PhD and post-doc sanitary

	engineering students.
Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	UNESCO-IHE currently has more than 130 PhD fellows in various research areas. UNESCO-IHE was granted EC funds though EuropeAid to carry out two projects in Cuba. One project is on adapting to climate change and mitigating water scarcity by innovative urban water management. The other is on strengthening the Cuban food production and aquaculture sector through resource optimization and recovery. UNESCO-IHE was granted EC funds though EuropeAid to carry out two projects in Cuba. One project is on adapting to climate change and mitigating water scarcity by innovative urban water management. The other is on strengthening the Cuban food production and aquaculture sector through resource optimization and recovery. Researchers from Delft University of Technology (The Netherlands), UNESCO-IHE Institute for Water Education, the Deltares research institute and the KWR Water Cycle Research Institute have set up the Delft Urban Water research platform. By combining expertise in the field of urban water management, they aim to tackle future problems of increasing urbanization, flooding and a worldwide shortage of high-quality water. More than twenty professors and over 100 PhD students will be carrying out research related to urban water Management.
Capacities of local water-related organizations built and increased	SWITCH (2006-2011) The UNESCO-IHE led SWITCH project has set out to achieve more sustainable urban water management in the "City of the Future". With support from the EC through its 6th Framework Programme, a consortium of 33 partners from 15 countries have worked together for five years to create innovative scientific, technological and socio-economic solutions that can be replicated around the world. SWITCH has produced a wide range of products for cities to use as they take the journey to sustainability: SWITCH in the City shares the experiences of twelve global cities with demand-led research, multistakeholder engagement and scaling up of research projects. Examples of outputs: - SWITCH Training Kit includes methods and tools on Learning Alliances, scenario building, water management options and development of long-term strategies. - Climate Adaptation Manual helps cities to assess their risk and implement plans to adapt to climate change using case study examples from around the world. - CityWater decision-making tools allow cities to explore social, economic, environmental and technical options for water management. City Water Balance covers aspects of water quality, quantity and lifecycle energy consumption, City Water Economics tackles cost recovery options and City Water Drain assesses stormwater management and flooding risks. - SWITCH Transitioning Manual provides the framework and the examples to make key step changes to facilitate a SWITCH

	towards sustainable urban water management practices. - SWITCH Water Sensitive Urban Design and Sustainable Urban Drainage Manuals provide creative and artful ways to incorporate stormwater into urban planning along with best practice guidelines for stormwater management under extreme conditions
Knowledge and information developed and shared through partnerships and joint activities in education, research and capacity-building	UNESCO-IHE and the UNMandated University for Peace (UPEACE, based in Costa Rica) have decided to combine their expertise and knowledge on water and conflict resolution by establishing a joint initiative on the topic of water and peace. To this end, a Memorandum of Understanding between the two institutions was signed by the two Rectors on 10 February in Delft. A new agreement between the Dutch Ministry of Infrastructure and Environment and UNESCO-IHE was signed on 27 April. The deal further strengthens the longstanding cooperation between the two organizations and will focus on priority areas. These priority areas are the Delta countries in which UNESCO-IHE is very active as well as in China and the USA.

Cost-effectiveness/efficiency measures for this Institute 3
How to meet the increasing demand for water education worldwide remains a challenge for UNESCO-IHE. The Institute receives many more applications for its courses than it can accommodate. Although on-line courses can reduces the gap, the bottleneck is funding of candidates from developing countries. In times of financial crisis, the Institute puts unprecedented efforts in mobilizing commitments from Member States, the private sector and foundations to provide fellowship support to students.

II.3.2. Abdus Salam International Centre for Theoretical Physics (ICTP)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 015 000	Expenditures: $1 015 000	Allocation: $1 400 973	Expenditures: $1 423 193

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Advanced research training of scientists, especially women and young scientists, and	The activities described in the implementation strategy are progressing according to the plans. The results and the outcome from the very successful event held in November 2010 "ICTP After 45: Science and Development for a Changing World" and ICTP's

university teaching staff in physics and mathematics enhanced	new Medium Term Plan are being followed up and implemented.
	As far as education was concerned, ICTP has signed an agreement to start a PhD programme with SISSA. The programme will start in September this year. ICTP and SISSA will together provide an environment of academic excellence to ensure that scientists from all corners of the world received the highest level of education, substantially strengthening the international research activities at Trieste and contributing to build sustainable science in their own countries.
	It is planned to have new diploma programmes in mathematics and high performance computing for scientists from developing countries. It is also planned to expand the STEP programme to include other institutions in the developed world. Discussions are underway with SISSA and the Politecnico of Torino to implement a Master in Complex Systems.
	Progress is being made on opening new research areas in Energy and Sustainability, Quantitative Biology and Computing Sciences. There had also been some discussion on establishing a Scientific Computing or Modelling Centre in collaboration with SISSA.
	A prestigious 5-year research fellowships scheme has been started and the staff associates programme has been revamped;
	A number of scientific staff have been appointed;
	More scientists have been involved in the Office of External Activities;
	the Associate Scheme has been revamped with stricter selection and improved financial conditions;
	all ICTP activities are being filmed;
	the method of selecting ICTP's programmes has been revised;
	ICTP is coordinating outside activities with TWAS, CIMPA, AIMS etc; plans for regional centres of excellence are underway.
	ICTP continues to promote e-learning. ICTP has developed the "openEyA" automated recording system, an innovative automated audio/video/slide recording system that archives and shares scientific lectures and talks carried out using digital presentations and especially traditional chalk boards found in classrooms. openEyA software is available for free, and ICTP provides some grants with the technical components needed to run the system.
	Preliminary data January -June 2011 for training activities held:
	AT ICTP
	34 training courses
	2871 participants (all categories combined: participants, lecturers, associates, affiliates)
	ELSEWHERE
	4 regional activities:

	2 in Asia: 59 participants in Bangladesh, 100 participants in India;
	1 in Latin America: 101 participants in Argentina;
	1 in Africa: 31 participants in Kenya.
	291 participations.
	The figures for 2010 were:
	During 2010, ICTP held 48 conferences and workshops in Trieste, attracting 4830 visitors of which 21% were female. 128 nations were represented.
	In addition, ICTP hosed 18 conferences with 975 participants, so the total number of scientific visitors arrived at 5805.
	Furthermore, ICTP organized 14 regional training activities;
	-7 in Africa (Algerie, Cameroon, Ehtiopia, Libya, Morocco, South-Africa (2)
	-2 in Asia (India, Iran)
	-3 in Latin America (Argentina (2), Brazil
	-2 in Europe (Italy, Romania)
	The participants to ICTP's regular activities came from: LDCs 6%, Developing 43%, Transition Cs in S-E Europe 1%, CIS 4%, Developed 46%
South-South and North-South-South cooperation and activities in Africa strengthened	ICTP is working to enhance substantially the role of OEA by establishing ICTP Branch Institutes, and to implant ICTP's mission to other institutions in the developed world, e.g. in the USA. Some discussion have taken place on this during the ICTP after 45 conference. The first ICTP Branch Institute was established in Sao Paulo, Brazil, in May 2011. It is also planned to establish a programme for undergraduate students in the least developed countries and to further promote teacher training programmes with UNESCO, CERN, AIMS, Cambridge University etc.
	Work is progressing in order to create a Pan-African network in climate modelling.
	ICTP has become a sector member of the International Telecommunication Union's Development Sector.
	The joint 2-year project with ITU that started in 2010, continues. Entitled Strengthening Training Capacity in Wireless Networking in Africal, its purpose is transfer of low-cost, wireless technology know-how to African educational institutions, using innovative training schemes and a through a "train-the-trainer" approach.
	ICTP's Aeronomy and Radioprogatation Laboratory is implementing a WiFi network to connect an array of rural health cilnics in Malawi with a high-speed internet link to both monitor incidence of disease near real-time and disseminate health forecast information for planning. it also have organized a workshop and conference with participation of ITU on wireless sensor networks

	and new low-cost technology that requires low power and it not dependent on any existing network; such could become a key tool for environmental monitoring in developing regions, of air and water quality and soil moisture. Together with IAEA, ICTP runs the Sandwich Training Educational Programme, which aims to strengthen the scientific capability of young scientists and researchers from IAEA developing Member States. The Centre will continue its involvement in the SESAME programme and will expand its cooperation with the European Organization for Nuclear Research (CERN). ICTP will actively seek to increase further the collaboration with other scientific institutions. It has signed agreements with important institutions in Brazil, Mexico, Nigeria, Morocco and following the successful "ICTP after 45: Sustainable Development for a Changing World" conference late 2010, more agreements will follow. ICTP has already a close collaboration with the African Union and NEPAD. From these agreements and collaboration, the local development needs and priorities are feeding into ICTP's activities. In 2010 a delegation from ICTP offered through a two-day event science and technology advice to the National Assembly in Nigeria. ICTP has followed up the contacts during 2011 by several trips to Nigeria. ICTP and Nigeria have a number of collaborative programmes already in place, such as a PhD programme in mathematics ath the University of Nigeria, a planned MSc programme in high performance computing at AUST, and an agreement with the National Universities Commission of Nigeria to develop scientific capacity in Nigerian universities. The African Physical Society's official scholarly publication, that is edited at ICTP and co-sponsored by ICTP and the African Academy of Sciences, in 2011 changes its name "The African physical Review" to "The African Review of Physics" (http://aphysrev.org/index.php/aphysrev). It is a free, on-line, peer reviewed, international journal.
Synergies with other organizational units contributing to Major Programme II enhanced	From 11 to 22 April, the "International School on Nuclear Security" brought together in Trieste IAEA expertise and ICTP's international network of researchers in developing countries. While the effects of the recent Japan earthquake on its nuclear energy facilities have raised worldwide concerns about nuclear safety, nuclear security - measures to prevent nuclear proliferation or sabotage, as well as the protection of nuclear materials - is a topic of equal importance and was the theme of this workshop. The 50 participants from 43 countries (20% women) came from regulatory authorities, universities, research institutions, different national ministries and law enforcement agencies. From 29 April till 3 May, ICTP and UNESCO held in Trieste a joint effort to encourage high school students to study physics at university. Selected teachers of physics from different countries and well-known scientists from various fields of modern physics, met to discuss new advances in physics as well as modern science teaching methodologies.

Cost-effectiveness/efficiency measures for this Institute 3

ICTP has seen that it can reach many more persons by recording all its lectures and making these available via adapted electronic communication tools. All lectures at ICTP are now recorded. The cost per hour of ICTP recording is less than a cup of coffee. At www.ictp.tv, more than 7.500 hours or recordings are available.

The great potential of the wireless sensor networks, and the accelerating development and availability of solar energy technology, has had ICTP revise its strategy and to increase its commitment to electronic communication. As was said at a workshop at ICTP; The ultimate society is a knowledge society, where information is accessed, used, created and shared. The broadband technology will enable the knowledge society to meet the Millennium Development Goals, and advanced mobile technology will help "internet connectivity" become "ubiquitous connectivity"

ICTP is implementing FABS, UNESCO's financial and accounting system. During the autumn 2011, the system will be operative. As a consequence, the budgetary and accounting figures will from then be available also in SISTER.

ICTP is receiving for its regular activities a biannual contribution of approximately 54,476 millions USD from the Italian Ministry for Education, University and Research, and a biannual contribution of approximately 6,445 millions USD from the International Atomic Energy Agency.

In addition, ICTP receives for it extrabudgetary contributions from various research programs, funds and academic institutions, in the order of 5 to 7 millions USD per biennium.

II.4. Intersectoral Platforms (ADG/SC lead)

II.4.1. Science education

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Framework of overall science education strategy developed based on an analysis of data on the state of science and mathematics education in Member States	This Activity development followed on from biennium 2008-2009 during which some ideas of the situation in science and mathematics education by region has been obtained through literature review, as well as a survey instrument has been developed to review and analyze country level situation. Pilot applications of the survey instrument in selected countries was pursued in collaboration with UNESCO Field Offices, UNESCO National Commissions and other partner organizations. Several Field Offices expressed interest in piloting the survey in Uruguay, Senegal, Gambia and Cameroon. Results of the study provided the basis for a framework of a national science and mathematics education strategy and system reform. In addition to the Intersectoral Platform on Science Education, this activity also contributed towards the expected results of Global Priority Africa (expected results 2 and 3) and Global Priority Gender Equality (expected results 1 and 2). A contribution was made towards Faites de la Science 2010 (a project of Universite Paris Sud- Orsay) to support the science competition among students in Pondicherry, India, and to select and fund the 12 best student project proposals, also to enable the participation of some trainers and education decision-makers from developing countries (Mauritania,

Argentina, Bolivia).. This follows previous collaboration with both the La Main a la Pate and the Inquiry-based Science Education (IBSE) and is the start of the continuing collaboration in the international promotion of La main a la pate or IBSE, especially in developing countries, between Academie des Sciences de la France and UNESCO.

Further support was provided in 2011 for 6 science trainers and decision-makers from Colombia, Haiti, Madagascar, Malaysia, the Philippines and Senegal to attend the second International Seminar of La Main a la pate which focused on the professional development of science teachers; fifty-two trainers and decision-makers participated.

At the end of the previous biennium, discussions between the Natural Sciences and Education Sectors had started concerning the project of Science and Mathematics Education: Toward a New Paradigm proposed by the Director of ED/BAS and which involved ED/BAS, ED/HED and SC/BES (Programme on Science and Technology Education and Technical Capacity-building) for its implementation in cooperation with UNESCO Field Offices. An intersectoral project working group has been formed, including representatives from Field Offices and UNESCO Institutes.

Work continued on to follow up the proposed partnership UNESCO-Nature Publishing Group (NPG) - Nature Education, on creation of a World Library of Science. The World Library will contain 2500-3000 learning modules drawn from NPG's publications, which include Nature, Scientific American and 70 leading science journals and provide new instructional materials in major areas of the life sciences and the physical sciences. Following signature of the UNESCO-Nature America partnership agreement an agreement signed last September between UNESCO and NPG an information session was organized with the assistance of the U.S. Mission to UNESCO where the initiative was launched. Work is ongoing to mobilize funds to initiate the first phase of this project.

The International Mathematics Union (IMU) has been pressing for an International Mathematics Programme in UNESCO. As a consequence of this idea, we have been in discussion with the International Commission for Mathematical Instruction of IMU concerning enhancing cooperation with UNESCO in the context of a proposed project on capacity-building in the Mathematical Sciences which seeks to build mathematics teacher capacity in developing regions, especially Africa. Implementation of actions towards promoting innovations for capacity-building in physics and mathematics. This activity focussed on capacity-building in research and advanced training in physics and mathematics and through various innovative approaches addressed the issue of disaffection of students in these fields. The primary beneficiaries were, scientists, teachers and young researchers in developing countries, especially those in Africa.Implementation of this activity was pursued in collaboration with the International Union of Pure and Applied Physics, International Mathematical Union, International Centre for Theoretical Physics, International Centre for Pure and Applied Mathematics, International Society of Optics and Photonics, regional and national physical and mathematical societies. In view of the proposed International

	Mathematics Programme, we are in the process of strengthening collaboration with the International Mathematical Union (IMU) through capacity-building activities for mathematics teachers in developing regions, in conjunction with the International Commission for Mathematical Instruction (ICMI). In the context of the Theresa McKay Fellowship Scheme, travel grants have been awarded to 3 women physicists from Pakistan, Argentina and India to enable their participation in conferences. This activity contributes also expected results of Global Priority Africa (expected result 3) and Global Priority Gender Equality (expected results 1-2).
	Efforts continued towards providing support in the form of seed funding to the activities of the UNESCO Chair in Theoretical Physics and Mathematics at the Birzeit University, Palestinian Territories, and technical assistance to the UNESCO Chair in Physics Education at the Cadi Ayyad University, Marrakech, Morocco. The latter was officially launched on 8 July 2010.
	Some financial support has been provided to the 2010 UNESCO-CIMPA Summer Schools and Workshops in Mathematics in developing countries
	In collaboration with the International Society for Optics & Photonics (SPIE) and the International Centre for Theoretical Physics (ICTP), necessary action is under way to continue the development and implementation of the 2011 activities under the UNESCO optics education project "Active Learning in Optics and Photonics (ALOP),". The organization of at least 5 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 are envisaged in 2011 (Philippines, Rwanda, Nepal). SPIE has been among ALOP stakeholders since the project's inception.
	18 participants from 7 different universities located in different cities in Algeria participated in ALOP Constantine 2010. The Dean of the faculty of medicine encouraged the development of connections between physics and medical science in Constantine and proposed to repeat this ALOP workshop every year insuring his logistic assistance at any time. Following this workshop, a meeting took place, where it was discussed how to continue ALOP activities in different Algerian universities and how to get different institutions interested in those activities.
	34 high school and college physics teachers participated in ALOP Quezon City 2010. Given that there is a dearth of qualified teachers in the country, the workshop ensured that the Faculty of colleges of Education and the teachers of science-oriented high schools have new activities to use in there classrooms. Such activities will make physics teaching more meaningful and hopefully will encourage more students to go into physics teaching or science-related careers. For NISMED, the workshop was an opportunity to start networking with experts in physics, specifically on optics and photonics, as well as to learn from the Filipino teacher-participants the states of physics teaching. This information is useful in planning NISMED programs and projects.

	38 participants attended the follow-up ALOP training workshop in Bogota, including 23 participants coming from 7 different National Presence Campuses and 15 participants from Bogota. Thanks to this follow-up ALOP training workshop, the team of Colombian facilitators will be able to organize autonomously new ALOP workshops in the country, and be part of, or help, the ALOP Latin America team. Participants from border zones also expressed their interest in organizing workshops in their region.
	The biennium 2010-2011 marks the second biennium for the Intersectoral Platform on Science Education, which aims to highlight the importance of science, technology, engineering and mathematics (STEM) education for development and poverty eradication. In particular, STEM education is important for the developing world, not only for increasing general science and technology literacy, but also for enabling developing countries to build up a critical mass of scientists, researchers and engineers. The platform provides a good overview of the effective implementation of STEM education programme in UNESCO.
	Science education has been integrated in activities implemented in the context of the celebration of the World Science Day for Peace and Development
	A demonstration of the UNESCO Global Microscience Experimentation was organized during the Pan African conference on Teacher Education and Development (April, 2011) (http://www.teacherspacted.org), organized by AU, BREDA, UNICEF, ADEA and other partners within the framework of the NEPAD Action Plan for development of human resources. Participants recommended that the Microscience Experiments be utilized to improve science and mathematics.
	The Earth Science Education Initiative for Africa announced the results of its scoping workshops, received endorsement from the African geoscientific community and has launched a series of initial activities in close consultation with field offices. UNESCO's Earth Science Education Initiative for Africa announced the results of its scoping workshops at the Colloquium of African Geology in Johannesburg, South Africa in January 2011 and proposed three initial activities of focus: i) develop an African Network of Earth Science Institutions (ANESI) ii) develop an itinerant school for geologic field mapping, and iii) focus on introducing earth science in schools at primary and secondary levels. These activities were endorsed by the Geological Society of Africa, representing the African geoscientific community. 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. The Initiative, which is being developed in close partnership between HQ, Nairobi and Cairo offices, continues to connect to international partners and seek funding to support the implementation of the initial activities.
	Geoparks in Africa, which were identified as vital tools for educating and encouraging interest in earth science careers during the regional scoping workshops, will be explored during the first meeting on Geoparks in Africa and the Arab world

	which is being co-organized by the African Association of Women Geoscientists and UNESCO Cairo with support from UNESCO Nairobi and Headquarters. In the context of UNESCO's contribution to GEOSS, 10 Afghan scientists were trained in GIS and Remote Sensing for environmental planning aplpications in cooperation with the USGS and ICIMOD. Through the custom developed materials, two hands-on courses, two month-long on-the-job trainings, and the development of a data facility, this partnership on Afghan Mapping for Geospatial Technologies is working towards independent competency in applied remote sensing techniques for environmental management in the region. Lessons Learned: Member States, particularly in Africa, have demonstrated very strong interest and support for capacity building efforts in science and engineering. The response of the broader scientific and engineering community to contribute to UNESCO efforts has also been very encouraging. A key challenge is to more effectively coordinate the contributions of allies, and to integrate capacity building activities within the framework of our efforts in STI policy development.
Member States assisted in integrating science journalism as a competency in journalism education programmes, and science content in public service broadcast media increased	Science and environmental issues, such as climate change have been covered at several workshops, seminars and conference related to journalism and broad cast media. Examples include the following events: - The Southern African Broadcasting Association (SABA) organizes a 5-day training meeting that encompasses climate change journalism, broadcaster responsibility, programme evaluation and agreement on a universal template for internal broadcasting policy for 10 broadcasters. - A Workshop on Capacity Building of TV News Reporters for Environmental Sustainability - Training course for Tajik journalists to report on climate change and environmental issues - training courses focused on Reporting on Environmental Sustainability: Water- Iraq.
Teaching of ethics of science and technology, in particular bioethics, promoted and incorporated in university curricula	Under the Ethics Education Programme (EEP), the International Association for Ethics Education was established, with a provisional secretariat at the Healthcare Ethics Center of Duquesne University in Pittsburgh, USA, in May 2011. The association already has more than 100 members, is in the process of elaborating specific projects, and will have its first meeting in May 2012. This is the first professional association for ethics teaching, and would provide an important platform to promote and augment the teaching of ethics around the world. An informal network of UNESCO Chairs for Bioethics was also established to better coordinate and synergize the activities and work of the Chairs to further promote ethics education. The first meeting of the UNESCO Chairs in Human Rights, Bioethics, Peace, Democracy and Tolerance also took place in

Bergamo, Italy, March 2-4, 2011 with concrete agreements to support specific activities related to bioethics such as to promote the elaboration of teaching materials on the bioethics principles elaborated in the standard-setting instruments of UNESCO and on related issues.

UNESCO Cairo, in cooperation with American University of Beirut, established a regional network of bioethics society in 2010. The first meeting held in Beirut in September 2010 addressed the issue of ethics teaching at medical schools and nursing schools in the region and the participants identified the specific needs in the region to promote bioethics education in medical schools.

UNESCO Moscow has also developed the Regional Association for Education in Bioethics.

In the current biennium (2010-2011), two Ethics Teachers Training Courses (ETTCs) have been held: In Dubrovnik, Croatia (June 2010) and in Belgrade, Serbia (June 2011). The courses brought together participants who have recently commenced or are planning to commence their teaching careers at the higher education institutions, and trained them in the methodology, the theory and the practice of ethics education. The course was conducted by a team of experienced trainers in ethics education, representing a balance between what to teach (the substantive material) and how to teach (classroom communication) on bioethics. After the course, UNESCO Paris endeavors to keep the participants connected (with each other and with UNESCO) in order to benefit from their engagement in bioethics issues and to expand the existing networks. The courses were regarded with high esteem by the local organizers whose students/colleagues have directly benefited from their participation. Moreover, trainings are being organized for the second half of 2011 in Windhoek, Namibia (2011), as well as in Baku, Azerbaijan (2011).

UNESCO Bangkok continues to work with the International Bioethics Education Network in Asia and the Pacific region, and the UNESCO Asia-Pacific School of Ethics in trials of bioethics education. The Regional Unit in Social and Human Sciences for Asia and the Pacific (RUSHSAP) at UNESCO Bangkok also held bioethics education training workshops with ethics experts and teachers in Brunei in January 2011, and in Japan in May 2011; and cooperated with the UNESCO Chair for Bioethics in Haifa and the Indonesian Health Law Society in implementing the Intensive Bioethics Education Courses in Singapore. UNESCO Bangkok has also held training workshops on teacher capacity building in several institutions (including Saveetha University, Loyola University, Arul Anandar College, Jayaraj Annapackiam College For Women, Malaysian Universities).

UNESCO Bangkok, in cooperation with the Science Centre for Education in Bangkok, has prepared further bioethics exhibitions on developments in biodiversity and ethics in Science Centre for Education in Bangkok as well as Science Centrum, Manila, displays on ethics of energy technologies, and other museum exhibitions (together with the Energy

	Generating Authority of Thailand and other partners).
	UNESCO Montevideo, in collaboration with Redbioética UNESCO, has developed two online teaching courses on bioethics: Research Ethics and Clinical Bioethics. The courses began in May 2010 for 180 students from 20 countries. UNESCO Montevideo also supported a teacher training course for the University of El Litoral (Argentina) as part of its pilot testing of the UNESCO Bioethics Core Curriculum.
	UNESCO Moscow held a regional seminar on "Bioethics Education at Armenian Universities: Problems and Perspectives" dedicated to the 5th anniversary of the UNESCO Universal Declaration on Bioethics and Human Rights on 5-6 October 2010. The event emphasized the importance and necessity of such issues as intensifying the process of elaboration of educational programs in bioethics, training of specialists and improving all activities aimed at popularizing the ideas and values of bioethics and human rights in Armenia.
	With regards to the UNESCO Bioethics Core Curriculum, in cooperation between UNESCO Paris, Bangkok, Montevideo and Moscow, pilot testing of the curriculum is taking place in the following 15 universities: Macquarie University (Australia); Ritsumeikan Asia-Pacific University (APU) (Japan); Saveetha Medical University (India); Universiti Sains Malaysia (Malaysia); Loyola Institute of Frontier Energy (LIFE) and Loyola-IAM College of Engineering and Technology (LICET), Loyola College (India); Universitas Gadjah Mada Faculty of Medicine (Indonesia); Kyrgyz State Medical Academy Under The Ministry Of Health (Kyrgyz Republic); Zefat Academic College (Israel); University of Haifa (Israel); Lomonosov Moscow State University (Russia); Kazan State Medical University (Russia); International Shakarov Environmental University (Belarus); Yerevan State Medical University (Armenia); Universidad del Litoral (Argentina); Universidad de la Salle (Costa Rica). Discussions are underway to test the core curriculum in Togo and Cote d'Ivoire. Feedbacks from instructors and students have been received from some of these universities. This information will be analyzed and presented to the Advisory Expert Committee for the Teaching of Ethics in November 2011 to review the information and consider revising or editing the Core Curriculum according to the findings, if needed. The Core Curriculum has also been translated into Hebrew, Japanese and Azerbaijani, in addition to Arabic, French, Russian and Spanish. The UNESCO Bioethics Core Curriculum Casebook Series was launched in April 2011 with the publication of two casebooks (Casebook on Human Dignity and Human Rights (Unit 3) and Casebook on Benefit and Harm (Unit 4)) to reinforce the available study materials for the Core Curriculum. UNESCO Montevideo is also involved in developing further educational resources for the Core Curriculum. The following publications have been published to strengthen the resources available for the teaching of ethics of science and technology:
	Report of the IBC of UNESCO on Consent (UNESCO Paris)

	Report of the IBC of UNESCO on Social Responsibility and Health (UNESCO Paris)
	Casebook for Human Dignity and Human Rights (UNESCO Bioethics Core Curriculum Casebook Series) (UNESCO Paris)
	Casebook for Benefit and Harm (UNESCO Bioethics Core Curriculum Casebook Series) (UNESCO Paris)
	Water Ethics and Water Resource Management (UNESCO Bangkok)
	Representation and Decision-Making in Environment Planning (with Emphasis on Energy Technologies) (UNESCO Bangkok)
	Energy Flow, Environment and Ethical Implications for Meat Production (UNESCO Bangkok)
	Universalism and Ethical Values for the Environment (UNESCO Bangkok)
	Bioethics and Journalism (UNESCO Moscow)
	Declaration on ethical principles of scientific work in CIS (UNESCO Moscow)
	Revista Redbioética UNESCO (online bioethics journal) (UNESCO Montevideo)
	In order to integrate bioethics principles into textbooks, the Ministry of Education of Jordan has conducted a survey with support of UNESCO Cairo and currently analyzing the result in view of drafting bioethics textbooks for secondary school in Jordan. UNESCO Bangkok has also developed a number of study materials, case studies and videos for the open source teaching resource, available on its website. The Global Ethics Observatory (GEObs) Database on Resources in Ethics also has more than 400 data entries that could be used as study materials in the teaching of ethics of science and technology. UNESCO Bangkok, in cooperation with the Science Centre for Education in Bangkok, has prepared exhibitions on developments in biodiversity and ethics in Science Centrum, Manila, displays on ethics of energy technologies, and other museum exhibitions (together with the Energy Generating Authority of Thailand and other partners).
	As efforts are being made to increase the data in the Global Ethics Observatory, GEObs, it will contribute directly to the expected results. The other component to this progress is promoting the use of the information within the databases. In this respect, the GEObs has been linked to a European Commission funded project called ETHICSWEB to increase its utility and visibility in Europe, and will also be promoted in other regions of the world through field offices. In terms of benchmarked indicators for GEObs access, we have already surpassed the targeted number of unique users by 15.2%, total hits by 36%, total searches by 33%, and total data views by 261.8%. These numbers are strong indicators that the databases are being utilized at a higher than expected rate, and that the databases are gaining strong visibility amongst expert users in the field of ethics. The primary challenges are still to find funding resources to translate available data into the 6 official languages of UNESCO, as well as to maintain a steady stream of voluntary human resources for data processing.

	The mapping of ethics teaching programmes (GEObs Database on Ethics Teaching Programmes) provides important data on the state-of-the-art in Member States in terms of ethics teaching, and forms the basis for continued strategic action towards the expected results. UNESCO Montevideo held a regional seminar for this purpose in La Havana for the Caribbean region (June 2010). Lessons Learned: Changes of professionals both in the headquarters and the field offices interferes with the speed and efficacy of the implementation of the programs. Poor infrastructure and internal communication problems of some member states impose a very slow rhythm in the implementation of activities. The success of the ETTCs depends, to a large extent, on the high-profile, highly experienced instructors coming from diverse cultural and national backgrounds, who volunteer considerable amount of their time to assist UNESCO in carrying out its mandate in promoting ethics education. An additional element that can jeopardize the implementation of ethics education activities is the lack of resources from regular program and/or extrabudgetary funds. A distinctive feature of the work in 2010-2011 biennium became the active involvement of advanced communications and information technologies in education projects and development of integrated training programmes combining distance education (e-learning) with conventional modalities of education.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
The platform has promoted cost effectiveness through enhanced collaboration among Sectors, and among HQ and Field Offices.

II.4.2. 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)

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Key SIDS-relevant issues - e.g. climate change, indigenous knowledge and linkages between biological and cultural diversity - integrated into education and awareness programmes and policies as a contribution to UNDESD	In pursuing the integration of key SIDS priority issues such as climate change into education and awareness programmes and policies, SIDS have been clearly identified as a priority under UNESCO's climate change education for sustainable development programme (CCESD). In the context of this programme, 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 for educational planners and practitioners in the British Virgin Islands in June 2011, developed new CCESD materials such as multilingual edition of the new Sandwatch manual and the preparation of new biodiversity education materials in São Tomé & Principe, addressed region-specific vulnerabilities through the regional Pacific ESD framework, and collaborated actively with other UN agencies through the organization of a joint climate change education and awareness event at COP16 in Cancun. Within the framework of Capacity Development for EFA (CapEFA), significant support has been provided by UNESCO Office, Jakarta to strengthen the capacity of the Ministry of Education (specifically the National Directorate for Recurrent Education) in planning, implementing, monitoring and evaluating non-formal education programmes. Numerous capacity development initiatives have been provided since 2010 to better equip national and district level officials. Interventions have specifically focussed on strengthening provisions of equivalency education, Community Learning Centers, non-formal education teaching pedagogy for adult learners, and income generation. Support was also provided to develop capacities in recording, using and transmitting local and traditional knowledge and practices in Timor-Leste (in cooperation with the Sciences for Society Unit), and in better promoting sustainable literacy through multidimensional activities and to safeguard and promote cultural heritage (in cooperation with the Culture Unit). UNESCO Office, Jakarta and UNESCO Dili Antenna Office stand committed to continuously strengthen the Ministry of Education in improving the provision of non-formal education in Timor-Leste. An Education for Sustainable Development project focusing on Disaster Risk Reduction in Fiji is in the process of being developed. Its objectives are:

	1. To develop of a resilient traditional disaster management knowledge to assist student before, during and post disaster. 2. To empower and through perseveration of traditional knowledge to combat the after effects and trauma of disaster. 3. To develop a traditional disaster management blog site on traditional pre and post disaster management. Further, under this activity, support has been given to develop educational materials in the Utwe Biosphere Reserve.
SIDS Member States assisted in formulating and implementing policy frameworks, modalities and tools for sustainable island living	Implementation of the Mauritius Strategy for the further implementation of the Barbados Programme of Action on the Sustainable Development of SIDS was subjected to a five-year review in September 2010 in the context of the General Assembly of the United Nations. UNESCO contributed extensively to the review based on contributions coordinated by the SIDS Intersectoral Platform. The outcomes of the review centred on a call for the UN 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 of the review reaffirmed the significance of the four 35 C/5 expected results of the SIDS Intersectoral Platform, which place particular emphasis on addressing key SIDS vulnerabilities through interdisciplinary action. Contributing towards the development of tools for sustainable island living, a UNESCO meeting on "Climate Change Adaptation in the Caribbean" was organized in Basseterre, St. Kitts and Nevis, on 8 & 9 March 2011, leading to the development of a communiqué addressing key priorities for UNESCO and partners in addressing climate change in the Caribbean. In March 2011, a book of key interest to SIDS was published: "Islands as Crossroads - Sustaining Cultural Diversity in Small Island Developing States" brings together contributions from leading anthropologists, historians, economists, archaeologists and others from the three main SIDS regions to explore the complexity and dynamics of culturally-diverse SIDS societies. Reflecting the outcomes of a UNESCO symposium held in the Seychelles in 2007 as a contribution to the Mauritius Strategy, the book was launched by the Director-General in March 2011 in the presence of AOSIS and UN SIDS Ambassadors.
Integrated policies and practices for the safeguarding and	In support of the development, sharing and application of integrated policies and practices for the

management of natural and cultural heritage developed, shared and applied within and across SIDS regions	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, including Bridgetown and its Garrison in Barbados, the Phoenix Islands marine protected area in Kiribati and the Bikini Atoll nuclear test site in the Marshall Islands. Five SIDS (Fiji, Tonga, Trinidad and Tobago, Vanuatu and Jamaica) ratified the Convention for the Safeguarding of the Intangible Cultural Heritage, while in the Pacific, national consultation meetings were organized in Palau, Cook Islands, Solomon Islands, Kiribati, Nauru and Marshall Islands. In April 2011, a book of key interest to SIDS was published: "Women's Knowledge: Traditional Medicine and Nature (Mauritius, Reunion and Rodrigues)" focuses on women's knowledge of medicinal plants and medical practices, with special focus on childbirth. It 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. The book also considers the place of medicinal knowledge within these societies in transformation that are actively confronting the threats and opportunities that globalization poses to local identities. The book was launched at the 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, held in Mauritius from 20-22 April 2011.
Participatory mechanisms and community networks for the development of programmes and policies related to sustainable development strengthened, with particular focus on youth empowerment, access to knowledge, and the role of ICTs	Work in the Solomon Islands was further advanced by the Natural Sciences and the Communication and Information sectors, 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 via a series of workshops for local teachers and curriculum developers. 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. During the 2011 Global Action Week on EFA (2-8 May 2011) focusing on Girls' and Women's Education, students from 17 UNESCO Associated Schools in Haiti, and from 3 others in Trinidad and Tobago participated in different activities. Youth Visioning Projects in Samoa and Kiribati has commenced which will empower youth to effectively protect and manage coastal marine resources and help them achieve sustainable use. They will document and recorded traditional knowledge in the local Marine Protected Area in order to develop and implement

	community best practices for the sustainable management and conservation of the district's marine resources and environment. The Pacific Heritage Hub has made good progress. A scoping study was commissioned and a World Heritage experts meeting was held in April 2011 in Fiji to discuss the draft scoping study and provide inputs. Following this successful meeting, the final scoping study was submitted to the UNESCO Apia Office. The study will be circulated to the member states and discussed at the upcoming Pacific World Heritage Conference in Apia in September 2011. In 2011 Memory of the World Committee for Asia and Pacific (MOWCAP) has two member countries from SIDS i.e. Fiji and Vanuatu which have set up National MOW Committees.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

The Platform does not have a specific budget allocation. Instead, contributors to the Platform have sought to develop intersectoral collaboration around joint activities, thereby pooling the resources at the disposal of each contributor. This approach has been supplemented by innovative low-cost implementation modalities, for example the use of volunteer networks - such as the globally distributed Sandwatch network. Effective collaboration between colleagues in HQ and Field Offices has also greatly contributed to the implementation of the Platform's activities.

II.5. Intersectoral Platform (ADG/IOC lead)

II.5.1. UNESCO action to address climate change

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality, coherence and relevance of the Organization's programme delivery in the area of climate change enhanced	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.
Knowledge base relating to climate change science, assessment, monitoring and early warning strengthened	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 UN Climate Change Conference in Cancun, the SBSTA of the UNFCCC noted that the future workplan 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. 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. 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. 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 Programme on Managing Social Transformations (MOST) 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 UN Global Migration Group in July 2011, the same month as UNESCO published the publication "Migration and Climate Change" analyzing one much-discussed but poorly-understood aspect of climate change.
Capacity-building and awareness-raising programmes towards climate change mitigation and adaptation promoted and supported	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. 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 UN Climate Change Conferences. 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 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.
Progress made towards a carbon/climate-neutral UNESCO	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 UN System - due to be agreed by senior management, resourced and implemented by November 8th 2011. UNESCO aims to meet its 5% per year emissions reduction target by more efficient management of buildings and especially air travel.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
The Climate Change Platform is increasingly cooperating with other platforms, notably the SIDS and the Africa platforms in order to enhance cost-effectiveness and efficiency. Better use of UNESCO sites for knowledge generation in partnership with Member States is posed to multiply UNESCO's contribution, at equal cost, to enhance the organization's contributions to climate science, assessment, monitoring and early warning. Climate change education is positioned within an overall ESD approach that has attracted continued extrabudgetary support and staff secondments. It is expected that enhanced climate neutrality can produce economic savings in relation to energy consumption at UNESCO premises and through enhanced use of video conferencing facilities.

Part II.A. III. Social and human sciences

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $10 082 820	Expenditures: $7 118 514	Allocation: $35 758 091	Expenditures: $19 456 052

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
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	- Africa continued to receive priority attention in the work of the Sector in the implementation of the African Youth Strategy. In particular several new initiatives have been identified to progress this priority, such as on 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 positive change. -UNESCO 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." -The role of sport in promoting peace and development was highlighted in a major event co-organized with UNESCO's partner IOC. The event was held in Durban and showcased the potential of sport to reach youth and as a vehicle for inclusion and informal education. Six African countries (Cameroon, Eritrea, Mali, Mauritius, Somalia and Uganda) have received financial assistance through UNESCO's Fund for the Elimination of Doping in sport for the development of education and awareness-raising projects aiming to sensitize youth to the values of sport and the health and ethical consequences of doping. -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 roundtable "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from UN 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. -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 developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library. The official launch of the Regional Centre will take place from 13-15 September 2011 in Kinshasa, DRC and will be organized concurrently with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and with a Donor Round Table for the purposes of resource mobilization for the Centre. -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, among others through exchange programmes for students, etc. As a follow-up, the university of Purdue has set up a database of interviews with major philosophers on African and Africana philosophy and of conference debates. The video recordings of the debates are available online (http://www.cla.purdue.edu/unesco/).
National research systems and ethics infrastructures in African countries developed and reinforced	-Efforts concentrated on assisting the establishment of the two Category 2 Centres: 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, to become operational and to develop their plan of action. 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.

	-In the framework of the activities of Bioethics, as part of the ABC project's aim to foster partnerships between experienced and newly established bioethics committees, an agreement has been reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo. Another agreement has been reached between the Committee of Belgium and the Committee of Guinea. Finally, an agreement is also expected to be reached soon between the Danish Council of Ethics and the National Committee of Bioethics in Kenya. -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. A side-event was also organized in the context of the 49th Session of the UN Commission for Social Development (February 2011) to present the findings of the WSSR. The WSSR has been translated in French and initial steps have been undertaken to make it available in Spanish.

Cost-effectiveness/efficiency measures for this Major Programme: Africa
During the past 18 months, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This resulted in a more targeted approach for Africa across the MP III.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
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.
Strengthening of institutional capacities for policy-oriented research and better understanding of the impact	-Research work of regional gender research networks and programmes have been reoriented and focused on women's participation in post-conflict/ post-disaster societies; and violence against women, involving research on fundamental

of contemporary challenges on women's rights and gender equality	socio-cultural and social-economic causes of violence and policy recommendations based on this. Operational activities in this areas focus on the Great Lakes region in Africa. -There has been progress in respect of the Regional Research and Documentation Centre for Women, Gender and Peace-building for the Great Lakes region in Kinshasa, DRC. At the Third Forum of Ministers of women and gender affairs of the region held in Arusha, Tanzania, in December 2010, the Ministers endorsed the legal documents governing the Centre and adopted an Action Plan for 2011 for the launch and first activities of the centre, including the creation of a virtual network of associated national centres. --Efforts to contribute to the prevention of sexual and gender-based violence have focused on activities to identify the underlying causes of these types of violence, and to work with various stakeholders (policy-makers, civil society, traditional leaders, and women's organizations) to put in place strategies and programmes for violence prevention. A workshop on a socio-cultural approach to sexual and gender-based violence was held in Kinshasa, DRC in December 2010, leading to the development of an extrabudgetary funded project on "Involving Students in the Prevention of Gender-Based Violence" which will be launched in the Kivu Region in July 2011. This is a pilot project which has the potential to be expanded to other regions of the DRC and other countries of the Great Lakes Region. An international conference on "Involving Men in the Fight Against Gender-Based Violence" was held in Kinshasa on 29 and 30 March 2011. Outcomes of this conference have been shared with key stakeholders (policy-makers, NGOs, civil society) to help in the development of strategies and policies for violence prevention.
Evidence-based policies developed supporting women's empowerment and women's full participation in society, especially in developing countries	-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 research agenda in this area was strengthened through a conference held in Paris in June 2011 on "Promoting Women's Participation in Post-Conflict Reconstruction" and assembling various members of the policy community and civil society organisations as well as academics and researchers. Planned collaboration on policy implementation following this workshop is envisaged with the Ministere des Affaires Etrangeres et Europeennes in France, and with the European Peacebuilding Liaison Office, as well a several NGOs. Activities to promote women's participation in post-disaster reconstruction are being developed in Haiti. An initial workshop was held on 13 and 14 June 2011 which brought together members of women's and youth associations to discuss the specific needs of women in the post-disaster context in Haiti, and to develop joint strategies and projects for promoting women's participation in reconstruction, and for preventing sexual and gender-based violence which was seen as an important obstacle to

	women's full participation. Based on the outcomes of this workshop, 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). -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 developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library. The official launch of the Regional Centre will take place from 13-15 September 2011 in Kinshasa, DRC and will be organized concurrently with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and with a Donor Round Table for the purposes of resource mobilization for the Centre.
Incorporation of gender equality issues in ethical frameworks for science and technology improved	-A conference of the International Network of Women Philosophers took place on the theme "Women Philosophers and 'Political Correctness'", with the participation of more than 80 women philosophers from all regions. The pertinence of the conference and its theme stems from the international scope of the Network which provides a space to discuss issues related to the diversity of approaches and academic standards in the work of the women philosophers. The discussions shed light on the significance of achieving equal participation of women philosophers in the production of knowledge at international level as well as for their greater visibility. The Issue no. 1 of the on-line Women Philosophers' Journal has been finalized and will be launched in English and French on the occasion of the WPD 2011.

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
During the past 18 months, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This resulted in improving mainstreaming gender across the programmes.

III.1.1. Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 465 706	Expenditures: $2 390 628	Allocation: $9 816 324	Expenditures: $5 908 359

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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 and Costa Rica have been completed and restitution events are scheduled to take place by the end 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, honoring 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's and the FC Barcelona's web sites.

With regard to human rights activities, including studies and restitution workshops, were continued and completed. In particular, the French version of the publication of the studies on cultural rights in the Maghreb and Egypt was disseminated in the countries of the region and was met with much appreciation from national authorities and partners. Efforts are being deployed to translate it into Arabic. Also national studies on the right to take part in cultural life on Armenia, Bolivia and Costa Rica have been completed and restitution events are scheduled to take place until the end of the year. Work on the right to water was abandoned and the work on the right to enjoy the benefits of scientific progress and its applications was placed in the context of ethics of science and bioethics with a view to elaborating a more UNESCO specific approach. This is in line with efforts to mainstream human rights in the work of UNESCO.

Greater recourse to networks was achieved by enhancing cooperation with UNESCO Chairs in Human Rights, Peace, Democracy, Tolerance and Bioethics Chairs. A symposium hosted by the University of Bergamo, Italy, in March 2011, adopted a roadmap which identified a number of issues for joint action among UNESCO Chairs.

In conformity with the decisions of its General Conference and Executive Board and in line also with the aims of the UN Development Group Human Rights Mainstreaming Mechanism established in November 2009, UNESCO pursues the capacity-building of its staff (more than 500 persons of different grades, both at Headquarters and field offices, received training since 2006) to enable them to apply HRBA in the design, implementation and evaluation of programmes. The Organization contributed to the design of a UN common learning package on HRBA and actively participates in the work of this mechanism, which includes inter alia the production of relevant online learning tools.

SHS coordinated the UNESCO contribution to the Universal Periodic Review of the Human Rights Council by consolidating the information provided by different Sectors information on the implementation of the rights within the Organization's competence in the 17 countries under review in 2011.

Good progress has been achieved in the consolidation of the Coalitions of Cities against Racism and Discrimination in all regions with an increase in membership and adherence of cities to the relevant 10 point Action plans. In particular, the African Coalition has taken a new impulse in 2011 with the adoption of its own internal statutes as well as the establishment of directing and scientific committees. Efforts have been deployed to enlarge the partnership in the African continent with regional social and economic communities.

Efforts have been focused on developing and validating a methodology for reporting on the implementation of the Action Plan. To

	assist cities in this respect the collection of good practices has been initiated. This collection shall be published in 2012 and will be based on the information provided by about 30-35 cities in Europe, Latin America and Africa. So far about 20 cities have sent in their reports. The best practices study will provide, on the one hand, a compilation of experiences by the cities and, on the other hand, an analytical review and conclusions/recommendations formulated based on the 10 Point Plans of Actions of the Coalitions. These Plans include commitments on such issues as access to housing, discrimination in the labour place, informal education and of course, gender based discrimination and gender equality. Once published, this study will be put at the disposal of the member cities of the Coalitions (and any other partners that may find it useful), so they can decide to incorporate some of the recommendations into their municipal action. The gender equality programme has been refocused around two major themes: a) women's participation in post-conflict/ post-disaster societies; b) violence against women, involving research on fundamental socio-cultural and social-economic causes of violence and policy recommendations based on this. Operational activities in this areas focus on the Great Lakes region in Africa, Haiti, Afghanistan and Palestine. The Research and Documentation Centre on Women and the Centre on Gender and Peace-Building for the Great Lakes Region have a central place in the delivery of this programme. Challenges and lessons learnt: As a specialized Organization with quite a large mandate, UNESCO is increasingly asked to contribute to the reflections of the Human Rights Council and Treaty Bodies on the implementation of the Universal Declaration of Human Rights concerning the rights in its field of competence. Likewise, Member States and important stakeholders from the academic world and civil society expect UNESCO to intervene and play a key role on these issues. It is a challenge to live up to the expectations put in the Organization while resources for this area of work are being considerably reduced. With the growing of the Coalitions of Cities against Racism and Discrimination and the increased international recognition of their potential, an increased UNESCO involvement is indispensable. Although the Coalitions remain autonomous entities, UNESCO's guidance, political and social weight and support is highly sought by the networks, the individual cities and the associated partners.
ER 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace	Philosophical reflection was further fostered on the occasion of the World Philosophy Day which was held on 18 November 2010, in the framework of the international year of the rapprochement of cultures. Launched by the Director-General and Luc Chatel, the French Minister of National Education, Youth and NGOs, the event gathered a large audience of over 1,500 students, teachers, youth, experts, philosophers, , etc. The Day was celebrated internationally, reportedly in over 50 countries by different

institutions from all regions in the world. 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 an opportunity to address social and economic inclusion issues, but the challenge is to be able to mobilize partnerships and extra-budgetary funds for concrete actions in the region.

Cost-effectiveness/efficiency measures for this Main Line of Action
During the past 18 months, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This reprogramming exercise and 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.

III.1.2. Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 181 441	Expenditures: $2 316 438	Allocation: $23 854 885	Expenditures: $12 373 770

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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 (cf. progress assessment as of 31/12/2010): the creation of opportunities under the MOST programme to bring the research and the policy communities together around topical issues and the catalyzing of policy thinking working through a select number of very significant social transformation themes. Those two axes have continuously informed each other in the development of activities in the past six months. The 10th Session of the MOST Intergovernmental Council, which was held from 14 to 16 March 2011 at UNESCO Headquarters, has resulted in the identification of new strategic directions for policy-research dialogue. While confirming the importance of strengthening the social science-policy development interface, drawing on the findings of the 2010 World Social Science Report, MOST IGC approved a shift in the thematic orientations of the MOST programme, from the former regionally-oriented priority themes to two global comprehensive themes: "Social inclusion"; and "Social Transformations arising from Global Environmental Change". The preparations for the 8th edition of the Forum of Ministers of Social Development for Latin America to be held in El Salvador from 11-12 July 2011, on the theme "Social policies for social inclusion and youth", have built both on the discussions at the MOST IGC and on 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 (cf. progress assessment as of 31/12/2010). This methodology contributed to a very successful Forum of Ministers in Sri Lanka (20 to 22 February 2011), with a large number of UN agencies involved and a Ministerial Declaration on Social Protection adopted. In line with the priorities identified for the MOST programme, a significant part of UNESCO's work on policy

development has focused on social transformations and global environmental change. UNESCO, as an active member of the UN Task Team on the Social Dimensions of Climate Change, has contributed to a concept paper on the social dimensions of climate change ; this paper will be presented to policy-makers at the COP17 Conference in Durban (28 November - 9 December 2011). In recognition of the specific challenges Small Islands Developing States face with regard to Global Environmental Change, a meeting was organized on "Climate Change Adaptation in the Caribbean" in Saint-Kitts and Nevis on 8 and 9 March 2011. This initiative provided a fruitful platform for dialogue between Caribbean policy-makers, experts and organizations of the civil society, with the view to inform policy development in this area. The Global Environment Change priority theme also informed SHS' work on policy development in the field of migration. Scientific and evidence-based information has been made available to policy-makers through a capacity-building workshop on the relationship between environmental conditions and population movements held in cooperation with the INDEPTH network in Burkina Faso in February 2011. In the Pacific, a publication has been prepared on the impact of climate change on migration in the region, and several additional case studies have been initiated, to inform policy development in Pacific Member States

UNESCO's work on migration has also been focused on the preparations for UNESCO to chair the Global Migration Group from July to December 2011. On the important issue of urbanization and the integration of migrants, the toolkit "Inclusive cities for all: urban policies and creative practices for migrants", prepared by UNESCO and UN-HABITAT, in cooperation with a number of UNESCO Chairs and the association of United Cities and Local Governments (OCLG), to provide decision-makers at local and regional levels, guidelines and examples of good practices to improve the inclusion of migrants, has been refined with academic expertise. The English and Spanish versions of the toolkit should be available in October 2011.

A body of knowledge has also been built to inform policies and programmes in the field of youth, including on youth civic engagement. A handbook on "Fostering Youth Engagement in UNESCO's National Commissions" has been initiated with the Canadian National Commission. Studies conducted in LAC and the CIS on youth engagement (cf. progress assessment as of 31/12/2010) have been further developed, and pieces of research on youth civic engagement and participation have been produced in the Africa and Arab regions, providing context analysis and outlining practices in youth civic engagement in a number of countries.

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 roundtable "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from

	UN 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. 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 positive change. As a co-chair of the Interagency Development Network on youth, UNESCO has contributed the preparation of the UN High-Level Meeting on Youth, a key event of the International Year that will be held in New-York on 25 and 26 July 2011. The American actor Forest Whitaker has been designated UNESCO Goodwill Ambassador on Peace and Reconciliation with a specific focus on youth. Finally, a short promotional video was recorded with Monique Coleman, UN Youth Champion for the International Year of Youth, during her visit at Headquarters in June 2011 to the promote the Year and the 7th UNESCO Youth Forum. The role of youth as agents of positive change will be a key focus of the 7th UNESCO Youth Forum that will take place in UNESCO Headquarters from 17 to 20 October 2011. Youth have been actively involved in the preparation process, with a series of online consultations with youth networks 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 and economic opportunity.
ER 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. 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. A side-event was also organized in the context of the 49th Session of the UN Commission for Social Development (February 2011) to present the findings of the WSSR. The WSSR has been translated in French and initial steps have been undertaken to make it available in Spanish. -Following the decision of MOST IGC on its thematic priorities "Social Inclusion" and "Social Transformations arising from Global Environmental Change", an agreement has been reached with the International Social Science Council 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.
	-National Committees are important international partners in the delivery of the MOST Programme. MOST National Committee in Trinidad-and-Tobago was established in Spring 2011 Member States have been encouraged to establish new Committees, notably drawing on the online publication of Guidelines for the establishment of new committees.

Cost-effectiveness/efficiency measures for this Main Line of Action
The special relationship with the International Social Science Council (ISSC) has been optimized. Considerable efficiency has thereby been gained, due to the unique position of the ISSC as an international federating body with invaluable access to knowledge resources and networks, otherwise beyond UNESCO's means to sustain.   - A very strategic use of partnerships has been made by SHS, by leveraging the expertise and specialization of UNESCO's partners in the field of social and human sciences, such as UN Habitat or the UK Open University.

III.1.3. 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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $432 923	Expenditures: $351 735	Allocation: $2 052 117	Expenditures: $1 140 094

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Member States supported in the development of policies for physical education and sport and in the implementation of the International Convention against Doping in Sport	In 2011, Vanuatu, Chile, Kyrgyzstan, Sri Lanka, Uzbekistan, Gambia and the Federated States of Micronesia adhered to International Convention against Doping in Sport; bringing the total number of States Parties to 159. Accordingly, this performance indicator has been exceeded. The Intergovernmental Committee for Physical Education and Sport (CIGEPS) met at UNESCO Headquarters from 7 to

	8 June 2011. Attention focussed on the implementation of the CIGEPS work programme 2011-2012, including the elaboration of research on the socio-economic benefits of sport, the development of international indicators on quality physical education and the launch of the process for the organization of the next International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS). The Members of CIGEPS also approved the revised Statutes as well as Rules of Procedure and Membership Criteria for the Committee's Permanent Consultative Council (PCC).

Cost-effectiveness/efficiency measures for this Main Line of Action
From 6 to 9 June 2011, the SHS Sector organized a Special Event: Maximizing the Value of Sport, an experts meeting on the development of quality physical education indicators, a plenary session of CIGEPS and the Approval Committee for the Fund for the Elimination of Doping in Sport to maximize efficiencies and cost savings.   With regard to sport and physical education, and given the focus of the regular programme, there has been a shift in orientation to lay the foundations for a programme that has the potential to generate extra budgetary funding, to be a vehicle for UNESCO's messages and values, and to serve the wider mandate of UNESCO by promoting the objectives of other Sectors.

III.2.1. 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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 002 750	Expenditures: $2 059 713	Allocation: $34 765	Expenditures: $33 829

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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. 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, thus confirming the importance of regularly holding such IBC sessions outside Headquarters in Paris. 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 UN Interagency Committee on Bioethics (UNIACB). A special focus was placed on coordination of capacity building activities in the field of national bioethics committees. The UNIACB confirmed its position as a forum for exchange of information, identification of and reflection on areas of common interest as well as enhanced coordination of activities and a privileged arena for promoting joint activities amongst the various UN agencies and other intergovernmental organizations in the field of bioethics. UNESCO, as Permanent Secretariat of the Committee, has ensured the smooth functioning of this arena by coordinating the exchanges among organizations, organizing the ninth meeting in Paris, and facilitating the approval of the governing documents.

	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. National Commissions of UNESCO, as well as other key local stakeholders, play an important role in this regard. However, this should be further explored.
ER 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 5 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 SHS is exploring an online open platform in collaboration with the UK 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 1000 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.
ER 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. In early March 2011 UNESCO, in collaboration with the Permanent Delegation of St. Kitts and Nevis, hosted a 2 day meeting on Climate Change Adaptation in the Caribbean: Science, Ethics, and Policy. This high-level meeting facilitated the construction of a "shared vision" to enable the Caribbean region to mitigate and adapt to the damaging effects of climate change, which are especially acute in the small island developing states (SIDS) of the Caribbean vulnerable to sea-level rise and natural disasters. The event examined how to render climate science in the Caribbean more robust and construct policy measures that could engender greater ecological and social resilience in the region. Two other smaller conferences concerning inter-alia foresight, ethics, and extreme climate scenarios (Slovenia, March 2011) and the ethics of disasters (Paris, July 2011) served to foster further collaboration between the Social and Human Sciences Sector and the Natural Sciences Sector. 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 UN 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 21st century - including the overarching challenge of defining what it is and will be to be human in the 21st century.

Cost-effectiveness/efficiency measures for this Main Line of Action
The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This 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.

III.3. Intersectoral Platform (ADG/SHS lead)

III.3.1. Strengthening national research systems

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Research capacities enhanced in developing countries focusing on the contribution of research to achieving internationally agreed development goals	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. Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natuaral scineces and the social and human sciences.
National research and knowledge management in science, technology and innovation strengthened and related capacities created	Contacts have been established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform.
Links between policy-making bodies, higher education and research institutions, and educational and developmental practices strengthened	-Further contacts have been established with external partners to prepare for more focused capacity building in the social and human -sciences as a complement to the natural sciences capacity building, especially in Africa.
Research capacities of UNITWIN/UNESCO Chairs in selected least developed countries enhanced, including through triangular South-South-North cooperation	-Achievements are reported by HED.
Scientific research enhanced through integration of ICTs	-Achievements are reported by CI.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This 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.

Part II.A. IV. Culture

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $18 709 547	Expenditures: $15 580 371	Allocation: $117 533 094	Expenditures: $77 292 657

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
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 4 million USD 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 Six 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 response 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 namely: civil service organizations, networks of people living with HIV and AIDS and traditional healers, 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 programs 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 sub-regional meetings 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) was held on 14 January 2011 in Kinshasa, about the state of conservation of the 5 World Heritage sites in Danger of the Democratic Republic of the Congo. 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	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 framework of 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 underway. 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 in collaboration with the project. A student/teachers exchange linking Trinidad and Tobago and Ghana will take place from 24 July to 18 August 2011. 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 the 25 March, the 23 August and the 2 December 2010. 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, comes 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 make 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 was held in Tripoli (12-16 June 2010): some 117 representatives from 46 African countries and the Diaspora participated in the conference and identified themes that should form the basis for developing common pedagogical content based on the General History of Africa, for use in African primary and secondary schools. During its meeting held in Addis Ababa (Ethiopia) from 24 to 28 October 2010, the Scientific Committee for the project selected teams of authors to draft such common content with teachers' guides corresponding to the three age groups targeted: children up to 12 years, 13-16 year old and 17-19 year old.
	The number of women scholars on the International Steering Committee has increased from 6 out of 20 members in 2008-2009 to 7 out of 20 in the 2010-2011. In addition, this year 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 abolition of slavery and more particularly their prominent role in conserving and transmitting the 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 us to improve the statistical information concerning translations from and into different African languages (more than 1000 new records). Among the languages are Zulu, Xhosa, Tswana, Naro, Biali, Aja, Foodo, Fon, Bissa, Buamu, Bambara, Mbuko, Gbaya-Bossangoa, Bhele, Fuliiru, etc.
Promotion of African regional integration through the staging of cultural events	In addition to activities in the field of handicrafts, as cooperation with SIAO (see ER.7), UNESCO supported also various events related on creative and cultural industries and arts, through Fields Offices and especially the 22nd edition of the FESPACO (27 February- 7 March 2011) and the preparation of the FESPAM (finally deleted), in cooperation with HQ.

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 SME's. In the field of handicrafts, the programme sought to contribute to the enhancement of national capacities, to foster the production of high-quality crafts products and to promote the works of artisans.The promotion of recipients of the UNESCO Award of Excellence (Western Africa) was carried out in Ouagadougou (SIAO, November 2010) and Foire de Paris (May 2011).

Cost-effectiveness/efficiency measures for this Major Programme: Africa
Containing 4 million USD from voluntary contributions, the IFCD currently supports 31 projects from 24 developing countries. Of these, 18 projects from 16 African countries are receiving support. Capacity building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 sub-regional meetings 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. The Index Translationum has developed a collection of records concerning African countries. This has allowed us to improve the statistical information concerning translations from and into different African languages (more than 1000 new records).

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
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 insitutions, resources and services, ownership, economic and legal rights. In addition, whenever possible, the Suite's indicators are disaggregated by sex. Analyzed 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 underway 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 to increase 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 the pilot projects in Armenia and Azerbaijan).
Gender equality integrated into the development and implementation of capacity-building activities for museums	None.

Opportunities increased for women to gain managerial experience in museums	In Vietnam, a research report on gender and museums was produced recently by the UNESCO Office, which gives an insight on the current museum governance, exhibit contents and working culture in Vietnam 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 their 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 will be 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, 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.

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality
Answering to provisions in the Conventions regulating its activities UNESCO is actively pursuing women's decision making and active participation in the field of culture. UNESCO's "Culture for Development Indicator Suite" include indicators assessing gender equality in areas like literacy rates, access to public institutions, resource utilization, services and ownership, as well as economic and legal rights. Capacity building includes courses, particularly aimed at young women, in skills, management, and marketing, as well as crafts and design. Women's participation in World-Heritage workshops is currently around 35 percent, with the lowest levels in certain areas of Africa and Asia. Recent initiatives to address gender equality include an effort in Vietnam to support museums in the promotion of a gender-sensitive understanding of history, an approach that is in the process of being promoted in other countries as well. The Culture Sector intends to continue to strengthen and foster a better understanding of how to include a gender equality dimension in all its

activities, counting upon the fact that equal, active and broad participation of all stakeholders is not only a human rights issue, but that it may prove to be cost effective as well.

IV.1.1. Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $5 356 073	Expenditures: $4 620 475	Allocation: $59 159 150	Expenditures: $38 167 695

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Implementation of the World Heritage Convention strengthened through the effective functioning of its governing bodies	The World Heritage Committee met 3 times in 2010-2011: 1 extraordinary session (Paris, 14 June 2010) and 2 ordinary sessions (34th session in Brasilia, July 2010 and 35th session at UNESCO HQs, June 2011). In total, 86 working documents and 32 information documents were prepared and sent within the statutory deadlines. The decisions of the 35th session were officially issued one week after the closure of the session, which is a first. Information sessions (14 June 2010 and 26 May 2011) and orientation sessions (25 July 2010 and 19 June 2011) were held prior to the Committee sessions for Committee members. Through Decision 35 COM 12B. para.17, the Committee asked for more capacity-building for its members regarding the processes of the Convention. Following World Heritage Committee's decisions, several expert meetings (WH Fund and EXB financing) contributed to the reflection on several key processes such as nominations, sites management, periodic reporting (Africa, Asia, Latin America), decision-making procedures of the statutory bodies of the Convention (Bahrain, Dec. 2010), state of conservation of World Heritage sites (Senegal, April 2011) which is assessed through the reactive monitoring missions (WH Fund and EXB funding) conducted all along the year. On March 2010, Equatorial Guinea ratified the Convention, thus becoming its 187th State Party. Consultations and awareness-raising meetings with the 6 non-signatories countries are being actively pursued; discussions are ongoing with Bahamas and Singapore. To improve the credibility of the World Heritage List, work is being undertaken in 2 directions: - Nominations from under represented countries / regions / categories: the World Heritage Committee inscribed 5 sites from a non

	represented country (Marshall Islands, Kiribati, Tajikistan, Barbados and United Arab Emirates), 9 from under represented regions (5 from Africa, 3 from the Pacific and 1 from the Caribbean) and 6 for under-represented categories. - Improvement of the existing Tentative Lists (48 were revised since the beginning of 2010) or establishment of such lists for countries which do not have one (establishment of Montenegro's Tentative List; Cook Islands and Djibouti have requested assistance from WHF to prepare theirs; St Vincent & the Grenadines and Sierra Leone have already obtained such assistance in October 2010 and January 21011 respectively). Moreover, 2 experts meetings reflected on nominations: - one in Ittingen, Switzerland, February 2010, on the nominations of serial properties; - another one in Phuket, Thailand, in April 2010, on "upstream processes" to reduce the number of properties that experience significant problems during the nomination process. The World Heritage Committee encouraged the launching of voluntary pilot projects related to providing ongoing support to nominations on an experimental basis. States Parties have already identified 10 pilot sites, for which a feasibility study detailing the costs and timeframe for implementation has been prepared by ICOMOS and IUCN in cooperation with the World Heritage Centre.
ER 2: World Heritage properties more effectively protected against new global challenges and threats	Tourism The World Heritage Committee at its 34th session decided to close the current tourism programme. At its 35th session, it requested the Secretariat to transmit to States Parties the draft of the new Programme on World Heritage and Sustainable Tourism, which has a focus on policy advice and capacity-building, for consultation and to present it to the World Heritage Committee at its 36th session in 2012. Urban pressure An Expert Meeting (Category VI) was held at UNESCO's HQs, 17-19 Feb. 2010, to prepare the first draft of the Recommendation on new international guidelines for urban conservation. An important outcome of this meeting is that "Historic Urban Landscape" should be considered as a "management approach" rather than a category of site. On Friday 27 May 2011 a Final Draft text of a Recommendation was adopted by another Expert Meeting (Category VI) for submission to and adoption by the UNESCO's General Conference at its 36th session in October/November 2011. The fact that not all regions had been consulted equally proved a challenge during the meeting, when doubts were expressed concerning the new instrument's perceived bias towards more Western-oriented approaches. In the coming months extra efforts will have to be put in the process to convince all Member States of the regionally balanced nature of the document. An important work on indicators for sustainability in World Heritage Cities has been conducted in Latin America, with technical

	workshops and expert meetings. The Communication Guide for World Heritage Cities in Brazil was sent to all World Heritage cities. The feedback regarding its usefulness was very positive, as well as reports on its early implementation (use in workshops and other training, management meetings and actual promotion activities).
	Urban conservation planning is promoted through various projects implemented in World Heritage cities all over the world, such as Djenné and Timbuktu (Mali), St Louis (Senegal), Zanzibar (Tanzania), Cairo (Egypt), Lumbini (Nepal), Naples (Italy).
	Climate change
	A workshop held in La Paz (Bolivia) in April 2011 gathered 35 participants from different Bolivian Ministries (Culture; Environment; Education), indigenous representatives and World Heritage sites and Biosphere Reserves managers from all around the region. They were trained and could share good practices about climate change adaptation and mitigation issues. Efforts are also underway to explore the role of forests World Heritage sites in the newly agreed REDD+ mechanism.
	Gender
	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 the pilot projects in Armenia and Azerbaijan).
ER 3: Conservation for sustainable development strengthened, notably through capacity-building and training activities	The operational activities for the safeguarding of the World Heritage properties in Danger of Bamiyan, Jam (Afghanistan), Bam (Iran) and the 5 DRC National Parks are on-going, mainly through extrabudgetary funding. The high level meeting for the 5 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 DRC announced on mid-March 2011 that it suspended prospection for oil at Virunga National Park. Two Rapid Response Facility (RRF) grants were awarded Belize for emergency activities relating to the conservation of the Belize Barrier Reef System (January and March 2010). A roll out phase for RRF was signed on Sept. 2010 (extrabudgetary funding). The Galapagos Islands and Manas Wildlife Sanctuary were removed from the Danger List during the 34th and 35th session of the World Heritage Committee respectively, but another 6 sites were added (in Georgia, Madagascar, Uganda and USA at the 34th

	session; Honduras and Indonesia at the 35th session).
	An Expert meeting on the relationship between the World Heritage Convention, conservation and sustainable development was held in Paraty, Brazil (29-31 March 2010). The concept of sustainable development was included in several paragraphs of the revised draft of the Operational Guidelines and approved by the Committee at its 35th session. 2 projects linking tourism, culture and development (Azerbaijan and Armenia) and another one linking heritage recovery and development (Cuba) are currently being implemented.
	Various conservation projects are undertaken in Africa (Island of Mozambique, Djenné, Timbuktu, Kilwa Kisiwani). 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 Resource Manual on Managing Disaster Risks for World Heritage has been made available on the web in French and English on June 2010. Assessment missions were undertaken after natural disasters in Bhutan, Haiti and Peru. Emergency International Assistance requests for Haiti and Chile (post earthquake), Guatemala and Nepal (after storm) and Uganda (after fire) were approved. After the Mount Merapi eruptions, the cleaning work undertaken at the Borobudur Temple Compounds (Indonesia) has heightened the local community's sense of belonging, restoring pride and dignity through saving the World's history. It also gave local workers the opportunity to regain their livelihoods which was affected by the eruptions.
	41 International Assistance requests have already been approved; 24.4% are from LDCs and 24.4% from the Africa region.
	The 17th ICC Angkor was held on November 2010. The 19th and 20th related Technical Committees were also held (June 2010 and June 2011 respectively). The 4th Plenary Session of ICC Iraq was held in January 2010. As a result, some of its members were renewed in accordance with the profiles requested by Iraqi authorities who wish to be more and more involved. The 5th Plenary Session of ICC Iraq was held in Erbil, Kurdistan, ie. for the first time in Iraq, on 4-5 April 2011.
	Since the beginning of 2010, around 600 people were trained in all regions in the fields of periodic reporting, nomination process and retrospective inventory. The skills developed are used: the WHC received Statements of Outstanding Universal Value for evaluation by the Advisory Bodies and sites managers are filling in the Periodic Reporting online questionnaire. 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. Capacity building for World Heritage conservation was also at the core of the discussions during the first coordination meeting of the 6 World Heritage Category 2 Centres (Bahrain, 19-20 December 2010) and will be the focus of all follow-up actions. Finally, the World Heritage Committee in its Decision 35 COM 9B adopted the World Heritage Capacity Building Strategy at its 35th session (June 2011). Its purpose is to provide a framework which favors the development of effective actions

	and programmes to strengthen or develop capacities of practitioners, institutions, communities and networks for the conservation and management of World Heritage.
ER 4: World Heritage education, communication and knowledge management tools developed and network of partners expanded	The visibility of the World Heritage Convention on the web continues to improve: more content is available on partners' websites with cross references (Youtube); GoogleMaps Local Enhance Programme has been finalized. UNESCO and HarperCollins Publishers released the world's first fully comprehensive World Heritage sites application (app) for iPhone and iPad in May 2011. This UNESCO-authorised app provides a guide to all 911 UNESCO World Heritage sites. Since the beginning of 2010, the number of visitors on WHC website increased by 21.6% in 18 months compared to the first 18 months of the biennium 2008-2009. The 3rd edition of the "World Heritage Volunteers Project: Patrimonito Voluntary Action 2010" took place: 27 youth work camp/action projects were organized from June to November 2010 in 17 countries in partnership with CCIVS and 21 youth organizations. The World Heritage Volunteers Patrimonito Voluntary Action 2011 (4th edition) is now underway: 28 projects are being organized in partnership with 20 youth organizations in 17 countries. The WHYH-interactive pilot DVD version was produced (3,000 copies) and distributed as of end of March 2010 to UNESCO Associated Schools network, site management authorities and partner NGOs.
	5 youth fora were held: 2nd World Heritage Ibero-American Youth Forum (Aranjuez, Spain, 20-30 June 2010), World Heritage Youth Forum (Brasilia, Brazil, 16-25 July 2010), Go4BioDiv International Youth Forum (Mt Fuji and Nagoya, Japan, 16-29 Oct. 2010), First South East Europe World Heritage Forum (Croatia and Slovenia, 21-26 May 2011) and 3rd Ibero-American World Heritage Youth Forum (Santillana del Mar and Zaragoza, Spain, 14-24 June). The young participants (12-15 or 18-24 years-old) reflected on the challenges facing World Heritage in the fields of conservation, sustainable tourism or climate change or explored issues of heritage and dialogue that impact their everyday lives, and created networks to sustain exchanges and actions. Patrimonito Storyboard International Competition 2010 / 2011: WHC received a total of 289 storyboards from National Commissions of 43 State Parties. 3 winners per theme were selected by an independent jury composed of heritage and education specialists, on 7-8 April 2011. The first production will concern the theme of the role of communities in World Heritage preservation. The winning storyboard on this theme deals with the City of Cuzco, Peru; production has begun in May 2011.
	6 issues of the quarterly magazine "World Heritage" were published in English, French and Spanish (print run per issue 38,000), in partnership with Pressgroup Holdings Europe for N°55 and PFD Publications for N°56-60: 'World Heritage Cities' (N° 55, Feb. 2010), 'Biodiversity International Year' (N°56, July 2010), 'World Heritage in Brazil' (N°57, Aug. 2010), 'World Heritage and Sustainable Tourism' (N°58, Nov 2010), 'World Heritage: living with water (N°59, Feb. 2011), 'World Heritage in the Gulf Region' (N°60, June 2011). The World Heritage Information kit has been translated and published into Arabic. An exhibition took place at

	UNESCO HQs during the Executive Board 2010 Spring Session, on Moendjodaro (past achievements of the UNESCO International Safeguarding Campaign, current needs and possible future initiatives targeting local communities and preservation). Various promotional and educational activities took also place in Africa, Arab States and Latin America. 16 new partnerships have been or are being concluded to raise awareness on World Heritage sites conservation (the World Air League and TripAdvisor, USA; Marc Rich Foundation, France; Panasonic, Japan), to contribute funding to sustainable tourism (the World Air League, USA and Nokia, Finland), to reflect on the links between tangible and intangible heritage (Smithsonian Institute) and for conservation projects in Africa (Angers Loire Metropole and the French Agency for Development). Another 20 are currently under negotiation. The MoU which has just been signed between UNESCO and the World Bank will provide a framework for technical cooperation in areas such as Historic Cities Preservation and Rehabilitation or the Conservation of Natural Heritage Sites.

Cost-effectiveness/efficiency measures for this Main Line of Action

In order to improve its working methods, the World Heritage Committee decided at its 35th session (June 2011) that three regular (not extended) sessions of the Committee should be held each biennium: 2 sessions would be devoted to reports, budget, nomination and state of conservation reports; the 3rd session would be dedicated to strategic and policy issues and as necessary, reports on the state of conservation needing urgent examination.

During the 35th session of the World Heritage Committee, USB keys containing all documents were distributed to participants, instead of the usual paper copies, which led to savings in paper consumption. But on the other hands, the relocation of the 35th session to Paris induced additional costs (overtime of technicians and guards, coffee breaks, badges...) which had not been foreseen at the beginning of the biennium.

Guidance for filling the Periodic Reporting questionnaires was provided by UNESCO and international experts as much as possible by emails. Moreover, the costs of the related meetings were very often covered by the host countries and the participating countries (in Europe region, Arab States and Asia region).

IV.1.2. Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 919 024	Expenditures: $3 213 397	Allocation: $13 104 531	Expenditures: $6 820 071

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage ensured through the effective functioning of its governing bodies	The Subsidiary Body of the Committee (charged with the examination of nominations to the Representative List) and the Consultative Body (charged with the examination of nominations to the Urgent Safeguarding List, requests for international assistance and proposals of best practices) each convened in January to organize their work and familiarize themselves with the criteria and procedures for inscription.
	The Secretariat registered, translated and made available online 42 files to the Consultative Body for its examinations, and 50 files to the Subsidiary Body, and the members of each body completed their examinations of all the Consultative Body files and 40% of the Subsidiary Body files before the end of the semester.
	The first semester of 2011 also saw the deadline for submission of nominations, requests and proposals for evaluation by the Committee in 2012. All told, more than 150 such files were submitted, demonstrating that the Convention continues to provoke great interest among its States Parties. All 2012 files were registered, but the Secretariat was unable to complete its analysis of the files and inform submitting States of the additional information required for their files, as should have been completed before 30 June 2011.
	In addition, 30 June 2011 was the deadline for NGOs to request accreditation to serve as advisory bodies to the Committee. More than 50 requests were received, including an important proportion from Africa and other under-represented regions.
	In the first semester of 2011, 3 additional States ratified the Convention, bringing the total for the biennium to 17 (benchmark = 20 for the biennium; or 85% achieved): Sweden (26/01/2011), Poland (16/05/2011) and Gambia (26/05/2011); additional ratifications are underway and the benchmark should be attained before the end of December.
	Extrabudgetary funds were secured (through a generous gift of the Government of Japan) to support the costs of organizing a meeting of the open-ended working group that was established at the fifth session of the Committee 'to discuss possible

	measures to improve the treatment of nominations to the Representative List by the Committee, Subsidiary Body and the Secretariat'; that meeting will be convened in September 2011.
	Challenges/lessons learnt:
	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 (anything and everything seems to be 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.
	A process of reflection, underway already since the fourth Committee session in Abu Dhabi in 2009, will continue in the second half of 2011 with the debates of the open-ended working group. States Parties have provided written comments to enrich this reflection (already made available online), in which a general tendency emerges to develop a balance between the functions of the Committee, its advisory organ(s), and the Secretariat. A number of contributions also seek to refocus the debate on all the international cooperation mechanisms of the Convention, and their respective strategic priorities. They stress the need for the Secretariat to continue its efforts in capacity building, and therefore not to be mobilized entirely for the operation of the Lists.
ER 6: Member States' capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened	The first semester of 2011 saw the further elaboration of the curriculum materials for four training workshops: ratification of the Convention, implementation of the Convention at the national level, community-based inventorying, and preparing nominations to the Urgent Safeguarding List. From January to April, the Section organized six training of trainers workshops around the globe at which a total of 65 regional experts (including 25 from Africa) were provided in-depth training on how to make use of these curricula as future facilitators of national workshops.
	The training of trainers workshops were organized in Beijing (10 to 14 January), Harare (24 to 28 January), Libreville (31 January to 4 February), Sofia (14 to 18 March), Havana (28 March to 1 April) and Abu Dhabi (10 to 14 April). In addition to the 65 regional experts, one representative of each UNESCO field office joined the workshops so that they will be able in the future to work effectively with national counterparts and with the experts in the organization and presentation of training activities.
	Since April 2011, following the training of trainers workshops, four capacity-building workshops have already been organized by different field offices and another ten should be held before the end of 2011. Participants were predominantly

	from ministries and other public institutions dealing with intangible cultural heritage, but also from civil society. Those completed were in Abuja, Nigeria; Bujumburi, Burundi; Kribi, Cameroun and San Salvador, El Salvador.
	The five additional category 2 centres continued to make progress towards their administrative establishment and the convening of their governing bodies, although none are yet operational. Several anticipate holding their inaugural meetings in the second semester of 2011.
	Challenges/lessons learnt:
	Elaborating the first four sets of training material took substantially more time and effort than had originally been estimated. One topic (community-based inventorying) was still far from complete at the end of the semester, although one (USL nominations) had been fully finalized and the other two (ratification and national implementation) were sufficiently complete that they could already by used to deliver training workshops. The training of trainers workshops provided a good opportunity to receive feedback from experts and Field Office colleagues concerning the appropriateness and adequacy of the materials and pinpointed a number of gaps or shortcomings to be addressed. The resulting materials will be substantially improved because of this intensive field-testing, during which the authors of the training materials could see first-hand what was effective and what was not.
	The breakneck schedule of six week-long training sessions in three months was unrealistic and allowed little time for reflection or correction between workshops. It was also apparent that organizing any such activity in the first month of the year was ill-advised as year-end and year-beginning accounting shutdowns created substantial additional stress. Similarly, organizing workshops in a city that was not home to a UNESCO Field Office added a layer of administrative complexity that significantly strained our implementation capacity.
	The training of trainers workshops were nevertheless crucial opportunities to establish a global network of 65 trained experts who can be resources for future training activities in every corner of the globe, and to receive their direct feedback on the capacity-building strategy and materials.
ER 7: Awareness of the importance of safeguarding intangible cultural heritage increased	The first semester of 2011 saw a reinforcement of the human resources of the team responsible for Expected Result 7, with the addition of one G post and the loan of a P colleague from a Member State. Importantly, the Section secured extrabudgetary funding to secure the post of the software developer and web developer whose services are essential to the internal operations of the Section and to its external visibility and public information. A system was put into place allowing the six members of the Subsidiary Body and twelve members of the Consultative Body to examine a total of 92 nominations, requests and proposals and to prepare and submit their examination reports online. This substantially

	improved the efficiency of their work and facilitates the preparation of the working documents for their meetings (in the second semester of 2011). On the occasion of the Cultural Diversity Day, the Section organized a digital exhibition entitled "Documenting Living Heritage: 12 photographers in Kenya" at UNESCO Headquarters during the International Festival of Cultural Diversity 2011 and the Africa Week that lasted from 16 to 27 May 2011, as well as published a catalogue of the exhibition in English that was distributed to the public; this exhibition was financed through the Japanese FIT project on photographic documentation of the intangible cultural heritage. An updated version of the Basic Texts of the Convention was published in six languages, reflecting amendments introduced at the time of the fifth session of the Committee in November 2010. The brochures on the Representative List, Urgent Safeguarding List and the Register of Best Practices for 2009 were printed in Arabic. Copy-editing and design were completed for a poster containing the descriptions of the elements inscribed on the Representative List, Urgent Safeguarding List and the Register of Best Practices in 2010, as well as a cumulative list of the elements inscribed on all the lists; the poster will be printed in mid July 2011. Procedures are being put in place to handle the ever-increasing flood of requests for use of the emblem of the Intangible Cultural Heritage Convention. An average of five requests arrive each week, and each request requires substantial expenditure of time and effort to respond. Challenges/lessons learnt: The fundamental importance of the Section's information management system - as an internal tool and a source of public information - is not yet fully recognized and resources not adequately allocated to it. Depending on extrabudgetary support for a mission-critical function presents serious risks to the Organization. The Section remains unable to respond adequately to the numerous public and media inquiries, invitations to public events, requests for essays and contributions, etc. The work associated with receiving and evaluating requests for use of the Convention emblem is substantially greater than anticipated; although done at present by a loaned professional, this too remains a core function that cannot be sustained by regular programme staff.

Cost-effectiveness/efficiency measures for this Main Line of Action
The staff of the Intangible Cultural Heritage Section continues to make exceptionnal efforts to manage the very heavy workload imposed by the huge success of the Convention and

Member States' expectations. There is high risk that the Section's efficiency may be affected by these demands.

IV.1.3. 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

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 060 813	Expenditures: $2 583 635	Allocation: $6 574 397	Expenditures: $4 311 022

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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 Conventionon on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	For the first time, the Committee for the Protection of Cultural Property in the Event of Armed Conflict granted enhanced protection: it inscribed 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 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 made. 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 40th anniversary of the 1970 Convention was held at HQ in March 2011. The Convention now counts 120 States Parties with Haiti which ratified 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. Further, 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, and 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 is ready in 6 languages. Training was carried out in Mongolia, Africa, Arab States, Latin America and Caribbean.
ER 9: Implementation of measures necessary to safeguard and preserve cultural heritage in countries in conflict situations, particularly in occupied territories	Following the "Arab spring" events, several missions were sent to Tunisia and Egypt, to analyze the situation of museums and to propose concrete actions which are now implemented by the governments. The International Safeguarding Campaign for the National Museum for Egyptian Civilizations is being reoriented, in order to use this museum as a platform of democracy. 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. Thanks to the two museum projects in Jerusalem, 9 young Palestinians (out of them 5 women) were employed to permanent positions in the Islamic Museum and the Manuscripts Conservation Centre and are being trained by UNESCO in conservation and museum management.
ER 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 on the Annex of the Convention are in place.
ER 11: Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts	Several new partnerships have been initiated, among them 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 on-line museum training tools in various languages were produced and disseminated over large networks.

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

IV.2.1. Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $3 645 684	Expenditures: $2 843 400	Allocation: $17 851 138	Expenditures: $13 253 155

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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	Key milestones achieved included the first phase of implementation of 31 IFCD projects approved by the fourth Intergovernmental Committee (December 2010) and the launch of the second call for projects. The Conference of Parties adopted a new set of operational guidelines on quadriennal periodic reports, information sharing and transparency, education and public awareness and called for a new annual report on the implementation of Article 21. The implementation of a technical assistance programme funded by the European Union aimed at strengthening the system of governance for culture in developing countries. Over 600 experts from around the world applied to be selected for the pool of experts. Requests were received from 30 developing countries eligible for technical assistance. This project was designed to contribute directly to the implementation of the 2005 Convention and aims to reinforce the role of culture as a vector for sustainable development and poverty reduction. Global Alliance for Cultural Diversity online platform was relaunched to foster partnerships in the cultural industries in developing countries. This included finalization and online distribution of new partnership assessment tools, case studies

	and lessons learned. The 186th session of the Executive Board decided to reactivate the International Fund for the Promotion of Culture and asked the DG to propose draft amendments to the IFPC statutes to be discussed by the 187th session of the Executive Board. Consultations on draft proposals with regional groups were launched. A Report on the implementation of the 1980 Recommendation on the Status of the Artist was prepared and will be submitted to the 187th session of the Executive Board and the General Conference.
ER 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	En vue du renforcement de la contribution des industries culturelles et créatives au développement, l'action relative à la collecte des informations a porté sur la production d'outils méthodologiques. On citera: le projet "Capacity building for culture in development using new UNESCO Policy/programming tools" Le lancement de la phase test des indicateurs de culture et développement dans 7 pays de 4 régions, la publication du "Guide pour le développement des industries culturelles et créatives" en espagnol et le colloque international sur le financement de la culture ainsi que son suivi en Afrique. Au titre du développement de nouveaux partenariats au niveau local, le Réseau UNESCO des villes créatives est passé à 28 villes et la nouvelle stratégie de coopération pour le développement durable a continué d'être mise en place, à la suite d'un questionnaire envoyé à tous les membres, dans le prolongement de la conférence de Shenzhen. Une table ronde des Maires des villes ainsi qu'une nouvelle conférence précédant la réunion annuelle sont en préparation. Ces évènements se tiendront à Séoul, au mois de novembre. Le devenir de l'écrit face au livre électronique a fait l'objet des propositions novatrices du "2ème Forum mondial de l'UNESCO sur la culture et les industries culturelles (Monza, juin 2011)" qui a tenu toutes ses promesses et a bénéficié d'un écho médiatique considérable.
ER 14: Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet	La mise à jour et l'amélioration des contenus des instruments d'information Web, en particulier l'Index Translationum a été accomplie, notamment par le chargement de centaines de nouvelles données. Une augmentation de 5% de la quantité de données collectées et rendues disponibles ont été atteintes et la fréquentation a sensiblement augmenté. Un nouveau softwarae a été lancé qui permettra de traiter mieux et plus vite les données. S'agissant du livre, différents projets ont pu être achevés ou poursuivis: un atelier d'écriture en Palestine (contrat avec l'Association Aurocom), le projet "Health education through training in photo romance books", celui de la création d'une

	collection d'ouvrages techniques à destination des utilisateurs d'écrits professionnels du Mali (contrat avec ScoLibris) et un projet de dotation adaptée de livres à des bibliothèques au Mali et au Burkina Faso. La Journée mondiale du livre et du droit d'auteur (23 avril) a connu un succès égal à celui des années précédentes (une centaine de pays ont participé); Pour la Capitale mondiale du livre: Llubjana a brillamment terminé son mandat, et Buenos Aires commencé le sien. Le Comité de sélection a choisi Bangkok pour succèder à Yerevan en 2013. Le second Forum mondial de l'UNESCO sur la culture et les industries culturelles qui a eu lieu à Monza, en juin 2011, a au pour thème "Le livre demain". Bien que se rapportant au résultat n°2, il est venu enrichir aussi le résultat 3 compte tenu de son thème.
ER 15: The creative, productive and managerial capacities of craftspeople and designers supported	La Reconnaissance d'excellence pour l'artisanat a été poursuivie et a permis aux artisans d'Afrique de l'Ouest de participer à la Foire de Paris. L'UNESCO a organisé une réunion d'information sur la reconnaissance pour les pays anglophones des Caraïbes aux Bahamas et a participé à une réunion en Argentine, et au Chili sur la prise en compte de l'artisanat dans le développement. Les concours en ligne du programme DESGIN 21 ont reçu des candidatures provenant de plus de 100 pays. Le projet "Voyager pour apprendre les métiers d'art", réalisé avec la Fondation Culture et Diversité a permis a titre expérimental de lancer une initiative originale en faveur des étudiants issus des filières des métiers d' art et design de compléter leur formation dans des entreprises artisanales. Ce programme est développe en France et dans les pays du Sud et sera présenté a l'occasion du salon du patrimoine culturel a Paris (novembre 2011). Compte tenu du caractère innovant de l'expérience, la Fondation a décidé de poursuivre ce programme conjoint
ER 16: Member States supported in promoting and protecting endangered and indigenous languages	a) a survey of language data collected by 62 Member-States through national censuses; the results of this survey are currently being written up; b) an international expert meeting titled 'Towards UNESCO Guidelines on Language Policies: a Tool for Language Assessment and Planning' was organized jointly with CI, ED, and SC on 30 May - 1 June. c) as regards the Atlas of the World's Languages in Danger, its data was continually enriched and updated in the online version at www.unesco.org/culture/languages-atlas/. Between January and June 2011, information on 67 languages in 51 countries was updated in the online Atlas, based on the users' feedback validated by FEL. d)as regards the 'preliminary assessment of the impact of existing standard-setting instruments on the protection of

languages', the scarcity of financial and human resources available to the Secretariat for this complex and labor-intensive activity have considerably slowed down its implementation.

e) in order to increase the outreach and visibility of UNESCO's work on endangered languages, all relevant UNESCO web content was translated into Russian and published online at http://www.unesco.org/new/ru/culture/themes/cultural-diversity/languages-and-multilingualism/endangered-languages/. Thus, UNESCO's content on endangered languages is now available in French, English, Spanish and Russian, and some documents are also available in Arabic and Chinese. A promotional brochure about the UNESCO Atlas of the World's Languages in Danger was published in English and French and is also available as a PDF download at http://www.unesco.org/new/en/culture/themes/cultural-diversity/languages-and-multilingualism/endangered-languages/.

Cost-effectiveness/efficiency measures for this Main Line of Action
Une partie importante des coûts du programme régulier non décentralisé porte sur les réunions statutaires des organes de la Convention de 2005 et, dans une faible mesure, sur des dépenses de base liées à des activités récurrentes et calculées au plus juste. Parmi les incompressibles de l'exercice figurent aussi les contrats liés aux Accords cadres avec les ONG artistiques. La plupart des autres activités reposent sur des financements extrabudgétaires, parfois d'un montant très élevé, et dans un ou deux cas, sur des appropriations de fonds. La complémentarité avec les fonds décentralisés du budget régulier est spécialement recherchée, notamment dans le domaine de l'artisanat.

IV.2.2. Integrating intercultural dialogue and cultural diversity into national policies

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 727 953	Expenditures: $2 319 464	Allocation: $20 843 878	Expenditures: $14 740 714

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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, has been

developed in close cooperation with relevant experts. This material has been used in training of trainers (13 trainers) who subsequently trained national authorities from different Ministries, mainly from Ministries of Culture and some civil society actors, and/or UN colleagues in integrating culture in national development plans. It has also been made available in electronic form on UNESCO's website.

The trainings led to the integration of UNESCO principles of cultural diversity and intercultural dialogue in policies for culture and development in the pilot countries in different ways. For example 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 the larger national development strategy (Morocco, Cambodia, some countries from the Caribbean). In other countries the approach enabled the formulation of an intersectoral strategy for integrating culture in national development plans (Costa Rica, Seychelles). In yet two other countries cultural diversity principles and intercultural dialogue were integrated in the strategies for culture and development at decentralized levels (Burkina Faso, Ecuador). Finally there are examples where the training enables the integration of these cultural diversity principles in UNDAFS (Mozambique, Vietnam).

Furthermore innovative action to introduce cultural diversity and intercultural dialogue principles in United Nations priorities such as Education for Sustainable Development or HIV&AIDS Prevention and Care, has lead to concrete results. For example, a data base on good practices to link culture, education and sustainable development commissioned by UNESCO led to strong responses from civil society organizations from around the world to share their projects through a website; this contributed to a stronger knowledge base for innovative pedagogy in this field.

As regards HIV&AIDS prevention and care, the dissemination of research and tools on cultural approaches to HIV&AIDS prevention and care led the SADC Secretariat to use UNESCO's know-how and materials in their strategy to combat HIV&AIDS in member countries.

However, 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 are just a drop of water in an ocean. Similarly, while collaboration with different UNCTs has also been successfully consolidated with a view to integrating gender, cultural diversity, and human rights into UNDAFs, the demand is not yet satisfied.

In the field of mainstreaming the rights and aspirations of indigenous peoples links between the UNESCO Conventions in the field of Culture and the United Nations Declaration on the Rights of Indigenous Peoples have been consolidated through in-house consultations, collaboration with the UNPFII and the wider research community.

	However, much remains to be done to effectively mainstream the UNDRIP in UNESCO's Programmes and the work of UNESCO's Committees. Therefore the Director-General has decided to follow the examples of sister UN agencies and develop a UNESCO policy for engaging with indigenous peoples that will provide orientation and guidance in this area. Financed by the Millennium Development Goals Achievement Fund (MDG-F), the implementation of the 18 inter-agency Joint Programmes has been pursued to support 18 countries in the areas of social inclusion and poverty reduction through the promotion and enhancement of cultural resources and assets. As a living laboratories for "Delivering as One", these Joint Programmes have yielded good results in terms of interagency cooperation and have contributed to boost the UN Reform at country level, building on the comparative advantage of each UN partners. Moreover, the MDG-F Knowledge Management project on Culture and Development, led by UNESCO since October 2010, was pursued with the aim of capitalizing on the results the programmes thereby identifying success stories and lessons learnt as well as at further developing the linkages between culture and development on the basis of concrete experiences of the programmes, while gathering the key stakeholders of the inter-agency programmes - national counterpart, programme coordinators and UN agencies.
ER 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	51 of the 103 volumes of the General and Regional Histories are now available on-line; 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 on line in four languages (Arabic, English, French and Portuguese and has been made mandatory in Brazilian schools with the support of a Teacher's guide produced by UNESCO. Teams of authors have been 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 (GHA) 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 and introduction of new themes with a research on the psychological consequences of slavery as well as a study on African contributions to sciences and development. 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.
ER 19: Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at local, national and regional levels	Dans le cadre du protocole d'accord signé entre l'UNESCO et l'Alliance des civilisations (AoC) le 29 mai 2010, et sous les cinq projets "Vademecum" recevant un financement extrabudgétaire (Espagne), vingt experts dans les domaines de l'histoire, de la philosophie, de la littérature, des sciences et de l'art, ont élaboré, sous la direction d'un Comité d'Orientation, le contenu scientifique de "l'Anthologie scientifique, philosophique, littéraire et artistique de la civilisation arabo-musulmane et de son apport au renouveau de la pensée et de la culture occidentale", destinée à sensibiliser le grand public sur la contribution de la civilisation arabo-islamique. Cette activité a été réalisée dans le cadre de 2010, Année internationale du rapprochement des cultures et du partenariat avec l'Alliance des Civilisations. Le projet de "Vademecum" a été officiellement présenté lors de la Journée de la philosophie, au Siège de l'UNESCO (18 novembre 2010). Les représentants de l'Alliance des Civilisations ont également participé à la Conférence "La musique comme instrument de dialogue entre les cultures, la contribution arabe" (juin 2010) qui a été un vecteur du dialogue euro-arabe tout au long de l'histoire organisée dans le cadre du Plan Arabia.

Cost-effectiveness/efficiency measures for this Main Line of Action
Digitalization of the Volumes of the General and regional Histories, their online access and/low cost editions or prints pose copyright and co-publishing-related difficulties which give rise challenges in making all volumes available on line. Insufficient funds and human resources limit also the wider promotion and access efforts (in particular through translation of the UNESCO Histories into other national and/or regional languages as well as their use for purposes of dialogue, education and popularization). Challenges ahead include greater involvement of Field Offices and National Commissions for UNESCO for better implementation of activities undertaken in the framework of the Slave Route project at local level. La diffusion et l'exploitation pédagogique du contenu de l'Anthologie sont liées à l'approbation par le donateur des propositions formulées par l'UNESCO. Cependant, les événements actuels dans la région arabe et les enjeux qui en découlent prouvent que le dialogue interculturel est plus que jamais nécessaire. Concernant les compétences interculturelles, la superposition entre le programme et la plateforme a apporté une certaine confusion dans la mise en œuvre, à laquelle il conviendra de remédier. Le principal challenge sera d'assurer l'exploitation pédagogique de ces études par leur mise en ligne. Des études réalisées dans les cinq régions ont permis de mieux comprendre les processus d'acquisition de compétences interculturelles permettant de promouvoir le dialogue au sein de sociétés culturellement diversifiées.

IV.3. Intersectoral Platform (ADG/CLT lead)

IV.3.1. Languages and multilingualism

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Monitoring of existing language policies implemented	On line Atlas regularly updated. 3 printed editions of the Atlas (eng, fr, esp) published. The Index Translationum's software has been updated, with much more data, more contries and more languages represented. 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, also aiming to revise the criteria underpinning the Atlas of endangered languages update.
Formulation and implementation of language policies in favour of multilingualism improved	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 a intersectional basis, it gathered more than forty international experts from different regions and background, to revise language endangerment criteria (with impact on expected result m 1) and to improve current approaches in support of languages and linguistic diversity. The second consolidated report on the measures taken by Member States to implement the Recommendation concerning the Promotion

	and Use of the 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.
Awareness raised on the importance of multilingual approaches in all domains of language use	The eleventh and twelfth edition of International Mother Language Day (IMLD - 21 February 2010 and 2011), were celebrated at UNESCO HQ respectively with an international symposium on translation and cultural mediation (in the framework of the International Year for the Rapprochement of Cultures) and with and with a debate session on the 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 regions of the world. A number of activities carried out in this context were posted on the Education Sector website. 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 the 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 Broadband Commission's working group session on multilingualism, Internet Governance Forum 2011, 2nd international conference on Linguistic Diversity in Cyberspace organized in July 2011 in Yakutsk, Russian Federation.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
One of the main and most visible activities in this field during the biennium has been the Atlas of endangered languages. The Atlas has been implemented exclusively through extrabudgetary funds (from Norway). This activity will not be continued in 2012 unless new financing sources are identified.

Part II.A. V. Communication and information

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $13 605 179	Expenditures: $11 253 365	Allocation: $23 227 393	Expenditures: $14 376 611

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Member States actively fostering a diverse mix of public, private and community media benefitting democratic development	The IPDC launched 33 media development projects in Africa, with scale-up interventions in community multipurpose centres in Mali, Mozambique and Senegal. National broadcast media licensing regimes are a key challenge, as they do not always allow for diversity of ownership, particularly for community media. Additionally, in 2011, the IPDC Bureau allocated over US$ 2,3 million to 93 media development projects which will be implemented in 65 countries. The majority of the projects approved (39) concern Africa, a UNESCO priority, while 12 will be implemented in the Arab region.
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	In response to the social upheavals in Egypt and in Tunisia, UNESCO carried out two rapid assessments of their respective national media landscapes based on UNESCO's Media Development Indicators (MDIs), aimed at identifying the main needs of the media in two countries. A similar short-term assessment has recently been completed in Jordan, following a request by the Jordanian Government for assistance in media law reform, and the exercise may be reproduced in other countries of the region. The rapid assessments in Tunisia and in Egypt will be followed by more in-depth, long-term and participatory assessments to be carried out within the next year, thanks to support from the Government of Belgium. These studies will enable the formulation of a comprehensive list of short and long-term policy interventions as a roadmap to support the development of free, independent and pluralistic media, and thus contribute to Tunisia and Egypt's transition to democracy. Moreover, on 31 May, UNESCO organized, in collaboration with the European Broadcasting Union and France Télévisions, an International Conference in Support of Tunisian and Egyptian Broadcast Media at UNESCO HQ, during which the preliminary results of the initial MDI-based assessments in Tunisia and Egypt were presented. The conference brought together more than 200 delegates representing international institutions, professional

	organizations, donor countries, broadcasting organizations and civil society. Participants discussed ways of coordinating their assistance efforts, in particular with regard to fostering public service broadcasting. Proposed activities focus on four main areas: (i) training, in particular on election coverage; (ii) technical equipment; (iii) international programme offers; and (iv) help in setting up a new legal framework.
Excluded groups, particularly in rural areas and linguistic minorities enabled to access information	Support for community radios and community multipurpose centers, particularly in rural areas, has facilitated access to basic information on agriculture, politics, health, violence against women and girls, sustainable natural resources management, and income generation activities related to farming and fishing, etc , and has encouraged networking and information-sharing amongst similar groups (eg. Dzimwe Community Radio in Malawi which serves 4 districts - Mangochi, Ntcheu, Dedza and Balaka). Information centres for young people have also been instrumental in increasing awareness on crucial issues including the protection of women and girls' rights, as evidenced in Namibia. They have served to encourage girls' use of ICTs in rural areas (eg. Mongolia). It is important that information and communication aids are fully adapted to the specific needs of linguistic minorities or girls in rural areas.
Capacities of African media and information professionals strengthened	Collaboration with the African Union Commission to popularise science journalism resulted in the launch of a survey of science journalism in Africa. A series of workshops were also organised in Lesotho on media for sustainable development. To highlight Africa's voice at the UN Climate Change Conference in Cancun, UNESCO cooperated with Inter Press Service (IPS) Africa in selecting IPS fellows to produce print and radio stories that placed Africa's needs and positions at the centre of deliberations for distribution to 700 newsrooms across the continent. Furthermore, on 26 June 2011, UNESCO held a pre-conference workshop on reporting biodiversity in Doha, Qatar, parallel to the 7th World Conference of Science Journalists (WCSJ) which took place from 27 to 29 June 2011. Attended by African media professionals, among others from the developing world, the workshop was an integral aspect of UNESCO's partnership with the Arab Science and Technology Foundation (ASTF) on popularising science journalism. It enabled such journalists to (i) meet many of the world's top science journalists; (ii) benefit from presentations about climate change, biodiversity and other topics during the main conference; and (iii) enhance their long-term capacity to report on biodiversity and other environmental topics by introducing them to global networks of fellow journalists and expert sources.

	In terms of media and information literacy, UNESCO partnered with the Sidi Mohamed Ben Abdellah University (Morocco) and other organisations to organize the First International Forum on Media and Information Literacy in Morocco (15-17 June 2011), thereby positioning MIL as an interrelated set of competencies and providing an opportunity to launch the first International University Network on MIL and Intercultural Dialogue through a partnership with the United Nations Alliance of Civilization.
Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training	UNESCO sponsored training in three West African countries in info-ethics and the empowerment of youth in the application of ICT towards peace, reconciliation and democracy, including two training courses for teachers in South Africa in collaboration with the University of Pretoria to test the ICT Competency Standards for Teachers and the Media and Information Literacy (MIL) Curriculum for Teachers. The benefits of Open Access for research dissemination, usage, visibility and impact were promoted through a workshop organised with the Academy of Science of South Africa (ASSAF) and EIF (22-23 November 2010). The UNESCO OER Portal is being developed by the African university consortium, AVOIR, and will be tested by three Namibian universities using the UNESCO model curricula. Linked to this activity is the ongoing development of the UNESCO/COL Guidelines for OER in Higher Education, an inter-sectoral activity in collaboration with the Education Sector.
Importance of African documentary heritage for building national identity recognized	The Open Education Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project. Experts from OER Africa play a major role in the consultation process for the development of the UNESCO/OECD Guidelines for OER in Higher Education.

Cost-effectiveness/efficiency measures for this Major Programme: Africa
Collaboration has been undertaken with internal and external partners to promote UNESCO initiatives in a cost-effective manner.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Gender perspectives in media content promoted	Gender empowerment and women's equality have been mainstreamed in the MIL Curriculum for Teachers and throughout

through UNESCO-supported media training	the overall CI strategy. UNESCO continues to foreground gender parity, for example in capacity building workshops on MIL and journalism education. The six regional workshops and one regional online activity provided skills enhancement and capacity building opportunities for a total of 500 media professionals (at least 200 women) from more than 60 countries to deliver quality media content on sustainable development issues - demonstrate this approach. At least 7 networks have been established to carry forward the momentum of the workshops at country and regional levels.
UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women	CI continued to support gender equality in terms of participation in training programmes, for example on conflict sensitive and election reporting, while also implementing initiatives especially focused on building the capacity of women. With funding from the Finish Government and in partnership with local organizations, CI is carrying out a project targeting 40 female Palestinian media professionals, particularly new graduates and mid-career journalists, building their capacity through a series of training workshops and by an internship program. The female journalists were selected, and their internships are scheduled to begin early in July. Also within the Programme funded by Finland, networking and lobbying is promoted through a Female Journalists' Club, which has been joined by more than 120 Palestinian female journalists.
Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women	Activities implemented in diverse countries to foster gender equality perspectives in media content. For example, as the UNESCO Office in Rabat has organized with key partners a consultation meeting to finalize the Maghreb adaptation of the UNESCO Model Curricula for Journalism Education, which focuses on Gender mainstreaming in journalism education. The office also organized a logo contest for the Facebook group of the project "Women and media in the Maghreb", and the facebook group has been launched on the occasion of International Women's Day. An appendix in UNESCO's Model Curricula for Journalism Education on gender mainstreaming is currently being prepared. Guidelines for civil society aiming at raising awareness among Maghreb activists of the importance of improving the image of women on media are also under development prepared. A training workshop for civil society on monitoring media and advocacy work to foster gender sensitive media content in Maghreb media will be organized next October in Tunis. Further, as part of an extrabudgetary project supporting Centre for Arab Women Training and Research, a Training of Trainers (ToT) Workshop on "Gender and Women Issues in the Media" was held on 29 April-2 May 2011 in Rabat, Morocco. With 11 participants representing different written, electronic, auditory and visual media from Tunisia, Algeria, Morocco and Mauritania.
Member States supported in the application of gender-sensitive indicators for media	UNESCO joined forces with international and regional media organizations to launch the annual Women Make the News (WMN) 2011 initiative under the theme "MIL and Gender" which highlighted good practices in this area and emphasized the importance of fostering media and information literate societies as a way to improve the understanding of women and men

	about gender perspectives in media and information systems. Gender mainstreaming in media has also been a major focus. In this connection and despite delays, the first Draft of the Gender Sensitive Indicators for Media (GSIM) has been prepared in cooperation with the International Federation for Journalist. The buy in of major organisations (International Women's Media Foundation, World Association of Christian Communication, Centre of Arab Women Training and Research, Inter African Network for Women Media and Gender Equality, Gender Links and others) working on gender issues was reach when they participated in the international consultation to validate this GSIM on 13-15 April 2011.
National information policies formulated and implemented in a gender-inclusive manner	Various awareness-raising actions have been undertaken as a follow-up to the 2010 launch of the resource book, "Freedom of Information (FOI) and Women's Rights in Africa". A three-year regional programme is underway in Africa to promote the involvement of African women's organizations in eleven beneficiary countries in processes leading to the drafting, adoption and effective implementation of freedom of information legislation. 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, and the promotion of women and girls' exercise of their right to know is therefore a vital prerequisite for action regarding freedom of inforlation legistaltion in order to create a conducive environment.
Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information	Acknowledging the role of women journalists in a post-conflict setting, UNESCO is launching a project supporting the Female Journalists Association of Liberia's training of female journalists, to build their skills and self-confidence, and promote their long-term sustainable employment. Equal participation of men and women will also be sought in the upcoming activities organized by UNESCO with funds from the Danish Government to: build awareness on freedom of information, strengthen media capacity on conflict-sensitive and issue-focused election reporting, monitor media coverage of the October 2011 elections and their reporting and use of the recently approved freedom of information law, provide mentoring to media managers and facilitate networking between media managers and business owners, as well as in the context of a regional multi-stakeholder conference on key issues related to freedom of information and expression in post-conflict environment. The implementation of a project in support of the Haitian women's media association REFRAKA has succesfully been concluded. It included the training of 15 women journalists and radio presenters from different regions of the country the provision of a complete production studio in Port-au-Prince, enabling the association to restart the production of its own radio programmes. 'Umeed-e-Sehr', an informational drama series project specifically designed for the communities hit by the floods of 2010 in

	Pakistan also came to an end. It provided humanitarian assistance to rural population lacking necessary information about relief and recovery. The drama's 20 episodes were aired on airwaves of Pakistan Broadcasting Corporation (PBC), covering 72 stations and around 10 million listeners twice a week. The project kept in mind the gender balances and specific gender needs to create awareness, and included focused group listening and discussion sessions including men, women, boys and girls Among the themes incorporated in the script were women and child health, gender issues, family planning, community restoration & rehabilitation.

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

Collaboration with other UN agencies, international, regional and local media development and press freedom organizations and main donor organizations has proven to be crucial for the effective achievement of Priority Africa. Joint action in association with internal and external partners for the promotion of the UNESCO model curricula, and for the support for the potential centres of excellence (e.g. with university associations, media associations and organizations) are examples of success in this regard. A flexible system of collaboration with other UN agencies for Post-Conflict Post-Disaster activity has also enabled UNESCO to be active in many countries in the region spite of limited resources.

In terms of Gender Priority, the majority of activities are also carried out in cooperation with other media organisations and regional broadcasting associations in order to maximise the promotion of the activity and visibility. Overall, many organisations and groups have highlighted gender equality as a priority issue in different international, regional and national technological communities, contexts, events and forums. The challenge is to bring all of these efforts together, while proposing UNESCO as the facilitator, and networking, participation in international events and delivery have proven to be key elements for building UNESCO's visibility and credibility in this context. One such successful example is UNESCO's draft framework for 'Gender Sensitive Indicators for Media' was produced in cooperation with the International Federation for Journalists. This was validated by major organisations and potential partners working in this field (including the International Women's Media Foundation, World Association of Christian Communication, Centre of Arab Women Training and Research, Inter African Network for Women Media and Gender Equality, and Gender Links) at an international consultation on Gender-Sensitive Indicators for Media (Brussels, 13-15 April 2011).

V.1.1.Promoting freedom of expression and access to information

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 345 545	Expenditures: $3 763 780	Allocation: $6 525 913	Expenditures: $3 636 981

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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	UNESCO promoted freedom of expression through the International Symposium on Freedom of Expression (UNESCO HQs, 26 January 2011, supported by the Swedish National Commission), and the celebration of World Press Freedom Day (WPFD) under the theme "21st Century Media: New Frontiers, New Barriers" (2-3 May 2011, Washington, D.C., accompanied by commemorations held in more than 100 countries). The World Press Freedom Prize was awarded to imprisoned Iranian journalist Ahmad Zeidabadi. On 4 May 2011, UNESCO and UN DPI also organized an event at UN HQ marking the 20th anniversary of the Windhoek Declaration, which laid grounds to WPFD. UNESCO monitored the safety of journalists and combated impunity through the DG's condemnations of journalist killings. The Sector contributed to the UN Universal Periodic Review and the delivery of journalist safety trainings. To address the challenge of ensuring investigation of past crimes against journalists and prevention of others from happening, UNESCO has collaborated with specialized organizations and will formulate a joint strategy for the UN through an UN Inter-Agency meeting on the Safety of Journalists and the Issue of Impunity, to be held in September 2011 at HQ (following a decision by the 27th session of the Intergovernmental Council of the IPDC). UNESCO promoted voluntary media self-regulation mechanisms through the implementation of a 30-month project funded by the EC in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Turkey, the FYR of Macedonia and Kosovo (under UNSCR 1244), which was finalized early February 2011. The project fostered networking and knowledge sharing through two cycles of national roundtables, two region-wide conferences, a final conference at UNESCO HQs, a publication and web-portals focused on Europe, Africa, Southeast Asia, South Asia and the Americas. UNESCO is supporting the organization of a Pan African Conference on Access to Information to be held in Cape Town, South Africa in September 2011, marking the 20th anniversary of the Windhoek Declaration. 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 also critical to promote a vision of FOI as a right of every inhabitant, not only a concern of the media.
ER 2: Member 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	UNESCO has supported Member States in creating an enabling environment for freedom of expression and independent media, by providing direct technical assistance to media law reform processes and independent media development around the world including in post-conflict countries such as Democratic Republic of Congo (DRC), Lebanon, Liberia, Nepal, and Iraq. An activity was initiated to assist Timor-Leste media to establish the first press council in the country. Self-regulatory systems and professional standards in journalism have been strengthened in South East European and Latin American countries, as well as in Northern Africa. Conflict sensitive report training resources have been developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa. Specific media programmes have been implemented following natural disasters in Haiti and Pakistan. Since the political switch, two rapid assessments of the media sector have been carried out in Egypt and Tunisia aimed at identifying the needs of the media in these two countries, and to put forward a series of evidence-based recommendations on the measures to be taken. These rapid diagnoses in Tunisia and in Egypt will be followed by more in-depth, long-term and participatory assessments to be carried out within a year, thanks to support from the Government of Belgium. The preliminary results of these assessments were presented at the Paris International Conference in Support of Tunisian and Egyptian Broadcast Media that took place at UNESCO HQ on 31 May 2011, in the presence of the new executives of Tunisian and Egyptian public television and radio. This conference was co-organized by UNESCO, the European Broadcasting Union (EBU) and France Télévisions, with the support of the Arab States Broadcasting Union (ASBU) and the International Radio & Television Union (URTI). The conference brought together more than 200 delegates representing international institutions, professional organizations, donor countries, numerous major audiovisual media organizations, development agencies, and civil society. At the heart of the discussion were the challenges of the transition towards editorially independent public service broadcasting. A similar short-term assessment has been carried out in Jordan, following a request by the Jordanian Government for assisting the National Dialogue Committee on the component related to media reform. UNESCO is also regularly taking part to the UN Interagency Task Force on Libya and contributing to the Integrated Pre-Assessment Process for Libya Post-Conflict Planning, providing inputs on media development to

	the first sub-group Political (particularly regarding media, elections, civil society).
ER 3: Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered	UNESCO supported Public Service Broadcasting (PSB) by launching the second, updated and revised, edition of the publication Public Service Broadcasting: a Comparative Legal Survey. The launch took place at the World Summit on the Information Society Forum in Geneva, during the meeting on Media Regulation: Broadcasters and Social Media. The publication on public service broadcasting explores the legal and regulatory systems governing public service broadcasters in eight different countries around the world. The publication will assist and guide Member States in legislation formulation related to PSB. UNESCO also organized an international experts meeting on 29 June-1 July 2011 in Brasilia, Brazil to promote accountability tools in PSB. The event was organized in collaboration with the Brazilian "PBS". The meeting raised awareness of PSB and clarified the important difference between state broadcasting and public service broadcasting. UNESCO hosted the sixth facilitation meeting on C9 media at the WSIS Forum 2011, joined by a panel of 5 speakers and 35 participants. The workshop focused on the theme of media regulation frameworks of broadcasters and social media. UNESCO presented its publications "Public Service Broadcasting: a Comparative Legal Survey" and "Guidelines for Broadcasters on Promoting user-generated Content and Media and Information Literacy". These two publications were well appreciated by the participants. UNESCO sponsored an Asian speaker to the Deutsche Welle Global Media Forum which took place in June 2011 for the session "Advocacy vs. Objectivity - Media and Human Rights" focusing on: Campaigns against the worst human rights violations - child abuse, women trafficking, terrorism, torture and racism to name just a few - have to be checked and verified by journalists like any other story prepared for publishing.

Cost-effectiveness/efficiency measures for this Main Line of Action
The Sector is constantly vigilant in identifying cost-effective measures. It is foreseen to plan/monitor/evaluate more effectively the publications (production/distribution and translation).

V.2.1. Strengthening free, independent and pluralistic media and communication for sustainable development

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 745 250	Expenditures: $3 954 260	Allocation: $8 921 476	Expenditures: $6 340 552

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 4: Member States supported in the development of free, independent and pluralistic media based on IPDC media development indicators	The International Programme for the Development of Communication (IPDC) has continued to play a key role in efforts to develop free, independent and pluralistic media through the allocation of some US$ 4.4 million to over 175 projects in more than 70 developing countries in the current biennium. As far as IPDC's three special initiatives are concerned, which reinforce its programmatic approach to media development, the following progress has been made: a) Regarding the Media Development Indicators (MDIs), assessments of national media landscapes have been completed in 8 countries and launched in another 10. These assessments have been especially useful for providing evidence-based recommendations on media reform to facilitate the transition to democracy in the Arab region (Tunisia and Egypt in particular). B) Regarding the safety of journalists, the IPDC Council has been closely monitoring the judicial follow-up of the killings of media professionals condemned each year by the UNESCO Director-General. IPDC is organizing a UN Inter-Agency Meeting on The Safety of Journalists and the Issue of Impunity on 13-14 September 2011 to design a UN joint plan of action to address this issue; and c) Since 2010, IPDC has allocated over US$ 500,000 to support 20 identified potential centers of excellence in journalism education in Africa thereby contributing to foster democracy, dialogue and development in the region. A practical Guidebook is being developed to assist researchers in applying the Media Development Indicators. Moreover, to address the lack of media-related data available at national level, UNESCO is collaborating with UIS on the piloting of a

	new set of media survey instruments in 28 pilot countries.
	Regional workshops and a regional online activity provided skills enhancement and capacity building opportunities for a total of 500 media professionals (at least 200 women) from more than 60 countries to deliver quality media content on sustainable development issues. The resource toolkit "Media as Partners in Education for Sustainable Development" was distributed through UNESCO's field network to mobilize local partners and interest groups. This resource has been used, for example, to guide discussions on the first-ever regional online learning activity conducted in Kuala Lumpur with the Asia Pacific Broadcasting Union for radio journalists and producers.
	Three national round tables on communication for development (C4D) were conducted in Ecuador, Philippines and Uganda using the media development indicators to benchmark specific goals. The Sector contributed to the 12th UN Inter-agency Round Table on Communication for Development to promote free, independent and pluralistic media based on IPDC media development indicators. The output of the three country level round tables on communication for development has been varied. C4D was found to be entirely missing from development plans in Ecuador whereas early consultations in preparation for the round table made it possible for duty bearers in the Philippines to recognize C4D in UNDAF documents. In Uganda, a national working group was formed to follow up on recommendations that would facilitate the integration of C4D as a cross cutting focus of all development programming. Those pilot initiatives have involved the participation UNESCO National Commissions and UNCT members creating opportunities for increased collaboration. They have provided UNESCO stakeholder-visibility as a facilitator of actions that respond to the Millennium Development and other internationally agreed upon goals.
ER 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	Capacities of media training and journalism education institutions increased to reach the established criteria of excellence in training, including the pursuit of gender equality with Journalism education institutions in Latin America, South Asia mapped, Criteria of centres of excellence applied, master plans for capacity building of at least 8 centres of excellence in Africa developed and capacities of faculty in teaching learning enhanced by establishing cooperation with DW-Akedemi and Knight Centre of Journalism. Journalism resource centres were strengthened by procurement of text books and media equipment for 8 potential centres of excellence. Two chairs on specialized journalism were created at Makerere University (Uganda) and CESTI (Senegal). Furthermore, UNESCO's Model Curricula for Journalism Education is often used as an archetype and is being adapted cumulatively in 63 journalism schools in 51 developing countries. The francophone Africa Mainstreaming of Gender and New media were incorporated in the Model curricula for Journalism

	education. Open educational Resources for the Model Curricula commenced. Mapping journalism schools and identifying potential centres of excellence are challenging as each participating institution needs to be convinced of the methodology and objective of the assessment through the methodologies. Working with university systems to procure equipment and textbooks are time consuming. Universities/institutes are taking more time to go through their internal process on the adaptation of model curricula. Customising the criteria of potential centres of excellence and encouraging adapting the model curricula with changes to suit the needs of a country are some of the approaches to overcome the challenges
ER 6: Media and information literacy increased to foster informed decision-making	Through multiple interrelated actions, UNESCO's global strategy on media and information literacy is now taking traction in Member States. The Model Media and Information Literacy (MIL) Curriculum for Teachers has been published in English and has been translated into Arabic and French. The Curriculum is serving as a key tool for Member States to increase MIL nationally starting with teacher training. National and regional consultations for adaptation of the curriculum has been organised in the Arab Region, Eastern Africa, and Southern Africa, Southern Asia and the Caribbean. This represents over 40 countries and over 70 teacher training institutions. For instance, media and information literacy as an engaging civic education movement was diffused in the Arab Region and internationally through the First International Forum on Media and Information Literacy which was held in Fez, Morocco on June 15-17 - attended by over 200 participants from 40 countries. Steps are also being taken to develop multiple Open Education Resources versions of the curriculum through the adaptation and integration process. To assist Member States to develop more comprehensive MIL policies and strategies, work has commenced on the preparation of Model Guidelines for Articulating National/Regional MIL Policies and Strategies. With the aim to facilitate monitoring of MIL take-up globally, a Global Framework of MIL Indicators has been prepared. The action relating to fostering research on MIL has resulted in the setting up of the International University Network on MIL and Intercultural Dialogue which now includes 8 universities from all regions. For example, Member States will have empirical evidence about the level of MIL among teachers through studies carried out in Southern Africa, Southern Asia and the Caribbean. Finally media partners have been mobilised to contribute to engendering media and information literate societies. At least 18 media organisation have piloted the UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and MIL. Unexpected delays relating to the preparation of the MIL Curriculum for Teachers was the main challenge related to this activity. Another concerns the necessity to work with countries that are at various levels of preparedness in respect to MIL take-up. A consequential lesson learnt is that the preparation model normative instruments such as the MIL Curriculum for Teachers to be adapted

	and used by Member States with the support of Field Offices is a cost effective way to implement the CI programme.

Cost-effectiveness/efficiency measures for this Main Line of Action

The overall implementation of the Main Action area has been cost-efficient and allowed to reach all the expected results in cost-efficient way and to produce a catalitic effect.

V.2.2. Fostering universal access to information and knowledge and the development of infostructures

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 514 384	Expenditures: $3 535 325	Allocation: $7 780 004	Expenditures: $4 399 078

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 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)	The Information for All Programme (IFAP) is gathering momentum in its efforts to assist Member States in the formulation of national information policy frameworks and is working with ASEAN Countries and CARICOM as part of its efforts to assist Member States in the formulation of national information policy frameworks. This cooperation has been structured around regional policy studies and subsequent policy-shaping meetings: ASEAN Regional Meeting - Creating a Responsive Info-structure, Philippine, March 2009; Caribbean regional meeting - Building Caribbean Knowledge Societies, Grenada, June 2011. In both cases these efforts have aimed at responding to request to address specific regional needs identified linked to the strategic priorities of IFAP in particular information access, information literacy and information for development. National IFAP Committees provide opportunities for post-event structured agreements with the regional intergovernmental bodies. The benefits of this cooperation includes: a) The establishment and reinforcement of networks for knowledge transfer at national, regional and international level e.g. strengthening and establishment of National IFAP Committees; b) Support to the creation of communities of practice through the establishment of working groups; c) Development of studies and plans of action, e.g. Philippine Policies on Information Access and

	Transparency and the Caribbean declaration and action plan for developing Caribbean Knowledge Societies that provide a coherent technical and political basis for action; d) Provision of specific training and development and implementation of projects e.g. ICT-Literacy training workshop for policy makers from ASEAN region. Cooperation can be improved by providing periodic reviews and monitoring/assessment of the ongoing work as well as revision of action plans. Important to also continue to raise visibility of gains made to increase the support at all levels for this cooperation. Systematic support to the national component of these regional actions could be foreseen within the framework of UN Common country strategies and integrated into the work foreseen for national and multi-country UNDAFs. UNESCO organized sessions at the WSIS Forum 2010 and 2011. These events are generally appreciated by the participants for its high-profile speakers and high-quality discussions. The agreement concluded with ICANN in 2009 is under progress notably by the signature of the Letter of Intents towards the development of IDN tables.
ER 8: Preservation of documentary heritage reinforced in Member States	Based on the selection criteria regarding world significance and outstanding universal value, 45 new documents and documentary collections from all over the world were endorsed by the Director-General of UNESCO following recommendations by the International Advisory Committee of the Memory of the World Programme that convened in Manchester (U.K.) from 22 to 25 May. These new nominations rose to 238 the total number of items listed on the MOW International register. Thus, eleven countries enter the Memory of the World Register for the first time with the new inscriptions: Bulgaria, Fiji, Guyana, Ireland, Japan, Mongolia, Morocco, Panama, Suriname, Switzerland, and Tunisia. The Fourth International Conference of the UNESCO Memory of the World Programme took place in Warsaw, Poland, from 18 to 21 May 2011. It explored the theme "Culture - Memory - Identities" over three-and-a-half days in the Polish capital, in the presence of participants coming from more than 71 countries around the world, comprising leading experts on different aspects of the preservation of documentary heritage, as well as professionals active in the area of history and culture. Participants discussed in detail the status and further development of the Memory of the World Programme, reflected on the contemporary issues that the Programme must address in the fields of preservation, promotion and accessibility and adopted the Warsaw Declaration. Primary consideration was given to the Programme's role in preserving our collective memory and identity, while ensuring their transmission to future generations.

	The Director-General of UNESCO has designated the National Archives of Australia (NAA) as the laureate of the 2011 UNESCO/Jikji Memory of the World Prize for its work, which includes publications, and innovative initiatives in the preservation of digital records. The US$ 30,000 Prize, wholly funded by the Republic of Korea, is awarded every two years to individuals or institutions that have made significant contributions to the preservation and accessibility of documentary heritage. The Prize-giving ceremony will take place in Cheongju City (Republic of Korea) on 2 September 2011.
ER 9: Infostructures for sustainable development and good governance in Member States promoted	A number of initiatives aimed at supporting the creation of information resources to support access to key policy tools as well as acces to information in support of transparency have been carried out. The initiatives have been aimed at supporting key stakeholders amongst youth, civil society and goverments. The IFAP-labeled project "Access to Information, Accountability and Transparency in the Andean Region" continues to make excellent progress. In Bolivia, the Mayor of POTOSI and local civil associations are actively involved in the project activities. Workshops on the use of ICTs to foster transparency, access to information ande-government, and support the setting up of a weblog to promote access to information by the local municipality started in April 2011 and will end in August 2011 with a local ICT Fair to promote transparency and e-government between the municipality and citizens. In Ecuador, UNESCO, the MINTEL and NGO IMAGINAR launched a series of training seminars on 17 May to mark the celebration of the International Internet Day with a focus on the usability of public websites in Ecuador. In Quito, over 100 participants have been trained. Similar seminars are also being held in the cities of Guayaquil and in Cuenca. "BibliotecaVirtual", an on-line compilation of texts on youth policies in Latin America covering the following countries: Argentina, Bolivia, Brazil, Columbia, Chile, Cuba, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. In creating this important policy tool, specific attention was given to ensuring the inclusion of resources dedicated to the empowerment of women. A CD-ROM version has also been created and disseminated to permit off-line access.
ER 10: Member States supported in developing strategies for using ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge	Considerable progress has been made with the development of the new, innovative UNESCO Open Educational Resources (OER) Platform in partnership with the University of Witwatersrand, South Africa. Awareness workshops on open educational resources and the UNESCO OER Platform were held in Namibia

	and India. Linked to this activity is the UNESCO/COL Guidelines for OER in Higher Education: This is an intersectoral activity being undertaken as a joint initiative between the Communications and Information Sector and the Education Sector. These Guidelines are being developed as a follow up to the 1st OER Policy Forum held in November 2011. They are intended to be a guide for higher education stakeholders - governments, higher education institutions, teaching staff, student bodies as well as quality assurance, accreditation bodies and recognition bodies. The Intersectoral Working Group (comprised of the CI and ED Sectors) on ICT in Education has updated the CFT-ICT reference document version.2.0 and elaborated the 'Draft Implementation Plan' for the ICT-Competency Framework for Teacher (ICT-CFT). This Draft Implementation Plan outlines the responsibilities of each sector and participating field offices/ education institutes, and aims to continue building on the successful co-operation with external private sector partners. Awareness about Open Access (OA) has been raised in India and South Africa though seminar and workshop with policy-makers, scientists and researchers. A comprehensive strategy for OA to scientific information and research has also been developed, and a UNESCO policy guideline for development and promotion of OA is in preparation. During the biennium UNESCO has consolidated its Open Training Platform (OTP), a tool providing access to almost 3500 free training resources on development issues, from UNESCO and other providers, including other UN agencies. More than 120K/year visitors have accessed training and learning resources thanks to this UNESCO platform. UNESCO has also continued its work towards the promotion of free and open source software (FOSS) especially by bringing evidence to large successful deployments within primary and secondary school systems in Asia and Europe. An assessment of similar deployments in other regions, Africa in particular, has been initiated. Awareness on the use of Open technologies for improving Higher Education systems has been raised through a workshop in Tanzania, closely involving the Ministries of Education and Information technologies and local stakeholders, namely public universities. The use of Open Technologies and standards in ICT accessibility has been explored through a global assessment of best practices and policy recommendations were prepared. The implementation of the ICT in Education programme was characterised by close intersectoral collaboration, although ensuring that activities reflect the objectives of both the Communication and Information and the Education Sectors can prove to be a challenge. The framework provided by the Intersectoral Working Group on ICTs in Education (established this biennium) has set clear responsibilities for each Sector in this regard for the implementation of the ICT-Competency Framework for Teachers (ICT-CFT)

	and the Global Courseware Digital Library (GCDL). Developing the UNESCO Open Educational Resources Platform to serve the great variety of pedagogical needs of Member State institutions is complex. Insufficient budget allocation for the UNESCO Global Open Access Portal was an initial challenge in its development, and it was therefore decided to use internal available technology and resources to collect the necessary information from each region. Extrabudgetary allocations increased in the second quarter of 2011, and these additional amounts will be used to increase linguistic interfaces and to enrich the Portal through report generation.

Cost-effectiveness/efficiency measures for this Main Line of Action

Collaboration has been undertaken with both internal and external partners to promote UNESCO initiatives in this area in a cost-effective and more efficient 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 Educational Resources (OER) in Higher Education), and has contributed towards ensuring the efficiency of programme activities (eg. partnership with universities in Namibia and South Africa to pilot the UNESCO Open Educational Resources strategy). Cooperation with key players in this area (IGOs, NGOs, the private sector, and civil society) has also 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 (eg. The online community 'Gender Equality in Free and Open Source Software (FOSS)', the dynamic OER community established on the WSIS Platform). Concrete intersectoral collaboration at all levels has been boosted by CI for activities to foster ICT-enhanced learning. Even where cost-sharing is not an option, such collaboration promotes visibility, ensures that resources are not duplicated in the same area, and creates coherence across the Organization towards increased efficiency. The cooperation and work of the Intersectoral Working Group on ICTs in Education has enhanced efficiency for the ICT-Competency Framework for Teachers (ICT-CFT) and the Global Courseware Digital Library (GCDL), drafting an implementation strategy. The draft implementation plan elaborated for ICT-CFT promises cost-effective and efficiency measures, outlining the responsibilities of each sector and participating field offices and education institutes. This also aims to build on the successful cooperation with external private sector partners. UNESCO's procurement rules based on competition have allowed for the efficient use of Regular Programme resources, particularly for the rebuilding of the Open Training Platform (OTP) platform.

V.3. Intersectoral Platform (ADG/CI lead)

V.3.1. Fostering ICT-enhanced learning

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT based teacher education, including through the introduction of ICT competency standards	Following the submission of the Final Report for the ICT-Competency Framework for Teachers (ICT-CFT) to the Director -General, the Intersectoral Working Group on ICT in Education has updated the CFT-ICT reference document version.2.0 and elaborated the 'Draft Implementation Plan' for the ICT-Competency Framework for Teacher (ICT-CFT). This Draft Implementation Plan outlines the responsibilities of each sector and participating field offices/ education institutes, and aims to continue building on the successful co-operation with external private sector partners.
Access to education and learning in Member States expanded through ICT tools	Considerable progress has been made with the development of the new, innovative UNESCO Open Educational Resources (OER) Platform in partnership with the University of Witwatersrand, South Africa. Awareness workshops on open educational resources and the UNESCO OER Platform were held in Namibia and India. Linked to this activity is the UNESCO/COL Guidelines for OER in Higher Education: This is an inter-sectoral activity being undertaken as a joint initiative between the Communications and Information Sector and the Education Sector. These Guidelines are being developed as a follow up to the 1st OER Policy Forum held in November 2011. They are intended to be a guide for higher education stakeholders - governments, higher education institutions, teaching staff, student bodies as well as quality assurance, accreditation bodies and recognition bodies. On 6 June 2011, the Broadband Commission for Digital Development held its third meeting in Paris, France, at UNESCO Headquarters. A total of 33 commissioners attended or were represented at the meeting. A major new report entitled "Broadband: a Platform for Progress" was issued at the meeting. This report underscores the value of broadband in driving economies and societies forward, how these networks can be created and what services they deliver. The report examines significant policy issues and provides an overview of the status of broadband around the world. UNESCO has also continued its work towards the promotion of free and open source software (FOSS) especially by bringing evidence to large successful deployments within primary and secondary school systems in Asia and Europe. An assessment of similar deployments in other regions, Africa in particular, has been initiated. Awareness on the use of Open technologies for improving Higher Education systems has been raised through a workshop in Tanzania,

	closely involving the Ministries of Education and Information technologies and local stakeholders, namely public universities. The use of Open Technologies and standards in ICT accessibility has been explored through a global assessment of best practices and policy recommendations were prepared.
Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres	CI focused on the promotion of the use of ICTs in the community through various initiatives such as the 'Radio Browsing ' activity. The main objective is to promote the voice of the community in the local media.
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	Throughout the biennium UNESCO has consolidated its Open Training Platform (OTP), a tool providing access to almost 3500 free training resources on development issues, from UNESCO and other providers, including other UN agencies. More than 120,000 /year visitors have accessed training and learning resources by using this UNESCO platform.
Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning	UNESCO initiated several activities in the area of Open Access (OA) to scientific information. The Global Open Access Portal (GOAP), as a result of the international mapping exercise, will be launched during the General Conference. Awareness about OA was raised in India and South Africa though seminar and workshop with policy-makers, scientists and researchers. A comprehensive strategy for OA to scientific information and research has also been developed, and a UNESCO policy guideline for development and promotion of OA is currently in preparation.
Role of ICTs in support of the six EFA goals reinforced	UNESCO and Talal Abu-Ghazaleh Organization (TAG.org) have launched a new ICT in Education Indicators for Arab States pilot project, with a 2-day Policy Developers meeting in Amman. The project aims to strengthen national capacity in Arab States in defining ICT in education indicators for measuring the use and impact of applying ICTs in education, as well as to manage the ICT in education policy development and implementation cycle. The Policy Developers meeting included government representatives from 7 Arab States in the Middle East and the Gulf as well as UNESCO experts and representatives from TAG.org in the region. Participating in this first project activity was: Bahrain, Egypt, Jordan, Oman, the Palestinian Authority, Qatar and United Arab Emirates. In addition a link was made to a similar UNESCO activity for the Maghreb, so that a broad selection of Arab States is represented in this effort. Although the application of ICT in education across the region varies significantly there is a common aspiration of taking full advantage of new ICTs both in effective school and learning management as well as to provide students with 21st century skills. The Amman meeting identified a series of top national issues with regards to ICT in

Education. While the monitoring of enabling conditions (e.g. political commitment, ICT infrastructure, public-private partnership etc.) remained a common primary concern for most countries in the region, some additional reoccurring issues were: • The lack of quality contents in Arabic language, and opportunities for their cost-effective sharing between countries (e.g. via regional open educational resources platforms)   • Teacher training and the incentives for change   • Leadership in applying ICT in education (including use of ICTs to improve school-based management)   • Research, monitoring and assessment of impacts to inform decision-making   • Learning Management Systems as a source of relevant data if aggregated from individual schools to system level   The Amman meeting further recommended a timeframe for the ICT in Education Indicators for Arab States project, including the collection of national ICT in Education statistics and the peer evaluation of this data before publishing the final results.   The next steps in the project implementation will be for the countries to contribute their inputs to the finalisation a priority list of core set of regional ICT in Education indicators by mid June 2011. UNESCO Institute of Statistics will hereafter develop survey instruments based on these indicators, and the project will proceed to collect data and assess the results.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
Collaboration has been undertaken with both internal and external partners to promote UNESCO initiatives in this area in a cost-effective and more efficient 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 Educational Resources (OER) in Higher Education), and has contributed towards ensuring the efficiency of programme activities (eg. partnership with universities in Namibia and South Africa to pilot the UNESCO Open Educational Resources strategy).   Cooperation with key players in this area (IGOs, NGOs, the private sector, and civil society) has also 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 (eg. The online community 'Gender Equality in Free and Open Source Software (FOSS)', the dynamic OER community established on the WSIS Platform).   Concrete intersectoral collaboration at all levels has been boosted by CI for activities to foster ICT-enhanced learning, and even where cost-sharing is not an option, such collaboration promotes visibility, ensures that resources are not duplicated in the same area, and ensures coherence across the Organization towards increased efficiency.   The cooperation and work of the Intersectoral Working Group on ICTs in Education has enhanced efficiency for the ICT-Competency Framework for Teachers (ICT-CFT) and the

Global Courseware Digital Library (GCDL), drafting an implementation strategy. The draft implementation plan elaborated for ICT-CFT promises cost-effective and efficiency measures, outlining the responsibilities of each sector and participating field offices and education institutes. This also aims to build on the successful cooperation with external private sector partners.

Thematic XB Outlines (under ADG/CI lead)

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Additional appropriations generated for implementing communication and information projects in the domains creating an enabling environment for promoting freedome of expression, press freedom and freedom of information; access to information and knowledge by the constituents of member states; support the development of media including through IPDC, capacity building of journalism education institutions and promoting the use of ICTs in the domains of education, sciences and culture.	Additional appropriations have beengenerated for all areas targeted. In the area of freedom of expression, press freedom and freedom of information, a considerable sum was received to enhance media capacity and create an enabling environment of freedom of expression in Liberia, as a pilot for a broader project in the Mano River Region. The project is at the early implementation stages, but it has faced unforeseen delays relating to the approval of the implementation partnership agreements by a special committee. UNESCO also received 500,000 euros from the European Commission for a 30-month project to develop the Zimbabwe Media Commission (ZMC), to bring Zimbabwe's media landscape in line with international standards, and to improve citizens' freedom of information & the quality of governance and democracy. The activity will contribute to the liberalisation of the Zimbabwe media sphere, strengthening the ZMC's legal, professional and technical capacities. This project is in its early implementation stages. Significant amounts were received from Member States in the areas of enhancing access to information and knowledge, and ICTs in education and science, in particular for Open Educational Resources and Open Access to scientific information. The IPDC has played a major role in efforts to develop 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. Three key areas of focus reinforce its strategic approach to media development: i) UNESCO Media Development Indicators (MDIs) assessments of national media landscapes (ii) Safety of journalists and iii) Support

	for journalism education in Africa. Over $500,000 has been allocated through the IPDC since 2010 to support institutional excellence in journalism education in Africa thereby fostering democracy, dialogue and development in the region.

Cost-effectiveness/efficiency measures for this Office 3

Insufficient budget allocation for the UNESCO Global Open Access Portal was an initial challenge for its development, and it was therefore decided to use internal available technology and resources for this purpose. Extrabudgetary allocations increased in the second quarter of 2011, and these additional amounts will be used to increase linguistic interfaces and to enrich the Portal through report generation.

Concrete intersectoral collaboration at all levels has been boosted by CI for activities to foster ICTs in education, science and culture. Even where cost-sharing is not an option, such collaboration promotes visibility, ensures that resources are not duplicated in the same area, optimises partnerships, and creates coherence across the Organization towards increased efficiency.

Part II.A. UNESCO Institute for Statistics (UIS)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $9 128 600	Expenditures: $9 128 600	Allocation: $0	Expenditures: $0

VI.1.1. Guardianship of cross-national data

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $0	Expenditures: $0	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UNESCO statistical database improved in terms of data quality and coverage of both current and historical data, together with appropriate metadata and better online data access for users	In the past 18 months of the biennium, the UIS has made significant improvements to its database both in terms of quantity and quality of the available data making them more relevant to policy and decision-making and easier accessible. Provision of metadata remains a challenge that needs to be seriously considered in the future.
Timeliness, collection, processing and submission of data improved	Good progress was made towards improving timeliness, collection, processing and submission of data. This was possible due to efforts to gain efficiency at every stage of data collection/processing cycle. One of the main lessons learned relates to the necessity to better plan so that the project schedules do not suffer if a team member suddenly leaves the Organization.
Relevance of information enhanced to support policy- and decision-making through development of new international statistical surveys using improved data instruments and methodology	Developmental work has begun for 3 new data collections in education (ICT in education), culture (global survey of cultural employment statistics) and science (innovation survey). The Literacy Assessment and Monitoring Programme (LAMP) is ready to produce first results with assessments being in different stage of completion in 8 countries. It is clear that a major element in the successful implementation

	of LAMP is a proper institutional arrangement with the right partners involved. This would lead to develop ownership, relevance, and sustainability.
Coordination improved with other international and regional organizations involved in the production and dissemination of comparative data to better serve international and national data needs	The UIS is moving ahead in establishing coordination with international and regional organizations (e.g. LLECE, PASEC and SACMEQ) Although the importance of this coordination is obvious, the process takes time to foster ownership of the proposed coordination mechanisms and, thus, to increase the likelihood that it will be endorsed by all stakeholders.

Cost-effectiveness/efficiency measures for this Main Line of Action
While expanding its work programme, the UIS manages to keep its overhead costs stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead was reduced from 24% to 15% between 2005 and 2010. The UIS external audit confirmed the examplary efficiancy of the UIS financial management.

VI.1.2. Development of appropriate methodologies and standards

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $0	Expenditures: $0	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Emerging policy information needs identified to monitor development targets in consultation with UNESCO programme sectors, Member States and partner agencies, and new internationally comparable indicators developed to measure these issues	he UIS stays abreast with the emerging policy issues providing possible inputs to monitor new development targets. Education finance, teachers, TVET, education attainment and outcomes, as well as out-of school children are among these targets. It is important to be able to react to evolving world situations, however this flexibility should not jeopardize the quality of established data collections. Hence, the request for new engagements should always be supported by provision of additional resources.

International statistical classifications revised in the areas of education, culture, communication, science and technology, including extensions and revisions to cover new policy interests in these fields	Revision of the International Standard Classification of Education (ISCED) , developmental work in the area of measuring Information Literacy (IL) skills and RD in developing countries have been undertaken by the UIS to respond to the need to cover new policy interests in the areas of UNESCO's mandate. The UIS needs support and leadership of UNESCO Sectors in reaching political agreements related to new policy interests and commitments.
UIS statistical standards promoted and used by other agencies and wider implementation of UIS standards in national statistical programmes resulting in an increased amount of internationally comparable data on education, science, culture and communication	The UIS is paying particular attention to promoting and explaining the revised ISCED to member states. In partnership with OECD and Eurostat, the UIS provides training and information session to members of the three organization with the aim to sensitize and prepare all the countries for data collection based on the revised framework by 2013.

Cost-effectiveness/efficiency measures for this Main Line of Action
While expanding its work programme, the UIS manages to keep its overhead costs stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead was reduced from 24% to 15% between 2005 and 2010. The UIS external audit confirmed the examplary efficiancy of the UIS financial management.

VI.1.3. Capacity-building in the collection and use of statistics

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $0	Expenditures: $0	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Diagnoses of strengths and weaknesses of national data production cycles improved	The UIS is making goo progress in enhancing the quality and the quantity of diagnostic assistance provided to the countries. It is of utmost importance to have countries' ownership of any diagnostics undertaken by external specialists (UIS) in order to ensure successful implementation and follow-up. To achieve this accountability, the services should be provided only upon explicit request from the country with a required level of commitment by country's authorities and necessary support of officials.

	In addition, the country specialists should be closely involved in all the stages of the work.
Provision of technical advice to countries enhanced	The availability of the UIS expertise in the filed (though a well-establish network of the Regional and Cluster Advisors), as well as constant effort of Montreal-based teams have a positive impact on improving the national statistical capacities in the areas of the UNESCO mandate.
Cooperation strengthened with other development agencies in statistical capacity-building and reinforced networks of countries, experts and institutions	With the limited resource available, the UIS can not overextend itself getting involved in numerous capacity building initiatives in the regions, although the value of such trainings is obvious. To be able to respond to this need in a most consistent and cost-efficient manner, the UIS has decided to institutionalise its approach to regional training. For this purpose, the UIS is currently taking stock of all its past experiences in order to identify best practices and best potential partners.

Cost-effectiveness/efficiency measures for this Main Line of Action
While expanding its work programme, the UIS manages to keep its overhead costs stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead was reduced from 24% to 15% between 2005 and 2010. The UIS external audit confirmed the examplary efficiancy of the UIS financial management.

VI.1.4. Monitoring and analysis of cross-national data

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $0	Expenditures: $0	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UIS programme of research and analysis maintained and improved, adding value to UNESCO data	The UIS data and analysis remains key inputs in important international reports as well as the analytical publications produced by the Institute. The UIS is currently working on its communication strategy to make sure that the important findings find their way to the international audience that can benefit from them.
Guidance and support provided in the interpretation and use of cross-nationally	The UIS continues to work towards improving data users' understanding of the cross-nationally comparable statistics in the fields of UNESCO's mandate. Although the importance of providing guidance and support to the international community is very

comparable statistics in the fields of UNESCO's mandate	important, this is mostly done not through technical publications at the moment but rather through other capacity building activities.

Cost-effectiveness/efficiency measures for this Main Line of Action
While expanding its work programme, the UIS manages to keep its overhead costs stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead was reduced from 24% to 15% between 2005 and 2010. The UIS external audit confirmed the examplary efficiancy of the UIS financial management.

Part II.B. Chapter 1. Coordination and monitoring of action to benefit Africa

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 044 400	Expenditures: $817 421	Allocation: $31 818	Expenditures: $27 765

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Development of relations with African Member States strengthened, in particular through their Permanent Delegations and National Commissions, groups of African Member States within UNESCO, the United Nations and the African Union, and joint commissions involving the Commission of the African Union, Regional Economic Communities (RECs) and regional integration organizations (RIOs)	Dans le cadre d'une priorité Afrique renforcée et effective, contribuant notamment au dévelopement du capital humain, social et culturel en Afrique, le Département Afrique a lancé une série de consultations avec les secteurs de programme et les services centraux concernés (mars 2011), les bureaux hors-Siège et des experts (Dakar, avril 2011) et une consultation avec la Commission de l'Union africaine/NEPAD, les communautés économiques régionales et les organisations d'intégration régionale (Malabo, juin 2011). Ces réunions ont permis de repenser la coopération avec l'Afrique à la fois dans le contexte de la mondialisation et des progrès acquis en matière d'intégration régionale. Elles ont égalemetn permis de renforcer la collaboration intersectorielle et institutionnelle. En termes d'intégration régionale, le Département a poursuivi son appui à l'extension des campus virtuels tels que vers les pays de l'IGAD, au projet d'Université panafricaine et à la problématique de l'enseignant (réf. la conférence panafricaine sur la problématique de l'enseignant conjointement organisée par la CUA/le Togo/UNESCO-BREDA/l'ADEA - Lomé, avril 2011). L'appui technique et financière accordé à des événements culturels panafricains tels que : le FESPAM (Brazzaville, juillet 2011), le FESPACO (Ouaga, février 2011) et le FESMAN (décembre 2010) procède de ce processus d'intégration régionale. En terme d'appui opérationnel, il y a lieu de mentionner le soutien au programme de formation du corps de volontaires de l'Union africaine, s'inscrivant dans le cadre de la formation des jeunes. Sur ce

	point, un plaidoyer est fait en vue de la ratification de la Charte africaine de la jeunesse et la Charte de la renaissance culturelle africaine. En terme de soutien au développement des réseaux et des pôles d'excellence, notamment en ce qui concerne les Centres de catégorie II de l'UNESCO, des projets sur le renforcement des capacités des Centres de Catégorie II dans le domaine des Sciences et portant sur la Jeunesse ont été élaborés en coopération avec les Secteurs de programmes, intégrés dans le CAP et soumis au financement des sources extrabudgétaires. Malheureusement, jusqu'à présent, ces projets n'ont pas encore été financés. Le Département Afrique a renforcé sa coopération avec l'African Academy for Languages (ACALAN), institut dont les domaines de compétence et d'activités dans le secteur de l'éducation et de la culture couvrent tout le continent. Le Département suit les activités préparatoires à la conférence ayant pour thème "La Renaissance africaine, intégration, unité et développement" qui se tiendra à Pretoria du 28 septembre 2011 au 01 octobre 2011. En coopération avec le Bureau de Dar es Salaam, une assistance financière a été donnée au Centre de développement du Patrimoine
African Member States' development priorities relating to the Organization's various fields of competence, in particular AU/NEPAD sectoral plans of action, reflected in UNESCO's programming, as well as in joint programming of the United Nations system at the country level	La coopération avec la Commission de l'Union africaine est renforcée et des actions conjointes sont menées, comme celle sur la préparation de la conférence conjointe CUA/UNESCO/BAD/ADEA sur la science, la technologie pour le développement en Afrique. La contribution à la mise en œuvre des plans d'action de l'UA s'est poursuivie : éducation (Seconde décennie de l'éducation), science (plan d'action consolidé sur la science et la technologie), culture, communication, et en matière de jeunesse. Toutefois, afin d'obtenir un meilleur impact de l'action de l'Organisation, le département a suscité une réflexion et conduit des sessions de travail visant à améliorer et rationaliser ses réponses aux décisions de l'UA relevant de ses domaines de compétence (plus d'une vingtaine entre 2003 et 2011) : réunion de Paris en mars avec les secteurs, réunion de dakar avec les bureaux hors-Siège et des experts en avril 2011, consultations d'Addis Abeba et de malabo avec la commission de l'Union africaine/NEPAD, les communautés économiques régionales et les organisations d'intégration régionale en janvier à Addis Abeba et à Malabo en juin. Avec le groupe africain, les relations sont renforcées et un partenariat de substance autour

	d'enjeux de développement du continent est développé : table ronde sur la priorité Afrique durant la Semaine africaine, consultations sur la présence d el'UNESCO sur le terrain, organisation de la Journée sur la drépanocytose.
New partnerships with multilateral and bilateral organizations, and with the private sector established and implemented	En termes de mobilisation des partenaires africains et non africains, des projets concernant la coopération intersectorielle dans le domaine de l'intégration régionale et du développement durable ont été soumis à des bailleurs potentiels, parmi eux : • Jeunesse : Le projet préparé par le Bureau d'Accra "Building knowledge and providing assistance for policy development and youth civic engagement in Africa" (soumis à l'AFDB) entrant dans le cadre de la mise en place de la stratégie de l'UNESCO pour le renforcement de la jeunesse en Afrique. Dans cette même perspective, le Département Afrique a appuyé l'African Union Youth Volunteer Programme, qui a été lancé en Décembre 2010, et a renforcé sa coopération avec l'Union Africaine pour le développement de la jeunesse en Afrique lors du Forum de la Jeunesse organisé par celle-ci à Addis Ababa du 31 mars au 7 avril 2011. • Développement durable : Un projet sur l'éléctricité solaire dans les écoles rurales dans les pays les moins développés (LDCs) et en post conflit ou post désastre en Afrique a été soumis à l'Aga Khan Foundation. • La Département Afrique soutien également, via la Plateforme, des projets en cours ciblant l'usage pédagogique du General History of Africa, The African Liberation Heritage, l'Université Panafricaine. Par ailleurs, des partenariats visant une plus étroite coopération avec la Pan African Youth Union et ECOSOC ont été mis en place afin d'établir des relations officielles et des activités conjointes avec les ONG et les fondations travaillant en Afrique. En terme de résultat, il y a lieu de mentionner l'accord UNESCO/UEMOA d'un montant de US$12 sur l'utilisation des TICs dans le domaine de l'enseignement supérieur ainsi que l'accord UNESCO/Nigeria (self-benefiting) dans le domaine de l'alphabétisation, qui illustrent une étroite coopération avec les bureaux sur le terrain. En ce qui concerne la particpation d el'UNESCO au mécanisme régional de coordination de l'action du système des Nations Unies en Afrique, le Département poursuit son travail de

	coordination et oeuvre à créer davantage de synergies au plan interne et avec les partenaires.
Assistance provided for the conduct of joint activities with United Nations partners, notably with the Office of the United Nations High Commissioner for Refugees (UNHCR) and African regional organizations in all post-crisis African countries at their request, in particular through the Programme of Education for Emergencies and Reconstruction (PEER)	Libéria, Soudan...) ; - En coordination avec les secteurs de programme, un appui à la formulation et à la conception de projets et programmes sur le terrain, incluant la participation des bureaux hors-Siège (plan de transition pour la Côte d'Ivoire, programme UNSAS (UN Strategic approach plan for Somalia ; education sector review mission for Liberia) a été fourni; - Le programme PEER a été réorganisé et renforcé en vue d'apporter un soutien effciace aux Etats Membres en situation de reconstruction au post-conflit ; le travail de mobilisation renforcé des partenaires institutionnels et financiers a été intensifié; Ceci a donné lieu : - au renforcement du cadre opérationnel avec le système des Nations Unies dans l'élaboration et la mise en oeuvre de programmes conjoints : UNCT, UNDAF, UNSAS, concrétisant ainsi l'approche stratégique UN du delivering as ONE ; - au renforcement de la coopération au niveau régional avec les CERs notamment l'IGAD, la SADC ; - à la contribution aux réunions stratégiques sur la reconstruction post-conflit et le développement durable, impliquant les Commissions nationales de l'Afrique de l'est et l'Afrioque australe (Nairobi) ainsi que l'Afrique de l'Ouest (Brazzaville) - à un plaidoyer auprès des Commissions nationales et bureaux sur le terrain pour des actrivités inscrites dans le cadre de l'année 2011, Année d ela paix en Afrique" ;
Action coordinated, interaction and communication improved between UNESCO Headquarters, field offices in Africa and the UNESCO National Commissions in Africa	En vue d'une priorité Afrique renforcée et effective, le Département Afrique a lancé une série de consultations avec les secteurs de programme et les services centraux concernés (mars 2011), les bureaux hors-Siège et des experts (Dakar, avril 2011) et une consultation avec la Commission de l'Union africaine/NEPAD, les communautés économiques régionales et les organisations d'intégration régionale (Malabo, juin 2011). Ces réunions ont permis de repenser la coopération avec l'Afrique à la fois dans le contexte de la mondialisation et des

	progrès acquis en matière d'intégration régionale et d'examiner les modalités de collaboration. Elles ont également permis de renforcer la collaboration intersectorielle et institutionnelle.

VI.2. Intersectoral Platforms (ADG/AFR lead)

VI.2.2. Priority Africa - coordinating and monitoring the plan of action to benefit Africa

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Intersectoral approach to the problems of regional integration in Africa strengthened	In the field of Education, within the framework of the Second decade of education in Africa, namely regarding the needs to reduce the number of illiteracy, UNESCO is raising public awareness and advocating for literacy. The Organisation provided its support to the development of: - diagnostic of the literacy situation at national level; - communication and networks; -national policies and plans in number of African member states through the elaboration of and action plan for the harmonisation of ortographe rules for the pular and haoussa in west Africa, Chichewa, Chinanja and setswana in southern Africa. Within the framework of TISSA, which is focus on teachers development and training: National capacities were strengthened namely through: - the capacity building training courses, the use of toolkit methodological guide, the establishment of new UNESCO Chairs; - the support to the mobilisation of extra-budgetary resources; - the elaboration and implementation of teachers of policy, revision of curricula, development of materials, including on ICT and education. Within TVET - raising awareness, capacity building, information systems (TVET statistical information) curricula (on-line curricula sharing) and policies reviewed as well as extra-budgetary funds mobilised for a better involvement of public, private and civil society in TVET Attention is being paid to the inclusion of entrepreneurship education in TVET programs to provide young people, particularly young women, with guidance and counselling for job opportunities in ECOWAS member States; Within EDUCAIDS : As result of the UNESCO cooperation with other international public and private partners, several African Member states, particularly in Southern Africa introduced HIV and AIDS in the education strategy and plans, material produced, partnerships strengthened, good practices exchanged, normative guidance and capacity building reinforced. Education Information Systems (EMIS) - UNESCO, through its "pole de Dakar" and UIS in close cooperation with ADEA and Observatory of education in Africa is collecting data and promoting research/action to monitoring and improve quality education. Cooperation with SADC within the framework of the second decade of education in Africa should be emphasized. Raising awareness for the utilisation of African languages as a mean of education was made by UIL and field Offices. Publications,

studies and workshop conducted. A guide for planning the introduction of African languages in education was produced.

Within the follow-up of ECCE Conference, UNESCO promoted partnership and networking in ECCE, which was integrated as the eight pillar of the second decade of education in Africa, UNESCO supported the development of ECCE indicators for the African Union.

Within the framework of BEAP, UNESCO through IBE, IIPE and BREDA, UNESCO supported basic education reforms, policies and systems at national level. Focus was put on curriculum reforms, to take into account Human Rights education, equity including gender related issues, quality, setting up the national qualification framework (NQF) in CEDEAO Member states and access. Higher education policy formulation and reform was strengthen and research on education for all encouraged to ensure quality assurance. National capacities to implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations in Africa were promoted, as well as planning and policy support, curriculum development, teacher training, and research on competencies.

International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development was strengthened particularly thorough activities undertaken within the framework of RESEAO and the regional ASPnet initiative in West Africa in cooperation with BREDA.

Through the Natural Sciences Sector, and within the implementation of the Consolidated Plan of Action on Science and Technology, and namely with regard to capacity building on STI policy, Science policy reforms and reviews continue in Nigeria, Republic of the Congo and Tanzania, as well as in countries starting reforms, such as the Central African Republic and Democratic Republic of the Congo. Technical advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia and Zimbabwe. Science policy and capacity-building gave more focus to climate change adaptation needs.

As part of its action of raising awareness and mobilization of partners, UNESCO co-organized the Conferences such as "Science with Africa II" (June 2011) focusing on innovation, and an African Inter-Parliamentary Forum on Science, Technology and Innovation (May 2011) in Addis Ababa to provide a platform for the use of STI policy more effectively to facilitate sustainable socio-economic development. Moreover at sub regional level, UNESCO Co-organized training workshops for the 15 ECOWAS countries to 80 train policy-makers in evidence-based policy-making.

At national level, 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. The Rwandan National Innovation Endowment Fund was established under One UN.

Preparations are underway for the Combined Experts' Meeting and Ministerial Conference: Towards Integrated Development Strategies in Africa (9-12 November, Nairobi, Kenya).

With regard to enhancing science and technology education and capacity building: Under IBSP, projects in Africa focused on the establishment and networking of electronic libraries and repositories from African universities and scientific institutes.

With regard to the African virtual Campus, a network of fully operational e-learning national centers, were opened across Africa. As part of the 2011-2013 plan of Action for Africa, UNESCO is working on a fund raising strategy in cooperation with Africa's regional economic communities as well as with its financial partners.

At the second annual African Summer School "solar energy for rural electrification" in Bamako, Mali the capacity of 30 representatives from West Africa was increased.

In the field of water, in cooperation with UNESCO Chairs in Africa , UNESCO explored the scope of regional scientific projects relating to arid and semi arid regions of Africa and their impacts on development and policy, undertook a Preliminary Assessment and Inventory in the SADC region has been finalized and a study on transboundary aquifers. The 19th IHP Council endorsed the proposals for the establishment of three new category 2 centers in the African, covering groundwater, water and global changes and water harvesting. Regional consultations in West Africa with customized training for river basin and aquifer transboundary water management were held. The ecohydrology programme, together with relevant water-related category 2 centers, addressed the environmental sustainability of water resources and ecosystems for health, quality and development of societies in East Africa.

With regard to the UNESCO Initiative in Earth Science Education in Africa, five regional workshops fostered constructive brainstorming with experts from 40 countries and more than 20 African institutes.

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. IOC also supported oceanography Chairs in Mozambique and Tanzania and some experts who attended training courses on marine GIS, preservation and archiving of digital materials, literature, databases of marine sciences, as well as participatory approach to coastal management.

In the field of Culture, protecting effective implementation of the World Heritage Convention was done with a particular attention given to awareness, increased nominations from under represented regions, which resulted in 5 sites from Africa inscribed and the Tentative Lists enhanced.

Activities designed for the safeguarding of the World heritage properties in danger took place in 5 DRC National Parks. Moreover, conservation projects and urban plans in Africa, especially in Mozambique, Djenné, Timbuktu, and Kilwa, Kisiwani were implemented.

Capacity building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 sub-regional meetings held) organized in cooperation with the African World Heritage Fund. Around 250 people, 25% of which are women were trained in the preparation of nomination files and retrospective Statements of Outstanding Universal Value.

Educational and promotional activities took place in Africa to enhance communication and knowledge management tools development

	as well as increase partnership. A partnership for conservation projects in Africa was concluded with Angers Loire and the French Agency for Development.
	Within the framework of the 2003 Convention capacity-building strategy, training materials were elaborated and a series of training of trainers' workshops organized since January (Libreville and Harare) where 25 regional experts were provided with training as future facilitators of national workshops.
	The normative action in the field of Culture was consolidated through the promotion of the 1954 convention and its tow protocols and the 1970 and 2001 conventions, with some countries adhering to them, capacity-building programmes were designed and publications and audio-visual materials being produced. Trainings on collection management and conservation were carried out along and partnerships strengthened in the field of museum development.
	With regard to the 2005 Convention and the development of cultural and creative industries focus was placed into activities related to its implementation in particular, through the international symposium on financing culture in Africa, the UNESCO Award of Excellence for Handcrafts in West and Central Africa and SIAO, Ouagadougou)
	Within framework of The International Fund for Cultural Diversity (IFCD) 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.
	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.
	Moreover, promotion of multi-lingualism and linguistic diversity was particularly developed in some African countries.
	In efforts to Integrate intercultural dialogue and cultural diversity into national policies training programmes were designed and implemented in response to the growing demand for capacity-building in the field of cultural diversity and development in Africa.
	The framework of the 2011 International Year for People of African Descent is particularly useful to the promotion of slave route and its consequences. A study on the slavery and slave trade of the Horn of Africa and Red Sea region is currently underway. 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 in collaboration with the project.
	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 and its the Diaspora. The collection of the HGA has been translated into Portuguese (Brazil and it is available online in four languages (Arabic, English, French and Portuguese) and distributed (CD-ROMS/DVDs)

	Culture Sector disseminated e-learning tool on culturally appropriate response 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. as well as the development of local cultural environments and evidence-based research capacity in Botswana, Lesotho, Mozambique, South Africa and Zambia in an effort to better inform national HIV and AIDS policies and programs especially for prevention purposes.

In the field of Social and Human Sciences, With UNESCO support, the West Africa Institute for international research on regional integration and social transformation and of the Regional Research in Praia, Cape Verde, and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa were established and the Organization is assisting them to become operational and to develop their plan of action.

Technical assistance is given to Member States to formulate policies on social transformations contributing to regional integration namely through: the development of a Regional Framework on Social Solidarity and Development, migration, SIDS, urban development, prevention of violence.

UNESCO contributed to 17th Summit of the African Union (AU), which engaged in an open discussion on the theme: "Accelerating Youth Empowerment for Sustainable Development. A further advancement concerns the elaboration, together with the Member States of the Africa Group, of a Strategy on African Youth, the implementation of which will be monitored together by UNESCO and this electoral the Group. Initiatives have been identified to progress this priority, such as on the development of youth employability skills and social entrepreneurship in partnership with the International Youth Foundation. A policy dialogue roundtable "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from UN agencies and the sport movement. UNESCO supported Member States in developing policies in the ethics of science and technology, especially bioethics, strengthened bioethics programmes, disseminated the existing declarations and provided policy advice in Member States, an agreement has been reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo. As well as between the Committee of Belgium and the Committee of Guinea.

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 was held as a contribution to Internatiornal Year for People of African Descent.

With regard to the Communication and information Sector and in efforts to support Member States 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 the following activities were undertaken:

Conflict sensitive report training resources were developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes |

	University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa. UNESCO provided direct technical assistance to media law reform processes and independent media development around the world including in countries such as Democratic Republic of Congo (DRC), Sudan, Central African Republic, Uganda, Rwanda and Liberia. The IPDC Bureau in 2011 approved 39 projects to be developed in Africa countries. These projects span the whole spectrum of media development, including community media and community multimedia centres. The IPDC launched 33 media development projects in Africa, with scale-up interventions in community multipurpose centres in Mali, Mozambique and Senegal. Collaboration with the African Union Commission to popularize science journalism resulted in the launch of a survey of science journalism in Africa. The Open Education Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project. UNESCO is supporting the organization of a Pan African Conference on Access to Information to be held in Cape Town, South Africa in September 2011, marking the 20th anniversary of the Windhoek Declaration.
Involvement of African integration bodies in supportive action initiated by UNESCO expanded and consolidated	Des projets concernant la coopération intersectorielle dans le domaine de l'intégration régionale et du développement durable ont été soumis à des bailleurs potentiels, parmi eux : • Jeunesse : Le projet préparé par le Bureau d'Accra "Building knowledge and providing assistance for policy development and youth civic engagement in Africa" (soumis à l'AFDB) entrant dans le cadre de la mise en place de la stratégie de l'UNESCO pour le renforcement de la jeunesse en Afrique. Dans cette même perspective, le Département Afrique a appuyé l'African Union Youth Volunteer Programme, qui a été lancé en Décembre 2010, et a renforcé sa coopération avec l'Union Africaine pour le développement de la jeunesse en Afrique lors du Forum de la Jeunesse organisé par celle-ci à Addis Ababa du 31 mars au 7 avril 2011. • Développement durable : Un projet sur l'éléctricité solaire dans les écoles rurales dans les pays les moins développés (LDCs) et en post conflit ou post désastre en Afrique a été soumis à l'Aga Khan Foundation. • Le Département Afrique soutien également, via la Plate-forme, des projets en cours ciblant l'usage pédagogique du General History of Africa, The African Liberation Heritage, l'Université Panafricaine. Par ailleurs, des partenariats visant une plus étroite coopération avec la Pan African Youth Union et ECOSOC ont été mis en place afin d'établir des relations officielles et des activités conjointes avec les ONG et les fondations travaillant dans les domaines de compétence de l'UNESCO.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
Synergy was established between Africa Department and different Field Offices and or Sectors in order to put together financial resources to implement some critical activities. Cooperation with SHS and Accra Office on the implementation of the UNESCO Youth Strategy. Savings have been made on missions by attributing different tasks to the Sectors/Services, as undertaken for the preparation of the international conference on STI. Furthermore, seed money has been provided to support certain regional activities or regional specialized Institutions.

Part II.B. Chapter 2. Public Information

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 292 108	Expenditures: $1 976 891	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Comprehensive communication plan drawn up, implemented and evaluated, in accordance with programme priorities	A new programme of action has been prepared to enhance UNESCO's visibility. In order to achieve these objectives, the programme of action has been proposed with the following main lines: - Taking a more strategic approcah to communication - Reinforcing support for the Director-General's communication and visibility - Reiforcing inter-sectoriality and internal communication - Strenghtening our media impact/developing a comprehensive and coherent set of ummunication materials - Improving communication towards Member States - Expanding our outreach to communities and networks - Developing media guidance and communication training - Improving communication capacities in the field - Federating the UNESCO Website around a unified project - Reinvigorating special events and use of UNESCO Headquarters - Streamlining publications process
Internet portal maintained and developed, in particular its multilingual and multimedia content	The UNESCO website is the backbone of our communication and the most cost-effective tool we have to reach our audience for a broader public. Efforts have been undertaken byt he Division to use the web at full potential, in particular pulling together written and audiovisual content. We have improved the quality and timeliness of information that is posted in the different sections. A major effort, with the federation of the various web platforms within UNESCO and the establishment of a streamlined and more efficient structure is well underway.

	ERI has implemented a series of improvements to the UNESCO Homepage to communicate more clearly on strategic events and highlight the communication materials available for these events. Development of partnerships with Google, Nokia, Malaga Futbol Club (social media), etc.
Print, audiovisual and online media mobilized to increase the Organization's media presence	Increased and improved print, audiovisual and online media activities to increase Organization's media presence. More proactive action on media relations. Focus on media printing.
New publications and distribution policy implemented	A publication board with representation from all Sectors as well as Institutes and field offices has been set up to rationalize the current publishing precedures at UNESCO, approve UNESCO publications on the basis of a series of objective criteria and define a coherent strategy for broadening dissemination of our publications in all official languages.
Cultural events programme organized at Headquarters	Plusieurs manifestations culturelles organisées au Siège des partenariats élargis (par exemple, la Terre de l'Université).
Internal communication on strategic, programme and administrative issues developed	Increased visibility of UNESCO action through organization of meetings/interviews/discussions eg. Les mardis de l'UNESCO.
Monitoring and evaluation of the use of the Organization's name and logo	Development of new areas of communication on UNESCO's name and logo through, inter alia, partnerships and extrabudgetary projects e.g. OPEN UNESCO, expansion of products on sale.

Cost-effectiveness/efficiency measures for this Main Line of Action
Suite à la restructuration du Secteur, il y a eu une meilleure répartition des rôles et des tâches. Rationalisation des publications grâce au Publication Board.

Part II.B. Chapter 3. Strategic planning and programme monitoring

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 175 838	Expenditures: $1 706 199	Allocation: $559 653	Expenditures: $433 791

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Programming, monitoring and reporting functions carried out in line with UNESCO's results-based and risk management approaches, ensuring compliance with the strategic orientations and the programming framework and priorities set by the governing bodies, actions and results identified in the Priority Gender Equality Action Plan as well as with the Director-General's directives	🏵 At the 186th Session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a Zero Real Growth budget scenario or $685.7 million, which was constructed using the budgeting techniques and methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board. 🏵 Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the $653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario ($653 million) which will be presented to the Executive Board at its 187th session in document 36 C/5 Add. 🏵 An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the General Conference. 🏵 Institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the

entirety of the UNESCO family. In addition to introductory courses and 24 RBM workshops attended by 320 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 185 work plans were revised. To be noted that most trainees who participated to the workshops organized around the preparations of the .36 C/5 draft Programme and Budget, have revised the 36 C/5 Expected results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.

Regarding SISTER, 20 SISTER trainings organized for 281 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.

The information entered in SISTER has served as the basis for the 185 EX/4 186 EX/4 and 187 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is on-going including the specific interface between FABS and SISTER. Thus far, work is ongoing with IBE, UIS, IITE, ICTP and IICBA to ensure their full integration in the SISTER environment. Finally, the SISTER Version for the 36 C/5 has been launched with the Draft 36 C/5. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011.

National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-

	making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five members of three Permanent Delegations participated in a RBM introductory course. Fourteen members of ministries of two countries also participated in an RBM work shop. Eighteen members of 11 Permanent Delegations participated in a SISTER demonstration session. Challenges and lessons learned: ⚄ The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which necessitates efforts at all levels. ⚄ Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard. ⚄ The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. Finally, collaboration within ADM/DIT, BSP/CFS and BFM will need to be enhanced to increase reactivity and rapidity, minimising delays of action. Hence, that the work in progress concerning the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS) and SISTER be finalized.
Gender equality and women's empowerment promoted in all UNESCO programmes through gender mainstreaming and gender-specific initiatives as defined in the Priority Gender Equality Action Plan, and requisite staff capacities built	⚄ UNESCO continued ensuring the prioritization of the global priority Gender Equality at all stages of programming and at all programme levels, and monitoring the implementation of the actions and the attainment of the results identified by the programme sectors in the Priority Gender Equality Action Plan for 2008-2013. Technical assistance and guidance was provided to the programme sectors in the 36 C/5 planning process to improve the integration of gender equality considerations in the formulation of strategies, expected results and benchmarks. ⚄ Women's empowerment, women's rights and gender equality issues were further promoted globally in the context of the organization of the seminars of the UNESCO Future Forum in Athens in September 2010 entitled "Gender Equality: the Missing Link?", Forum on Gender Equality, the annual celebrations of International Women's Day (8 March) focusing on Beijing+15 and of International Day for the Elimination of Violence against

	Women (25 November); online discussions on Gender Equality, Education and Training and Transformative Policies and Initiatives: Promoting Gender Equality in all Spheres of Life; innovative partnerships with the French magazine Marie-Claire and the French NGO entitled With Women; the preparation and wide distribution of Issues Papers on "The implications of HIV and AIDS on Women's Unpaid Labour Burden and Globalization and Women's Vulnerabilities to HIV and AIDS"; the organization of a round table on the Gender Dimensions of Biodiversity; the coordination of an interactive session on Gender and ICTs at the WSIS Forum, the organization of an expert group meeting on Gender, Science and Technology in preparation for the 55th session of the United Nations Commission on the Status of Women (CSW); participation in two institutional networks working on the issue of gender equality and climate change: the Gender Global and Climate Alliance (GGCA) and the Interagency Task Force on Gender Equality and Climate Change, etc.
	▓ Working groups for the development of new initiatives focusing on women and girls were established in the following areas: women's and girls' education; elimination of female genital mutilation/cutting (FGM/C); gender-responsive media.
	▓ Capacity development and training in gender mainstreaming was provided to the staff of the UNESCO Office in Hanoi, including the National Commission of Viet Nam for UNESCO and United Nations agencies present in Viet Nam, the UNESCO Offices in Brazil, India and Nepal, the Iraq Office based in Amman and the United Nations colleagues present in Jordan, and to staff in the UNESCO Intergovernmental Oceanographic Commission, the UNESCO Institute for Lifelong Learning, the UNESCO International Centre for Technical and Vocational Education and Training, the UNESCO International Bureau of Education, and to the ministerial trainees from developing countries and staff of the UNESCO Institute for Educational Planning. Orientation sessions on gender equality were given during the retreats of the Culture Sector and the External Relations and Information Sector.
	▓ Collaboration with the concerned United Nations entities and international governmental organizations to strengthen UNESCO's gender mainstreaming efforts and reaching the internationally agreed goals was further strengthened. UNESCO signed the United Nations Joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls, and collaborated with several inter-agency taskforces and groups, such as the Interagency Task Force on Adolescent Girls, the IANWGE Task Force on Gender Dimensions of Climate Change, the UNAIDS Gender Group, the OECD/DAC Network on Gender Equality (GENDERNET) and the OECD Development Centre.

ꙮ The work to ensure UNESCO's contribution to, and participation in, the United Nations Adolescent Girls Task Force continued. As a result, UNESCO's operations in Malawi, Liberia and Guatemala received funding from the United Nations Foundation for educational programmes targeting adolescent girls. ꙮ The importance of women's and girls' access to education was promoted through the organization of a ministerial round table breakfast meeting on Women's and Girls' Education: A Development Imperative co-hosted by UNESCO and UNICEF during the Annual Ministerial Review of the United Nations Economic and Social Council (ECOSOC) in June 2010. ꙮ Following the recommendations of the Task Force on Priority Gender Equality, established by the Director-General to provide her with fresh ideas to reduce the gap between policy and practice with regard to gender mainstreaming, the Division for Gender Equality was transferred from the Bureau of Strategic Planning to the Office of the Director-General to be under her direct responsibility. Challenges and lessons learned: ꙮ The implementation of Priority Gender Equality benefits from strong support of the senior management and Member States. ꙮ To ensure effective and sustainable results at the country level, staff capacities need to be enhanced and financial allocations increased. ꙮ The promotion of gender equality is facilitated through regular and systematic participation of gender equality specialists in UNESCO's Task Forces and Thematic Working Groups, UNESCO's Future Forum conferences, the WSIS Forum 2010, and other UNESCO initiatives. ꙮ The transfer of the Division to the Office of the Director-General is a clear demonstration of the importance given to this priority. The involvement of the Director of the Division in senior management structures provides for timely and effective input into policies and strategic documents. At the same time, the Division benefits from timely and high-level information sharing. ꙮ Proactive involvement of ODG/GE staff in Sector programme and budget planning processes has proven to be useful in ensuring better quality gender mainstreaming and gender specific programming in document 36 C/5. Please refer to Part I.B. Chapter 4. Office of the Director-General, code 5722000000ODG for the progress assessment regarding 2011.

The Organization's activities in the area of anticipation and foresight managed in an intersectoral manner, especially through the intersectoral platform, and foresight dimensions integrated into strategic planning	🜲 In accordance with the decisions by the Intersectoral Platform on Anticipation and Foresight, BSP/FOR has focused in 2011 its action on the following themes with relevance for the biennial and medium-term planning processes: • UNESCO's vision and policy orientation in relation to the United Nations Conference on Sustainable Development (Rio+20) and the building of green societies; • Policy implications of the current and future challenges of education, employment and social cohesion, in conjunction with the recent global socio-economic crises and with the "Arab spring"; • The implications of the digitization on UNESCO's education, sciences, culture and information and communication programmes; and more specifically on UNESCO and the Internet; • Reflections by internationally renowned experts on the notion of "New Humanism", as proposed by the Director-General; • Enhanced in-house capacity-building in the field of anticipation and foresight. 🜲 The following publications have been elaborated and disseminated widely to Permanent Delegations and the Secretariat, and are available online: • "Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?" in English and French. (See http://unesdoc.unesco.org/images/0019/001921/192179E.pdf and http://unesdoc.unesco.org/images/0019/001921/192179F.pdf). • "Towards a Green Economy and Green Societies" http://unesdoc.unesco.org/images/0019/001925/192543e.pdf 🜲 BSP/FOR has supported the publication in English and French of "Strategic Foresight: For Corporate and Regional Development" penned by Michel Godet and Philippe Durance, in collaboration with the Entrepreneurs of the Future Circle and the Fondation Prospective et Innovation, Dunod Paris, 2011 (See http://unesdoc.unesco.org/images/0019/001922/192261E.pdf and http://unesdoc.unesco.org/images/0019/001922/192261F.pdf). Both publications have been widely disseminated to Member States and the Secretariat and are available online. 🜲 As an accompaniment to BSP's Risk Management Training Sessions, BSP/FOR has collaborated in the production of the publication "Risk Management Training Handbook" in English and French which summarizes the risk management methodology and various concepts. (See: http://unesdoc.unesco.org/images/0019/001906/190604E.pdf and

http://unesdoc.unesco.org/images/0019/001906/190604F.pdf).

⛩ The Foresight Column in the UNESCO Courier, consisting of an interview with Her Highness Princess Loulwah of Saudi Arabia, was published in six languages. The video interview is featured in the UNESCO YouTube channel (see: http://www.youtube.com/watch?v=9Sy5yh0VL9s) which has enjoyed more than 200 views. Another Foresight interview (with Saudi sportswoman Lina Al Maeena) is featured in UNESCO YouTube (see http://www.youtube.com/watch?v=pgNKOjG_YnE&feature=relmfu) and has enjoyed more than 400 views.

Challenges and lessons learned:

⛩ The Foresight Programme has contributed to strengthen the scope of UNESCO's function as a laboratory of ideas. In particular:

• Awareness has been raised among Programme sectors and Permanent Delegations about emerging trends and challenges. For example, the reflection on sustainable development contributed to define UNESCO's position for the 2012 UNCSD Conference in relation, which puts emphasis on the need to build green societies. Furthermore, the "Dialogues on a New Humanism" shall contribute to a better articulation of the challenges in all the fields of competence of the Organization.

• Consultation with Programme sectors in the preparation of the activities has enhanced intersectorality and knowledge generation. In the process, it enriched the conceptualization of planned activities. It has strengthened strategic planning processes by fostering reflection among Programme sectors and empowering them to design their own self-generating foresight approaches and actions. The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities, which were induced by the Foresight Programme. With the objective of mainstreaming and fostering an in-house foresight culture, sectors have set up modalities to carry out regular future-oriented activities

• Taking advantage of available opportunities to collaborate with external partners has also produced impact, visibility and results as seen in the joint activity with UNECE and Collegium International on the theme "Challenges of Green Economy and Green Societies". The event has attracted a large number of participants from permanent delegations, the scientific communities, the private sector and the Secretariat. The discussions have provided an added momentum in making UNESCO a prime mover in raising the level of the green economy discourse to include a more holistic notion of "green societies".

• Capacities of staff for developing foresight approaches and methodologies have been enhanced with the

	organization of the Future Lecture delivered by Prof. Michel Godet. In consonance with the UNESCO-supported publication "Strategic Foresight: For Corporate and Regional Development" mentioned above, this lecture has provided general practical guidance on how to develop foresight capacities and their application to planning and programming.
	☷ Given the wide audience of the flagship UNESCO Courier, the Foresight Programme has stepped up its visibility through the publication of a Foresight Column in six languages. The UNESCO YouTube channel also has proved to be a popular tool and platform for raising the profile of foresight activities and approaches within and outside UNESCO. BSP/FOR is also in the process of upgrading its website so as to broaden access to information and boost its visibility.
Complementary additional programme of extrabudgetary activities assessed as to its programmatic coherence with the regular programme and budget	☷ The CAP is UNESCO's main tool for the upfront programming of extrabudgetary activities and resources, and for resource mobilization. Since its inception in 2007, it has been subject to constant refinements based on lessons learned, on the understanding that enhanced programming makes for stronger resource mobilization.
	☷ The main improvements to the programming of the CAP, based on lessons learned from the 35 C/5 CAP are as follows:
	• Institutionalization as foreseen in the ToAA on extrabudgetary activities (AM Appendix 5A) and the Director-General's Action Plan (174 EX/INF.4 Rev.) and as per the recommendation of IOS in 2010, of the 'Extended Sector Strategic Framework' (Top resource mobilization priorities and targets flowing from the SSF and cross reference with thematic programmes). For the 36 C/5 CAP, the programming process has been initiated with the definition of DG approved resource mobilization targets and priorities.
	• Improvements to the CAP preparation process to strengthen the thematic focus through the introduction of thematic outlines underpinning fully fledged thematic programmes.
	• To strengthen the adherence throughout the Organization to the upfront programming of extrabudgetary projects, all extrabudgetary projects should systematically be linked to the CAP.
	• To introduce more flexibility, provision has been made so that extrabudgetary projects that are developed in response to emerging needs and opportunities, such as those relating to post conflict and post disaster situations can be linked at any time to the thematic programmes in the CAP, and that in addition to an upfront programming exercise of extrabudgetary at the outset of each biennium, at any time it is possible to develop proposals in the CAP in the form of 'Programme/project Outlines' for projects that require specific visibility for

	resource mobilization purposes. The CAP has become a 'living' programme as initially intended. • Introduction of the extrabudgetary process in SISTER. By entering both proposals for funding under the CAP and on-going extrabudgetary projects linked to the CAP in SISTER, a single unified results chain has been created for extrabudgetary and regular programme alike. Further a platform has been created for the validation in SISTER of substantive and budgetary aspects of extrabudgetary projects by the Sectors and Corporate Services and the creation of the project code in SISTER and FABS. This gives the opportunity to make use of the programming, monitoring, data management and reporting functions of SISTER for the benefit of extrabudgetary activities, and in general lends more transparency and accountability to the extrabudgetary process. The step by step review and approval of the substantive and budgetary aspects of each extrabudgetary project is recorded in SISTER. <u>Challenges and lessons learned:</u> ⬚ To ensure that the Secretariat is positioned to make a more proactive resource mobilisation effort to bring the extrabudgetary programmes in the CAP to UNESCO's donors and partners.
Statutory reports on programme execution prepared	⬚ At the 186th Session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a Zero Real Growth budget scenario or $685.7 million, which was constructed using the budgeting techniques and methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board. ⬚ Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the $653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario ($653 million) which will be presented to the Executive Board at its 187th session in document 36 C/5 Add. ⬚ An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in

	line with the RBM approach and with the recommendations of the Board and the General Conference.
	舞 Institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 24 RBM workshops attended by 320 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 185 work plans were revised. To be noted that most trainees who participated to the workshops organized around the preparations of the .36 C/5 draft Programme and Budget, have revised the 36 C/5 Expected results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.
	舞 Regarding SISTER, 20 SISTER trainings organized for 281 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.
	舞 The information entered in SISTER has served as the basis for the 185 EX/4 186 EX/4 and 187 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is on-going including the specific interface between FABS and SISTER. Thus far, work is ongoing with IBE, UIS, IITE, ICTP

	and IICBA to ensure their full integration in the SISTER environment. Finally, the SISTER Version for the 36 C/5 has been launched with the Draft 36 C/5. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011. ⚏ National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five members of three Permanent Delegations participated in a RBM introductory course. Fourteen members of ministries of two countries also participated in an RBM work shop. Eighteen members of 11 Permanent Delegations participated in a SISTER demonstration session. Challenges and lessons learned: ⚏ The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which necessitates efforts at all levels. ⚏ Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard. ⚏ The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. Finally, collaboration within ADM/DIT, BSP/CFS and BFM will need to be enhanced to increase reactivity and rapidity, minimising delays of action. Hence, that the work in progress concerning the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS) and SISTER be finalized.
Draft Programme and Budget for 2012-2013 (36 C/5) prepared on the basis of the principles of transparency, efficiency and rationalization	⚏ At the 186th Session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a Zero Real Growth budget scenario or $685.7 million, which was constructed using the budgeting techniques and methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member

States, NGOs/IGOs and Associate Members. BSP has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.

⚏ Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the $653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario ($653 million) which will be presented to the Executive Board at its 187th session in document 36 C/5 Add.

⚏ An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the General Conference.

⚏ Institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 24 RBM workshops attended by 320 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 185 work plans were revised. To be noted that most trainees who participated to the workshops organized around the preparations of the .36 C/5 draft Programme and Budget, have revised the 36 C/5 Expected results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.

⚏ Regarding SISTER, 20 SISTER trainings organized for 281 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.

⚏ The information entered in SISTER has served as the basis for the 185 EX/4 186 EX/4 and 187 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was

used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is on-going including the specific interface between FABS and SISTER. Thus far, work is ongoing with IBE, UIS, IITE, ICTP and IICBA to ensure their full integration in the SISTER environment. Finally, the SISTER Version for the 36 C/5 has been launched with the Draft 36 C/5. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011.

⬛ National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five members of three Permanent Delegations participated in a RBM introductory course. Fourteen members of ministries of two countries also participated in an RBM work shop. Eighteen members of 11 Permanent Delegations participated in a SISTER demonstration session.

Challenges and lessons learned:

⬛ The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which necessitates efforts at all levels.

⬛ Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.

⬛ The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and

	credibility of the SISTER reports. Finally, collaboration within ADM/DIT, BSP/CFS and BFM will need to be enhanced to increase reactivity and rapidity, minimising delays of action. Hence, that the work in progress concerning the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS) and SISTER be finalized.
Strategic guidance and overall coordination provided for the implementation of intersectoral platforms as well as activities relating to specific themes and strategic needs (e.g. dialogue among civilizations and cultures)	⛩ UNESCO has pursued the search for new and flexible approaches to the management of intersectoral platforms and has provided technical backstopping as well as overall coordination of their implementation. The integration of Priority Africa and Gender Equality considerations into all platforms has been consolidated and opportunities for cross-fertilization of approaches and experiences among the different platforms have been identified. An important feature of the effort has been a reflection on the platform's possible contributions to United Nations common country programming exercises (e.g. UNDAF, One Programme, MDG Fund). The Director-General's regional consultations with National Commissions (May-July 2010) and the findings of the independent external evaluation of UNESCO (185 EX/18) acknowledge the efforts undertaken by UNESCO to strengthen collaboration across sectors as the more dedicated bottom-up, programme-centred focus. However, while the experience with the 12 Intersectoral Platforms is recognized as an instructive learning process, a reduced number - six - of thematic and coordination intersectoral platforms have been proposed for implementation during the next biennium (36 C/5) and endorsed by 185 EX/Decision 17. ⛩ As per 186 EX/Decision 15, compelling objectives, programmes, expected results and performance indicators, modalities of operation and financial allocations have been proposed for each Intersectoral Platform in Draft 36 C/5. ⛩ A second meeting of the High Panel on Peace and Dialogue among Cultures was held at United Nations Headquarters in New York on 11 March 2011, focusing in particular on new approaches to reconciliation and peace. The findings and recommendations of the High Panel debates were made available to the Executive Board at its 186th session. Prior to the meeting, the President of the General Assembly, Mr Joseph Deiss, exchanged with the panel experts and after the meeting, Secretary-General Ban Ki-Moon chaired a Forum which presented the conclusions of the High Panel debates to larger group of civil society representatives and other stakeholders. Challenges and lessons learned: ⛩ The Organization has developed a greater appreciation for the needs and challenges of intersectorality,

	leading to the choice of a reduced number of more autonomous intersectoral platforms within the draft 36 C/5. 🐞 In situations where the IPs have implemented the most attractive and/or well-functioning programme elements intersectorally, this has in some cases been impeded by decision-making within the vertical structures. The separate funding mechanism proposed for the IPs in the 36 C/5 is likely to remedy this weakness and should be monitored carefully.
UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of the pooled portion of the 2% programme resources	🐞 UNESCO has actively participated in the work of the main inter-agency coordination bodies at global level, including of the Chief Executives Board (CEB) and its pillars, the United Nations Development Group (UNDG), the High-Level Committee on Programmes (HLCP) and the High-Level Committee on Management (HLCM), advancing its perspective as a specialized agency of the United Nations system. Among the inter-agency processes and deliverables UNESCO helped shaping is the ongoing review of the Management and Accountability system for the United Nations Development and Resident Coordinators system, the independent evaluation of the Delivering as One pilots, as well as other processes relating to aid effectiveness, the harmonization of business practises, etc. 🐞 At the regional level, BSP accompanied the change from the Regional Directors Team structure to the "Regional UNDGs" by providing to UNESCO Regional UNDG representatives opportunities for exchange of information and training, and dedicated financial reinforcement from the pooled portion of the 35 C/5 2% funds. At the same time, capacity-building and exchange of information was provided through a segment on "The regional dimensions of UN reform" at the BSP-organized New Delhi workshop on UN reform, February 2011. 🐞 As in previous two biennia, BSP decentralized timely reinforcement funds for field offices engaged in common country programming exercises ("pooled portion of the 35 C/5 funds). Since the beginning of 2010, support has been provided to 28 regional, cluster and/or national Field Offices engaged in common country programming exercises through targeted decentralizations from the pooled portion of the 35 C/5 2% funds. All decentralizations are based on a review and approval process of the budget requests submitted by Field Offices. Allocations are coordinated also with the allocation of BFC timely reinforcement funds.. To this date, BSP 2% funds of this biennium have been decentralized in order to support: * 44 UNDAF roll-out (or equivalent) processes; * Participation of UNESCO representatives in all regional UNDGs (formerly Regional Directors Teams); * The preparation/ updating of 14 UCPDs;

	* UNEG DaO evaluation (cost-sharing). ⛝ Training and capacity-building has been provided to Directors/Heads of Field Offices responsible for 2011 UNDAF roll-out countries and Delivering as One countries (broadly defined, including self-starters, voluntary adopters, and other countries of increased system-wide coherence), Directors of Regional Offices, Field office staff as well as representatives from UNESCO HQ, including through a workshop on "Implementing recent UNDG developments and guidance", New Delhi, 26-27 March 2011. Taking into account latest developments in the UNDG (including regional UNDGs - RDTs), UNDAF programming and implementation, this series of training events (started by BSP in 2009) aims at the identification of experiences, institutional challenges, opportunities and good practises in the context of UN reform. Dedicated training has been offered on demand to Field Office colleagues on the ongoing or impending UNDAF roll-outs under their responsibility, in particular reviewing the current UNDAF guidelines. Challenges and lessons learned: ⛝ Efforts need to continue to enhance linkages between Headquarters and the field offices, including through an exchange of information, good practices, and through capacity-building/training initiatives. Thematic workshops organized by BSP for field and Headquarters colleagues as well as the establishment of the UNESCO Country Practices Network (UCPN) have contributed to addressing this need. ⛝ While the 2% funds play an important catalytic role, they are transitional in nature, i.e. support to common country programming processes should in the long-term be systematically available through Field units (including Regional Bureaux) and through HQ.
Final report on the implementation of the Programme of Action on a Culture of Peace during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) prepared and an event marking the conclusion of the Decade organized	⛝ As a key contribution to the Fourth United Nations Conference on the Least Developed Countries (UNLDC IV), to be held in Istanbul from 9-13 May 2011, a UNESCO publication entitled Building Human Capacities in Least Developed Countries to Promote Poverty Eradication and Sustainable Development, was prepared in English and French (cf. http://portal.unesco.org/en/ev.php-URL_ID=48377&URL_DO=DO_TOPIC&URL_SECTION=201.html). • As part of the preparatory process for UNLDC IV, UNESCO participated in pre-conference LDC events on issues of strategic relevance to the organization, including Enhancing Access to Essential Services; Climate Change; Promoting Tourism in LDCs; Science, Technology and Innovation; and Digital Inclusion for the LDCs. The organization also participated in UNLDC IV and advocated for the inclusion of the human and social

	dimensions needed to promote sustainable development in the LDCs as a key element of the new Programme of Action for the LDCs for the next Decade, 2011-2020, to be discussed and adopted at UNLDC IV. • UNESCO actively engaged in the UN-interagency consultative meeting that was held to discuss the way forward for the implementation of the Istanbul Programme of Action for the Least Developed Countries (2011-2020). Comments were provided on the Roadmap that has been developed to ensure a swift move towards the implementation phase of the newly adopted Programme of Action. Seen as a planning tool, the roadmap is designed for the purpose of steering the LDCs and their development partners on a path of a coordinated, coherent and effective implementation of the IPoA. Challenges and lessons learned: ⚏ An evidence-based appraisal of the implementation of the Brussels Programme of Action for the LDCs for the decade 2000-2010 confirms that a more comprehensive and targeted approach based on ambitious, robust and focused commitments is required to bring about a tangible social and economic transformation in LDCs that could foster sustainable development and help LDCs meet longstanding as well as emerging challenges. ⚏ The Road Map presented at the UN-interagency consultative meeting did not provide information regarding how the human and social priority areas of action noted in the Istanbul Programme of Action implemented. UNESCO and other Specialised Agencies raised this issue. The challenge now is to ensure that there is concerted action on behalf of all Member States, the UN System and BWIs to accelerate the implementation of the IPoA in this area.
Analytical assessment provided on progress achieved, challenges faced and lessons learned in assisting the least developed countries in implementing the United Nations Plan of Action for the further implementation of the Programme of Action for the Least Developed Countries during the period 2007-2010	⚏ Pursuant to United Nations General Assembly resolution 64/80, UNESCO prepared a summary report on its activities carried out over the past 10 years of the Decade, as well as those of other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action on a Culture of Peace. This report was submitted to the United Nations General Assembly at its sixty-fifth session (cf. http://www.un.org/Docs/journal/asp/ws.asp?m=A/65/299). ⚏ Pursuant to United Nations General Assembly resolution 65/11 of 3 February 2011 on the Declaration and Implementation of the Declaration and Programme of Action on a Culture of Peace, UNESCO prepared a summary report on its activities, as well as the activities of other UN bodies and BWIs to implement UN resolution 65/11. This report was submitted to the UN General Assembly at its sixty-sixth session. ⚏ Pursuant to 35 C/Resolution 108 and 184 EX/Decision 15, a Draft Programme of Action for a Culture of

Peace was prepared and submitted to the 185th session of the Executive Board as Annex II of 185 EX/17 "Preliminary proposals by the Director-General concerning the Draft Programme and Budget for 2012-2013 (36 C/5)." Following discussion on this item and pursuant to 185 EX/Decision 17, a consolidated draft programme for a culture of peace and non-violence was prepared and included in the draft 36 C/5. Pursuant to 186 EX/Decision 15, UNESCO prepared a new consolidated intersectoral programme of Action for a Culture of Peace and Non-violence , in consultation with Member States and its network of field offices, which a realistic number of actions along the lines of para. 19 in 186 EX/Decision 15, with targeted objectives, and engaging a range of relevant partners. This new intersectoral Programme of Action was included in the alternative option for the Programme and Budget to be submitted to the Executive Board at its 187th session for transmission to the 36th session of the General Conference.

❖ With the aim of charting new avenues for peace in the twenty-first century, the Director-General established a High Panel on Peace and Dialogue among Cultures, composed of eminent decision-makers, intellectuals and artists from all regions of the world. The first meeting of the High Panel took place on 18 February 2010 at UNESCO Headquarters on the occasion of the launch of the International Year of the Rapprochement of Cultures, for which UNESCO has been assigned a lead role. A summary of the debates was distributed to the Executive Board at its 185th session and has since then also appeared in a booklet and online (http://unesdoc.unesco.org/images/0018/001896/189679E.pdf).

❖ The second meeting of the High Panel on Peace and Dialogue among Cultures was organized at the United Nations in New York on 11 March 2011 and addressed the theme of "Building Peace: Reconciliation through the Power of Education, the Sciences, Culture and Communication". It also marked the conclusion of the 2010 International Year for the Rapprochement of Cultures and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). This report of the Panel was made available to the Executive Board at its 186th session (186 EX/INF.24).

❖ Global awareness of the International Day of Peace (21 September) was raised through the preparation and widespread circulation of the Director-General's message, and through support provided for the organization of events organized to celebrate the Day. (Please refer to http://portal.unesco.org/en/ev.php URL_ID=48059&URL_DO=DO_ TOPIC&URL_SECTION=201.html for further information).

Challenges and lessons learned:

<table>
<tr><td></td><td>⧮ Greater efforts are needed so that women are fully involved in peace-building and reconciliation efforts, and to address the problem of violence against women, in particular during times of conflict.

⧮ Youth represent a priority target group for culture of peace activities and they should be mobilized better. At the same time, the violent radicalization of youth and the emergence of youth extremism is a continuing concern.

⧮ Only a small number of countries reported on the implementation of the action plan for a culture of peace, and the lack of reliable and measurable indicators makes it difficult to assess the impact of activities in support of a culture of peace.</td></tr>
</table>

Cost-effectiveness/efficiency measures for this Main Line of Action
⧮ RBM and SISTER training are organized for Field Office colleagues in conjunction with Programme Sector retreats. This has allowed to decrease considerably the costs of the trainings and at the same increased the coherence and relevancy of the exercises for the participants. After certain sessions, the participants constituted an internal network favouring exchanges on good practices and difficulties encountered, hence increasing collaboration among Field Offices and efficiency of programmes.Pooled resources (human and financial) coming from UNESCO and its partners, e.g. the joint organization with UNECE and Collegium International of the Future Forum "Challenges of Green Economy and Green Societies", have proved to yield more cost-effective results. ⧮ All above activities around UN reform and inter-agency coordination were implemented with a minimum of staff. Major global training workshop was organized following directly the Education For All high-level meeting in the same region, resulting in savings on travel costs.

VI.2. Intersectoral Platforms (ADG/BSP lead)

VI.2.5. Foresight and anticipation

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Awareness of foreseeable orientations and emerging challenges in UNESCO's fields of competence among staff and other stakeholders raised	In consultation with the Intersectoral Platform on Anticipation and Foresight, the Foresight Programme has contributed to strengthen the scope of UNESCO's function as a laboratory of ideas. In particular: 1. Awareness has been raised among Programme sectors and Permanent Delegations about emerging trends and challenges. For example, the reflection on sustainable development contributed to define UNESCO's position for the 2012

	UNCSD Conference in relation, which puts emphasis on the need to build green societies. Furthermore, the "Dialogues on a New Humanism" shall contribute to a better articulation of the challenges in all the fields of competence of the Organization. 2. Consultation with Programme sectors in the preparation of the activities has enhanced intersectorality and knowledge generation. In the process, it enriched the conceptualization of planned activities. It has strengthened strategic planning processes by fostering reflection among Programme sectors and empowering them to design their own self-generating foresight approaches and actions. The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities, which were induced by the Foresight Programme. With the objective of mainstreaming and fostering an in-house foresight culture, sectors have set up modalities to carry out regular future-oriented activities. 3. Taking advantage of available opportunities to collaborate with external partners has also produced impact, visibility and results as seen in the joint activity with UNECE and Collegium International on the theme "Challenges of Green Economy and Green Societies". The event has attracted a large number of participants from permanent delegations, the scientific communities, the private sector and the Secretariat. Pooled resources (human and financial) coming from UNESCO and its partners have proved to yield more cost-effective outcomes. The discussions have provided an added momentum in making UNESCO a prime mover in raising the level of the green economy discourse to include a more holistic notion of "green societies". 4. Capacities of staff for developing foresight approaches and methodologies have been enhanced with the organization of the Future Lecture delivered by Prof. Michel Godet. In consonance with the UNESCO-supported publication "Strategic Foresight: For Corporate and Regional Development" mentioned above, this lecture has provided general practical guidance on how to develop foresight capacities and their application to planning and programming. 5. Given the wide audience of the flagship UNESCO Courier, the Foresight Programme has stepped up its visibility through the publication of a Foresight Column in six languages. The UNESCO YouTube channel also has proved to be a popular tool and platform for raising the profile of foresight activities and approaches within and outside UNESCO. BSP/FOR is also in the process of upgrading its website so as to broaden access to information and boost its visibility.
Foresight and anticipation dimensions pertaining to UNESCO's fields of competence integrated into strategic planning and the Secretariat's capacity to	The Intersectoral Platform on Anticipation and Foresight, together with BSP/FOR, has decided to focus in 2011 its action on the following themes with relevance for the biennial and medium-term planning processes: 1. UNESCO's vision and policy orientation in relation to the United Nations Conference on Sustainable Development

identify emerging trends and challenges in UNESCO's fields of competence reinforced	(Rio+20) and the building of green societies; 2. Policy implications of the current and future challenges of education, employment and social cohesion, in conjunction with the recent global socio-economic crises and with the "Arab spring"; 3. The implications of the digitization on UNESCO's education, sciences, culture and information and communication programmes; and more specifically on UNESCO and the Internet; 4. Reflections by internationally renowned experts on the notion of "New Humanism", as proposed by the Director-General; 5. Enhanced in-house capacity-building in the field of anticipation and foresight.
Results of events organized by the intersectoral platform widely disseminated, including through a dedicated website	The following publications have been elaborated and disseminated widely to Permanent Delegations and the Secretariat, and are available online: 1. "Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?" in English and French. (See http://unesdoc.unesco.org/images/0019/001921/192179E.pdf and http://unesdoc.unesco.org/images/0019/001921/192179F.pdf). 2. "Towards a Green Economy and Green Societies" http://unesdoc.unesco.org/images/0019/001925/192543e.pdf 3. BSP/FOR has supported the publication in English and French of "Strategic Foresight: For Corporate and Regional Development" penned by Michel Godet and Philippe Durance, in collaboration with the Entrepreneurs of the Future Circle and the Fondation Prospective et Innovation, Dunod Paris, 2011 (See http://unesdoc.unesco.org/images/0019/001922/192261E.pdf and http://unesdoc.unesco.org/images/0019/001922/192261F.pdf). Both publications have been widely disseminated to Member States and the Secretariat and are available online. 4. As an accompaniment to BSP's Risk Management Training Sessions, BSP/FOR has collaborated in the production of the publication "Risk Management Training Handbook" in English and French which summarizes the risk management methodology and various concepts. (See: http://unesdoc.unesco.org/images/0019/001906/190604E.pdf and http://unesdoc.unesco.org/images/0019/001906/190604F.pdf). 5. The Foresight Column in the UNESCO Courier, consisting of an interview with Her Highness Princess Loulwah of Saudi Arabia, was published in six languages. The video interview is featured in the UNESCO YouTube channel (see: http://www.youtube.com/watch?v=9Sy5yh0VL9s) which has enjoyed more than 200 views. Another Foresight interview (with Saudi sportswoman Lina Al Maeena) is featured in UNESCO YouTube (see

	http://www.youtube.com/watch?v=pgNKOjG_YnE&feature=relmfu) and has enjoyed more than 400 views.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
Taking advantage of available opportunities to collaborate with external partners has also produced impact, visibility and results as seen in the joint activity with UNECE and Collegium International on the theme "Challenges of Green Economy and Green Societies". The event has attracted a large number of participants from permanent delegations, the scientific communities, the private sector and the Secretariat. Pooled resources (human and financial) coming from UNESCO and its partners have proved to yield more cost-effective outcomes. The discussions have provided an added momentum in making UNESCO a prime mover in raising the level of the green economy discourse to include a more holistic notion of "green societies".

VI.3.8. Contributing to the dialogue among civilizations and cultures and to a culture of peace

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Educational use of the results of the cross-referenced reading of the History of Humanity	To promote general and regional histories, their digitization and online access continued; CD-ROMS/DVDs on the General History of Africa and the History of the Civilizations of Central Asia were produced and distributed; the websites of these histories is being updated. Under the project on the use of the General History of Africa in education, the first regional conference was held in Tripoli (10-16 June 2010). Some 115 representatives from 46 African countries and the Diaspora participated in the conference and identified the themes that should form the basis for developing common educational content based on the General History of Africa, for use in African primary and secondary schools. The Scientific Committee for the project selected three teams to draft such common content when it met Addis-Ababa from 24 to 28 October 2010.
Policies and tools related to intercultural skills produced	With regard to the five "Vademecum" projects funded from extrabudgetary sources (Spain), about 20 renowned experts in the fields of history, philosophy, literature, science and art, 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 the Alliance of Civilizations. The Vademecum project was officially presented at the celebration of Philosophy Day at UNESCO Headquarters.

	Another project, which undertakes a philosophical reading of the Arab-Muslim civilization "Arab-Muslim civilization in the mirror of the universal: philosophical perspectives" has resulted in the publication of 34 thematic and pedagogical worksheets in English and French. The publication was equally launched on World Philosophy Day during a conference-debate with the participation of the philosophers and pedagogues behind the worksheets. The publication has been widely distributed and requests for translations are currently being examined. Pilot exhibition projects with strong capacity-building components are currently being finalized in the Syrian Arab Republic and in Egypt. The two exhibitions enables the museum professionals to conduct research and implement new museographical and scenographical approaches to the renewal of narratives on the collections, which are being interpreted from the point of view of intercultural and intercivilizational exchange. A UNESCO virtual museum is under construction to host the digital data on the two exhibits.
Role of youth in interreligious dialogue enhanced through implementation of concrete projects	The publication Stopping Violence in Schools: A Guide for Teachers - with particular attention to stereotyping and discrimination (available in English, French, Spanish and Arabic) proposes 10 action areas followed by corresponding practical examples that teachers can adapt to address and prevent violence in classrooms and schools. Action No.10 deals with violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities. The publication has been widely diffused among Member States, ASPnet schools, etc. through UNESCO's formal channels.
Collection of methodologies, practices and tools developed by and for women to promote dialogue about religions	On the occasion of the meeting of the World Parliament of Religions in Melbourne, Australia (December 2009), UNESCO organized a workshop "Reinforcing Youth Contribution to Interreligious Dialogue". A youth workshop on interfaith dialogue was also organized as a side event during the Third Annual Forum of the United Nations Alliance of Civilisations, held in Rio de Janeiro, Brazil (May 2010). The aim of both events was to promote interreligious dialogue among youth worldwide, and to strengthen related networks. A database has also been designed to build a special network of women faith-based associations/organizations in the field of interreligious dialogue and to enhance their exchange of methodologies, practices and tools.
Interactive online forum created through PPN website for information exchange and policy discussions fostering dialogue for mutual understanding	The Power of Peace Network (PPN) has provided support to projects in different countries and regions through readily accessible online social media as well as cutting-edge communication technologies such as live mobile audio-broadcasting. Youth from various countries participated in the project "Connecting Cultures", broadcasting live audio documentary of their journey and exchanges on conflict and peace (Oman). Photo reportage workshops on photographic skills were conducted for young reporters, culminating in a national photo festival based on the theme of peace (Myanmar). Youth from Palestine and

	United Kingdom, trained in video production skills, jointly produced an online debate programme "Our everyday lives" on issues related to peace. Through the "I am Africa. This is My Story..." contest (Zambia), young people continue to submit short stories on their lives and uploading onto video-sharing websites such as YouTube. 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.

Cost-effectiveness/efficiency measures for this Intersectoral Platform
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.

II.B. Chapter 3. BSP/Cooperation with extrabudgetary funding sources

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $357 062	Expenditures: $248 050	Allocation: $1 349 322	Expenditures: $794 779

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Volume of extrabudgetary resources increased with a more diversified resource base	In 2010 new voluntary contributions (new funds received in that calendar year) amounted to USD 282 million compared with USD 293 million in 2009. Of the USD 282 million, an amount of USD 42,655,561 corresponded to new contributions for self benefitting projects . The CAP remains the main tool for tracking resource mobilization i.e. cumulative total of the total budgets of (multi-annual) agreements signed as well as fresh contributions to Special Accounts.

| | At June 2011 resources mobilized under the 35 C5 CAP amounted to USD 374 million. The breakdown by Programme Sector was as follows: USD 130 million for activities in Education, - USD 67million for activities in Culture, USD 31 million for activities in Natural Sciences and USD 25million for activities in Social and Human Sciences, USD 74 million for Communication and Information, USD 36 million for intersectoral thematic programmes and USD 9 million for general administration and programme support activities. These figures exclude contributions to Cat. I Institutes for which both regular programme and proposed as well as on-going extrabudgetary activities are still in the process of being integrated into SISTER.

Inspite of the current global financial crises, contributions from bilateral government donors actually increased between 2009 and 2010 by USD 10 million from USD 194 million to USD 204 million. Although there is unlikely to be any positive evolution in the short term in the centrally negotiated contributions from the budgets of governments for multilateral organisations recent experience shows that there are significant opportunities for UNESCO to mobilise resources from the (decentralised) development budgets of bilateral government donors for specific countries often in PCPD situations. Recent examples include the large contributions from Japan for literacy and TVET in Afghanistan and for the flood response in Pakistan, as well as the USD 5.1 million for teachers in Haiti from Canada.

The private sector at large (private individuals, the business community, foundations and other civil society organizations) also represents a significant potential for additional resource mobilization. The scope of both the types of resources that can be provided and of potential partners is exceedingly varied. It is not limited to a mere funding capacity that can be safely expected to expand and diversify (e.g. corporate communication, marketing development and philanthropic budgets; charitable giving by wealthy individuals; remittances by expatriate communities). More importantly, it entails a particular dynamic that can leverage considerable know-how, advocacy, outreach and sustainability for UNESCO's priority objectives and programmes. |
| Resource mobilization strategic plan implemented involving regular, participatory consultations with actual and potential funding sources | The resource mobilisation strategic plan was updated in September 2010 (185 EX/INF.6) to take account of the changed global aid environment and lessons learned from the first experience with the Complementary Additional Programme. From a qualitative point of view, UNESCO has continued to implement its two pronged strategy for resource mobilization comprising a) efforts to enhance traditional channels and methods for resource mobilization and b) a new approach to private sector partnerships.

Cooperation with bilateral government donors remains the bedrock for extrabudgetary support for programmatic activities and for UNESCO Category I Institutes. Contributions negotiated through well established framework agreements (Japan, |

Italy Spain, Netherlands, Norway, Sweden, Denmark) and funds-in-trust remain relatively stable with major new support emerging from decentralized cooperation in specific countries including for example extensive support from Japan for Afghanistan and Pakistan, from Canada in Haiti and from the Republic of Korea for the countries of SADC, as well as large contributions for new priority areas such as Saudi Arabia's major commitment for cooperation on a culture of peace and dialogue, and the support of the USA, Japan, and Italy for the Global Partnership for Girls' and Women's Education.

Self benefitting arrangements continue to play an important and evolving role in the context of UNESCO's extrabudgetary cooperation with Member States in particular with Middle Income countries. Salient features and new trends emerging from this form of cooperation include the following: the organization of self-benefitting cooperation on a regional basis such as support from the Ministries of Education for the Regional Study on the Quality of Education in LAC;, the integration of a South-South Cooperation component involving transfer of know-how exemplified by emerging cooperation between UNESCO, Brazil and Guinea Bissau and the roll out of major education programmes (Nigeria).

With regard to UNESCO's programmatic partnerships with multilateral organizations, substantive cooperation has been enhanced with the European Commission through the opening in 8 December 2010of a UNESCO Liaison office in Brussels.

UNESCO's cooperation with regional multilateral organizations is also becoming more prominent with the signature in February 2011 of a USD 12 million programme on Information and Communication Technologies (ITCs) funded by the West African Economic and Monetary Union (UEMOA). UNESCO is pursuing its partnerships with the multilateral development banks (MDBs) through annual coordination meetings, joint capacity-building and co-financing of projects. In 2010 and until June 2011, UNESCO has secured funding from the Islamic Development Bank, the OPEC Fund for International Development (OFID) and the World Bank. Efforts have been focused on a joint action with other United Nations Agencies to develop a mutually acceptable framework template to implement multilateral development banks' financed projects, which would reconcile the United Nations' and the MDBs' audit and procurement principles and clauses. UNESCO has contributed actively to the effort led by UNDG to promote joint resource mobilization by United Nations Country Teams through active participation in the key modalities for joint resource mobilization at country-level, including - where it exists - in the "common budgetary framework". As such, the common budgetary framework provides the basis for any informed joint resource mobilization strategy for the UNDAF, including through the option of setting up of a One Fund/Country Fund. The lessons from the "Delivering as One" pilots on One Fund offer a spectrum of choices and arrangements.

In line with the high priority attached by the Director-General to cooperation with private sector and the conclusions of the

Independent External Evaluation, UNESCO is further enhancing its cooperation with the private sector. In this relation, a series of private sector partnerships have been initiated during the reporting period such as with Procter and Gamble, the Packard Foundation, and Gems Education. Extensive work has also been undertaken to develop the overall strategy for cooperation with the private sector and build staff capacity. Hence, the following were developed: a specific UNESCO-Private Sector Strategy, the UNESCO-Business Guidelines and a Training package. In addition, the UNESCO's Goodwill Ambassadors, within their role as advocate for UNESCO's priority programmes, will also be mobilized to initiate strategic public-private partnerships and raise resources including for the implementation of the Capital Master Plan.

The Strategy is embedded in the global policy statement on partnership and provides strategic guidance on how to further leverage private sector competencies and financial means in support of UNESCO's strategic priorities as well as a better articulation of UNESCO's value propositions to reach out to the corporate sector.

Secondments primarily from Member States, but also some private sector partners continue to be a much valued resource to UNESCO to supplement in-house expertise and capacity in programme implementation. Short term deployments of expertise from UNESCO's stand-by partners, notably the Norwegian Refugee Council (NRC) continue to play an increasingly important role in providing punctual assistance to boost UNESCO's capacity in post conflict and post disaster situations.

From a qualitative point of view, a specific objective of UNESCO's resource mobilization strategic plan (182 EX/INF.6) is to attract an increasing amount of resources provided in the form of un-earmarked, multiannual contributions to thematic and country programmes.

To do so, UNESCO must set up the modalities in the form of pooled accounts or 'special accounts' to receive and manage contributions of this kind. Six such new special accounts have now been established, one for the programme activities of each of the Programme Sectors, and one 'Core Budget support for Programme Special Account', to receive fully unearmarked contributions for the programme activities of UNESCO as a whole to meet the requirements of donors who aspire to 'core voluntary contributions'. The benefit for UNESCO in mobilizing pooled funds for thematic priorities managed through special accounts, is that funds can be channelled more flexibly to meet unfunded needs. From a donor perspective, and building on the momentum created by the Paris Declaration on Aid Effectiveness, there is increasing interest in channelling voluntary contributions towards core budget support and large scale programmes.

Consultations organised during the reporting period included those with the following partners and donors :

Italy , Norwegian Refugee Council (NRC), Belgium - Flanders, Saudi Arabia Permanent Delegation, MDG-F, Geneva Group, Japan (Ministry of Education, Culture, Sports, Science and Technology (MEXT), Office of Her Highness Sheikha

	Mozah - Qatar, Kuwait Permanent Delegation, Procter & Gamble, Nordics, Prince Sultan ben Salman, OFID, Dutch Ministry of Foreign Affairs Social Development Department (DSO), Canadian Permanent Delegation, Libyan Permanent Delegation, Italian MoFA , Standard Bank, Nippon Foundation , Delegation of Malaysia, Member States of Gulf Cooperation Council , Ambassador of Luxembourg, CAP EFA partners, Republic of Korea, Libyan Funding Sources , , Forum des Amis du Pacte Mondial, Islamic Development Bank; Belgian Permanent Delegation; Fondation Orange ; Agence France de Développement; AECID, MAEC Spain; EU - DG Research, EuropeAid; DG DEV; EC - DG Enlargement / Eastern partnership (CLT, media & Research); European Commission - DG EAC; EU Delegation to UNESCO ; Permanent Delegation of Russian Federation; USA (Unites States Mission to UNESCO, Department of State, USAID); Norway MFA; Messe Frankfurt and Ethical Fashion Show Paris; Global Compact Network France; Netherlands Ministry of Culture; Russian Federation and IFESCCO; EC - ECHO Commissioners Georgieva & Piebalgs; DG for Dev Cooperation, Italian Mo Foreign Affairs; Denmark; France/Ministère de l'Ecologie ; World Economic Forum Annual Meeting 2011; Al Arabiya ; Permanent delegation of Israel; I-Tunes/Apple; Microsoft ; Plan International; African Development Bank; Japan/Ministry of Foreign Affairs; NOKIA ; Good Bankers; AGFUND; Meeting of partners and donors on Haiti (culture sector); Comité Mixte de Coordination de la Convention France-UNESCO; World Bank; Nigeria ; Jaeger-Lecoultre; Heritage Hotels and Resorts Shares; Turkish International Cooperation and Development Agency (TIKA); Population Media Center; Global Partnership for Girls' and Women's Education; Ministry of of Cooperation and Humanitarian Action and Ministry of Foreign Affairs; Luxembourg ; NIKON; Norwegian World Heritage Fund; Kyoto University; Malaga Football Club
Additional programme of extrabudgetary resources, complementary to the regular programme and budget, coordinated and disseminated among potential donors	The 35 C5 CAP covering the period 2010-2011 was launched in June 2010. The hard copy of the 35 C5 CAP brochure was disseminated to all UNESCO Member States, to UNESCO's main partners and donors and to all UNESCO National Commissions. The 35 C5 CAP data base was made available on line to partners and donors through UNESCO's internet site. The resource mobilisation targets and priority areas for the 36 C5 CAP in the form of the Extended Sector Strategic frameworks were already approved by the Director-General in June 2011 and will be the basis for the 36 C5 CAP. The advanced state of preparation of the 36 C5 CAP should ensure that the 36 C5 CAP is issued in a more timely fashion than the 35 C5 CAP. As far as lessons learned about the programming of the CAP are concerned, during the update of the current 35 C5 CAP it was noted that the CAP needed to become more comprehensive and flexible a programming tool by developing a framework that was sufficiently strategic and overarching so as to capture the breadth of UNESCO's action.

	In this relation, to strengthen the programmatic focus of the CAP, broader thematic extrabudgetary programmes were included in the CAP as 'thematic outlines'. To introduce more flexibility, provision was also made so that extrabudgetary projects responding to emerging needs and opportunities, especially those relating to post conflict and post disaster situations could be linked at any time to the CAP. In addition to an upfront programming, at any time it would be possible to develop proposals in the CAP in the form of 'Programme/project Outlines.As of 2011, the CAP exists as a fully live data base of proposals for funding. A further major improvement in programming has been foreseen in the context of preparations of the next CAP for the period 2012-2013. As foreseen in the Director-General's Action Plan (174 EX/INF.4 Rev.), the upfront programming of the CAP has commenced with the preparation of an Extended Sectoral Strategic Framework (ESSF) setting out the resource mobilization priorities and targets of each Sector. The resource mobilization targets set out in the ESSF constitute an organization-wide vision of what UNESCO aims to mobilize globally, combined with a realistic assessment of the volume of funds UNESCO is able to raise and implement. The global target resource mobilization target for the 36 C5 CAP is USD 752 million
Staff capacities for effective programming and implementation of extrabudgetary activities improved	Particular attention has been given to building staff capacity in the field for the management of extrabudgetary projects and for resource mobilisation and to developing capacity for meeting the challenges associated with developing private sector partnerships. In 2011, BSP CFS participated in a regional training for FO's in Rabat. In 2010 BSP CFS delivered training on extrabudgetary to the UNESCO Field offices in Brasilia, Bangkok, Islamabad and Kingston. To boost cooperation with the private sector, BSP/CFS developed and trialed specific training material on cooperation with the private sector over the reporting period.The development and roll out of the training is foreseen in two phases. In the first phase, the training content should be tested to ensure its relevance to staff needs. In this relation, the first modules of "Partnering with Businesses" were tested in pilot training in March 2011 for 22 staff members from headquarters and the field. The training included a historical background on the evolution of UN-business relations, different types of business-society relationships, addressed challenges encountered when partnering with businesses, the ten Global Compact principles, UN-Business guidelines, an overview of UNESCO-business relationships and addressed UNESCO's requirements to further strengthen and broaden the cooperation with business. Based on the feedback received from participants, the first part of the training material (Background and initiation to partnering with businesses) was further

	refined and improved. The testing of the second set of modules (Managing Private sector partnerships) is expected to take place in July or September 2011. In phase two, scheduled for 2012, training will be rolled out to Field offices and programme sectors with on-going monitoring and evaluation.

Cost-effectiveness/efficiency measures for this Main Line of Action
From an institutional point of view, to further strengthen a coherent upfront programming of extrabudgetary activities that is fully aligned with regular programme, in June 2010 the Division of Cooperation with Extrabudgetary funding Sources was re-deployed in June 2010 from the former Sector for External Relations and Cooperation to BSP.

VI.3. Intersectoral Platform (DDG lead)

VI.3.1. Support to countries in post-conflict and post-disaster situations

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Participation in United Nations integrated post-conflict and post-disaster responses ensured, in particular with respect to common needs assessments, OCHA consolidated appeals, strategic and programmatic frameworks as well as funding mechanisms	UNESCO has participated in six UN OCHA humanitarian appeals to date in 2011, in Haiti, Namibia, Occupied Palestinian Territories (OPT), Somalia, Sudan and West Africa. In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched, with recovery and emergency activities funded notably for the United Nations responses to Haiti earthquake and Pakistan floods responses. During the reporting period, UNESCO also began implementation of 10 joint UNCT programmes of the Spanish MDG Achievement Fund under the "Conflict Resolution & Peacebuilding" thematic window, with indicative allocation to UNESCO of $8.3 million. Humanitarian and post-crisis transitions demand a close alignment with the United Nations system - "Delivering as One" through coordinating bodies such as OCHA, IASC, ISDR and the UN Development Group. The PCPD Intersectoral Platform secretariat (BFC) serves as a coordinating focal point in support of NYO, GLO and the Field network for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and for the integration of UNESCO staff in UN Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA). Three UNESCO staff were trained in 2011 as members of a new roster of experts and coordinators for joint Post-Conflict Needs Assessments led by the UN/World Bank/EC.

	The Education PCPD section represented UNESCO on the humanitarian Education Cluster and INEE, and provided key support to emergency responses, coordination and training, inter alia in China, Myanmar, Gaza, Lebanon, Namibia, Haiti, Pakistan and Benin. The section backstopped ED project elaboration and implementation for some USD25 million raised through OCHA Flash Appeal and CAPs. Through the International Strategy for Disaster Reduction (ISDR), UNESCO helps promote 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. Support was given to the ISDR campaign '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, 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. UNESCO's major PCPD work in the cases of Iraq and OPT are highlighted in 187 EX/41, EX/42 andEX/6 Part II.
Effective post-conflict and post-disaster operations put in place, with proper infrastructures and administrative mechanisms	To support strategic coherence, the PCPD Platform continues to convene intersectoral teleconferences with Field Offices on an average monthly basis, in order to exchange updates and give guidance from HQ senior management with PCPD heads of offices and the programme sector focal points. To strengthen delivery capacity, BSP/CFS and the PCPD Platform secretariat, notably the Education PCPD section, facilitated more than 20 secondments to PCPD field offices and HQ functions, through the partnership with the Norwegian Refugee Council. The PCPD Platform encourages institutional support to PCPD focal points and/or dedicated units, within each of the Programme Sectors as well as through the field network. To address staff development, PCPD workshops were held in Amman Jordan in May 2011 and at Headquarters in July 2011, thus completing a first cycle of PCPD trainings for headquarters as well as field units in all regions (LAC, Asia-Pacific, Africa and Arab States). More than 100 UNESCO field and HQ programme staff have been trained in PCPD response through this first cycle of training. To upgrade Knowledge Management and sharing in Post-Crisis response, a Sharepoint "PCPD Workspace" is maintained on Intranet to catalogue "best practices", crisis-specific guidance and project templates (currently over 800 documents and 300 individual pages, with 257 registered UNESCO members). During the reporting period, the PCPD Platform secretariat also supported the publication of strategic guidance and mapping documents in the fields of Disaster Risk Reduction Education and Psychosocial Support in PCPD situations, and has commissioned a

	similar analysis of Gender Programming for PCPD. The PCPD Intersectoral Platform also provided support to the publication of a guidebook on PCPD Financial Management, which was rolled out at two PCPD staff trainings for the Arab States and at HQ. The PCPD Web Portal (www.unesco.org/en/pcpd) is fully operational and was among the first UNESCO pages upgraded to the new Typo-3 template, with a new online donation functionality to support funds mobilization for Haiti, Pakistan and Borobudur. The Platform also supported the elaboration of the Open Island multi-media exhibition on "Crisis Preparedness and Response", to be inaugurated during the 35th session of the UNESCO General Conference.
Advisory services provided on natural resource management and the revitalization of institutions in post-conflict and post-disaster affected countries	Hydro-hazards (floods and droughts) have become a common threat to sustainable development in many UNESCO Member States, leading to loss of life, social and economic disruption and environmental degradation. In response to the 2010 Pakistan floods, UNESCO has been playing a major role in the development of a comprehensive national action plan for water including floods risk reduction, emergency management, human resources and capacity building. This is being carried out through a consultation with 22 donor countries and the Pakistan government, in the framework of the Water Task Force led by the Asian Development Bank. Through the support of the government of Japan, UNESCO is implementing a project on geohazards and floods Early Warning and management in close cooperation with the Pakistani government. In Africa, effective international response to recurring drought and famine emergencies is undermined by sparse observation data, either historically or in real time. An experimental macro-scale hydrologic modeling approach has been developed - by the Land Surface Hydrology Group of Princeton University, with the support of the International Hydrological Programme (IHP) of UNESCO -adapted for the Africa Region, to provide near real-time monitoring of land surface hydrological variable based on modeling supported by remote sensing and a long-term retrospective database. UNESCO will be seeking to implement such activities, including for the identification of emergency groundwater resources in the Horn of Africa. With the support of the PCPD Intersectoral Platform, an expert mission was sent to Namibia to support national authorities to enhance capacity for drought and floods disaster management and identify a long term and sustainable solution to the flooding situation which affected the country in consecutive years since 2008. The mission met with the Prime Minister and other senior officials, and technical staff in Government, local authorities

	and development partners, and addressed mid-to-long terms plans to develop national and regional strategies for cooperation and capacity building and a tentative timeline for the design, planning and launching of the said collaborative programmes and for efforts to aquire extra-budgeraty resources to support the proposed programmes. In Nepal, UNESCO trained officials of the Ministry of Education in order to enhance their management and planning capacities. Main education stakeholders were involved in a policy dialogue on key thematic areas for improved delivery of education under the federal system. In the Jordan valley, UNESCO used its advisory capacity to support local research on biodiversity conservation and poverty alleviation. The joint UNESCO-IHP and UNU-EHS project on Groundwater and Human Security (GWAHS) is working in Bangladesh, Egypt, Iran and Vietnam and Bangladesh. Cooperation with UNU has been improved as a result, and an agreement to continue with a new phase of GWAHS and the identification of new case studies in other regions has been made. The proposed activity through IFI and in cooperation with ICHARM includes a set of best practice documents, guidelines and tools that will provide significant contribution to water related disaster mitigation policy such as management for floods and droughts under climate change and climate variability. These documents will include the use of remote sensing, spatial precipitation analysis, distributed hydrologic modelling and fuzzy risk analysis as tools to develop relevant policy as well as mitigation strategies. In addition a web based drought monitor for Africa is envisaged to be able to detect droughts in various parts of the continent and to mitigate the effects of severe droughts. This tool will be developed with active engagement of African partners in water resources administration, river basin management and research centres in i) assessing the quality and usefulness of the information, ii) to give direction to further development towards operational information systems, iii) capacity building activities to strengthen local knowledge and experience to use remotely sensed information for better drought-preparedness in water resources management. Experience also will be drawn from evolved international initiatives working in the similar areas by seeking synergies where appropriate.
Framework and strategies for the safeguarding and protection of damaged cultural heritage, including intangible heritage, developed with a view to sustaining peace and social cohesion processes	The Resource Manual on Managing Disaster Risks for World Heritage has been made available on the web in French and English on June 2010. Assessment missions were undertaken after natural disasters in Bhutan, Haiti and Peru. Emergency International Assistance requests for Haiti and Chile (post earthquake), Guatemala and Nepal (after storm) and Uganda (after fire) were approved. After the volcanic eruption of Mt. Merapi, Indonesia, UNESCO launched an emergency operation to safeguard the

	affected Borobudur Temple compound, a World Heritage site. The operation cleaned the compound from the corrosive ashes and further aims at revitalizing the local community livelihood through the development of cultural industries and heritage tourism. Work undertaken at the Borobudur Temple Compounds (Indonesia) has heightened the local community's sense of ownership, restoring pride through saving a site of universal value. Operational activities for the safeguarding of the World Heritage Sites in Danger of Bamiyan, Jam (Afghanistan), Bam (Iran) and the 5 DRC National Parks are on-going, mainly through extrabudgetary funding. A high level meeting for the 5 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 DRC announced on mid-March 2011 that it suspended prospection for oil at Virunga National Park. Two Rapid Response Facility (RRF) grants were awarded Belize for emergency activities relating to the conservation of the Belize Barrier Reef System (January and March 2010). A roll out phase for RRF was signed on Sept. 2010 (extrabudgetary funding). Assessment missions also were undertaken after natural disasters in Bhutan, Haiti and Peru. Emergency International Assistance requests for Haiti and Chile (post earthquake), Guatemala and Nepal (after storm) and Uganda (after fire) were approved. In all, 41 International Assistance requests were approved, of which 24.4% are in the Africa region. In the oPT, UNESCO, in cooperation with the Ministry of Culture, seeks to widen access to culture for Palestinian people, especially in underprivileged and marginalized communities. To that end, social responsibility partnerships have been developed between well-established cultural organizations and community-based organizations to promote cultural diversity and pluralism.
Post-trauma healing of children and youth supported through activities focusing on the arts and on sports	In line with the PCPD Platform objective to contribute to "Post-trauma healing of children and youth through artistic and sports activities supported," PCPD Field Offices continued to implement a number of appropriately designed and scaled initiatives. In the framework of UNESCO's response to the Haiti earthquake, 200 children (4 to 15 years) from six IDP camps took part in theatre and music workshops. Songs of solidarity and traditional songs from the Haitian folklore were performed the Zhovie theater troop, and this activity allowed even the youngest children in the camps to be

	involved. For secondary school students, 200 students (aged 15-18 years) from four schools in Port-au-Prince, Leogane, Petit Goave and Jacmel participated in a photography workshop under the topic "My Haiti". This recreational activity was themed to address the future of their country rather than the difficult and stressful disaster environment that youth is actually exposed to (post-earthquake, cholera epidemic, political instability). As part from the photographic expression, the students were encouraged to submit a short text explaining their "best picture" and vision for "their Haiti". A total of 30 photographs were chosen by a Jury, and prizes were awarded. As a key component of UNESCO's response in Gaza, 12 educational summer camps were organized for 1,079 students. Aside from educational assistance, students received psychosocial support in forms of sports, art, and other recreational activities. Working with several other education actors (UN agencies, INGOs and local NGOs) UNESCO conducted EFA emergency activities in two at risk communities, for which psychosocial support activities were a key component. These were undertaken through community outreach days and play days implemented by Right to Play, as well as through a training workshop for teachers designed to impart them skills and tools through which to better respond to the needs of their students.
Evidence-based analysis and tools provided to policy-makers on how to promote cultural pluralism, intercultural dialogue and reconciliation	UNESCO builds the capacity of Member States in PCPD situations to promote cultural pluralism, intercultural dialogue and reconciliation by providing policy advice, research and training for policy makers. In Afghanistan, UNESCO supported the development of four policy frameworks, dealing with the management of tangible heritage, intangible heritage, cultural and creative industries and the fight against the illicit traffic of cultural property. In Timor Leste as well as in Indonesia, UNESCO promoted intercultural dialogue and the integration of its links to cultural diversity into national policies. Operationally, the flagship activity for the rehabilitation of Al-Askari Holy Shrine in Samara Phase I, (US$8.4 million from EU and Government of Iraq) was completed on 30 June 2011, wherein dialogue and peacebuilding in the city of Samara was a key feature of the project's elaboration and implementation. The Prime Minister of Iraq has cited this project as a direct step towards national reconciliation. The Holy Shrine was devastated by two bombings in February 2006 and June 2007 at the height of inter-religious conflict, but now thousands of pilgrims have been able to visit the site each week since 2009. In order to improve understanding of transboundary waters and conflict resolution in the Middle East, publication has been initiated with University of Arizona (USA) addressing major case studies, evaluating the level of conflict and cooperation as well as the impact of historical relations, rights and current management situation for these

	resources. In some cases, it will suggest possible directions for the joint management of transboundary water resources, conflict management and cooperation building
	In this period, the research work of regional gender research networks and programmes has been reoriented to focus on women's participation in post-conflict/ post-disaster societies; and violence against women, involving research on fundamental socio-cultural and social-economic causes of violence and policy recommendations based on this.
	Operational activities in gender is being strengthened in the Great Lakes region of Africa, notably through the Regional Research and Documentation Centre for Women, Gender and Peace-building for the Great Lakes region in Kinshasa, DRC, which was officially launched in September 2011 in Kinshasa, DRC in the framework with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and a Donor Round Table for the purposes of resource mobilization for the Centre.
	At the Third Forum of Ministers of women and gender affairs of the region held in Arusha, Tanzania, in December 2010, the Ministers endorsed the legal documents governing the Centre and adopted an Action Plan for 2011 for the launch and first activities of the centre, including the creation of a virtual network of associated national centres.
	An international conference on "Involving Men in the Fight Against Gender-Based Violence" was held in Kinshasa on 29 and 30 March 2011. Outcomes of this conference have been shared with key stakeholders (policy-makers, NGOs, civil society) to help in the development of strategies and policies for violence prevention.
	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 research agenda in this area was strengthened through a conference held in Paris in June 2011 on "Promoting Women's Participation in Post-Conflict Reconstruction" and assembling various members of the policy community and civil society organisations as well as academics and researchers.
	Efforts to contribute to the prevention of sexual and gender-based violence have focused on activities to identify the underlying causes of these types of violence, and to work with various stakeholders (policy-makers, civil society, traditional leaders, and women's organizations) to put in place strategies and programmes for violence prevention.
	A workshop on a socio-cultural approach to sexual and gender-based violence was held in Kinshasa, DRC in December 2010, leading to the development of an extrabudgetary funded project on "Involving Students in the Prevention of Gender-Based Violence" which will be launched in the Kivu Region in July 2011. This is a pilot project which has the potential to be expanded to other regions of the DRC and other countries of the Great Lakes Region.

| | An international conference on "Involving Men in the Fight Against Gender-Based Violence" was held in Kinshasa on 29 and 30 March 2011. Outcomes of this conference have been shared with key stakeholders (policy-makers, NGOs, civil society) to help in the development of strategies and policies for violence prevention.

Activities developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library. The official launch of the Regional Centre will take place from 13-15 September 2011 in Kinshasa, DRC and will be organized concurrently with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and with a Donor Round Table for the purposes of resource mobilization for the Centre.

In post-earthquake Haiti, an initial workshop was held on 13 and 14 June 2011 which brought together members of women's and youth associations to discuss the specific needs of women, and to develop joint strategies and projects for promoting women's participation in reconstruction, and for preventing sexual and gender-based violence which was seen as an important obstacle to women's full participation. Based on the outcomes of this workshop, 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).

UNESCO-IHE and the UN mandated University for Peace (UPEACE, based in Costa Rica) are combining their expertise and knowledge on water and conflict resolution by establishing a joint initiative on the topic of water and peace. To this end, a Memorandum of Understanding between the two institutions was signed by the two Rectors on 10 February in Delft. A new agreement between the Dutch Ministry of Infrastructure and Environment and UNESCO-IHE was signed on 27 April, to further strengthen the longstanding cooperation between the two organizations and will focus on priority areas. These priority areas are the Delta countries in which UNESCO-IHE is |

	very active as well as in China and the USA.
Networks for media professionals promoted and professional standards and self-regulatory mechanisms in post-conflict environments enhanced	UNESCO is supporting Member States to create an enabling environment for freedom of expression and independent media, by providing direct technical assistance to media law reform processes and independent media development around the world including in post-conflict countries such as Democratic Republic of Congo (DRC), Iraq, Lebanon, Liberia, Nepal and Timor Leste.
	In response to the social upheavals in Egypt and in Tunisia, UNESCO carried out two rapid assessments of their respective national media landscapes based on UNESCO's Media Development Indicators (MDIs), aimed at identifying the main needs of the media in two countries. A similar short-term assessment has recently been completed in Jordan, following a request by the Jordanian Government for assistance in media law reform, and the exercise may be reproduced in other countries of the region. The rapid assessments in Tunisia and in Egypt will be followed by more in-depth, long-term and participatory assessments to be carried out within the next year, thanks to support from the Government of Belgium.
	These studies will enable the formulation of a comprehensive list of short and long-term policy interventions as a roadmap to support the development of free, independent and pluralistic media, and thus contribute to Tunisia and Egypt's transition to democracy.
	On 31st May, UNESCO hosted in Headquarter the International Conference "Towards Free, Independent and pluralistic Media in the Middle East". The conference was in support of the Tunisian and Egyptian broadcast media and was organized in cooperation with the European Broadcasting Union and France Television, brought together more than 200 delegates representing international institutions, professional organizations, donor countries, broadcasting organizations and civil society..
	On 7 and 8 March 2011 UNESCO's Cairo Office, in partnership with the Egyptian Journalists Syndicate, organized a training workshop on Self-regulation in the Egyptian Press and the Role of the Newspaper Ombudsman. The two-day workshop aimed at promoting the theory and the practice of self-regulation among Egyptian journalists.
	In Haiti, the SAKS Association (Society of Community Involvement and Social Communication) - which is the main Haitian institution assisting community radios in the country - has organized with the support of UNESCO three trainings for 35 young people on the use of ICT in order to reinforce the capacities of seven community multimedia centres linked to community radios in Haiti. UNESCO also helped SAKS to re-establish its premises and its studio production which were destroyed during the earthquake that devastated Haiti on 12 January 2010. SAKS produces

	reports and programmes against violence that are sent to the various partner community radio stations in the country (approx. 35 radios). UNESCO also engaged a senior consultant to work with all media and journalists associations on the formulation of a code of deontology accepted by the Haitian press. The aim of the project was to promote self regulation within the profession. As a follow-up of the media landscape assessment according to media development indicators, an activity was initiated to assist East Timor media to establish the first press council in the country. The country's media self-regulatory system and professional standard in journalism will be strengthened through this activity. The activity will contribute to the long term media development in the country, with emphasis on the UNESCO Media Development Indicators (MDI). It aims also to increase the level of professionalism and overall quality of journalism in the country and a more sustainable media sector in Timor-Leste and provide an independent, fair and balanced outlet to address complaint in the media, specifically in news media. The first mission to initiate the activity was taken in June 2011.
Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced	UNESCO is building capacity for quality reporting on peace-building, conflict resolution and disaster awareness, In Haiti, a series of 3-day training sessions on natural disasters (cyclones, hurricanes, earthquakes, landslides, etc.) was organized with the support of UNESCO. The trainings involved trainers from the Association of Haitian Journalists (AJH) and from the Department of Civil Protection (DPC) in 9 departments in the country for 220 journalists. The training sessions took place between 7 august and 10 October 2010. Twenty journalists who lost their jobs in the aftermath of the Haiti earthquake were offered an emergency aid and training programme organized by AJH. They produced reports on humanitarian, cultural and historical issues were broadcast during three months on the National Radio of Haiti from 15 October 2010 to 15 January 2011 and are broadcasted in Tap-Tap (collective buses and taxi) in Haiti. UNESCO supports the training of Haitian journalists on election reporting. UNESCO and the International Media Support (IMS) have facilitated training for 230 journalists, supporting their attendance at a series of courses organized by the Haitian Journalism Association (AJH) on election reporting. The journalists come from towns across Haiti, including Port-au-Prince, Port-de-Paix, Gonaïves, Saint Marc, Hinche, Mirebalais, Jérémie, Cayes, Jacmel and Miragoane. The series of training courses aimed to build journalists' capabilities to report on election processes in the run-up to the November 2010 presidential and legislative elections. Courses focused on raising journalists' awareness on

elections issues, related ethical matters and on the potential role that they can play, in particular with regard to reducing violence during this crucial period for the future of the country.

A project supporting the Haitian women's media association REFRAKA included the training of 15 women journalists and radio presenters from different regions of the country and the provision of a complete production studio in Port-au-Prince, to enable REFRAKA to restart the production of its own radio programmes.

Haitian Journalism Association (AJH) membership has increased by over 25 % (from 120 to 160 members) between the beginning of January 2010 and the end of December 2010 thanks to its trainings on natural disasters, assistance, election reporting and training programmes for unemployed journalists.

For the 2010 Pakistan Floods, UNESCO launched "Umeed e Seher" ("Dawn of Hope"), Pakistan's first informational radio drama series for floods-affected communities, providing programming to address psycho-social and health needs and to provide access to humanitarian information..

In the Great Lakes region including Kenya , Uganda , Rwanda, Burundi and the Democratic Republic of Congo (DRC), a comprehensive media assistance programme has been initiated to address a lack of media capacity in addressing issues of democracy, peace and tolerance. Three project proposals were prepared , namely: (i) Strengthening of the Great Lakes Media Associations, Councils and Harmonization of Media Regulation: A Holistic Approach Towards a More Sustainable and Robust Media Community; (ii) Conflict Sensitive and Election Reporting in the Great Lakes: A Regional Approach; and, (iii) Great Lakes Investigative Reporting Initiative (GLIRI).

Addressing the role of women journalists in post-conflict settings, UNESCO has launched a project in support of the Female Journalists Association of Liberia, to train women journalists and build their skills and promote long-term sustainable employment.

In Iraq, quality media curricula were developed for four media institutes and mass communication faculties. Small community-based media initiatives were supported in order to increase dialogue and reconciliation at the community level. In Cameroon, Central African Republic and Chad, UNESCO engaged in the development of strategies for the use of ICT's in knowledge acquisition and sharing in journalism training institutions.

Conflict sensitive report training resources have been developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa.

In the framework of the "Power of Peace Network" (PPN), all planned activities have been successfully implemented, in Myanmar, OPT and elsewhere (http://www.thepowerofpeacenetwork.com). From 14-16 June 2011

	in Vienna, UNESCO participated at the Israeli-Palestinian Journalists Forum (IPJF), a dialogue initiative aiming to facilitate long-term dialogue about press freedom between journalists in Israel and the Palestinian Territories. PPN and the Stanford Persuasive Technology Lab launched the "Friends Without Borders" campaign to select eight world youth Peace Champions from countries challenged by conflict - Israel and Palestine, India and Pakistan, Greece and Turkey, Serbia and Albania, through the support of Facebook (http://peace.facebook.com/).
Safety of media professionals enhanced	In order to strengthen the safety of media professionals, UNESCO continued to raise awareness and disseminate tools and knowledge mostly in the form of workshops. In their workshops, UNESCO continues its work to address the safety of media professionals, including through support to develop legislation and mechanisms favorable to freedom of expression and information in PCPD situations, and to provide special safety training and equipment, notably to women journalists in OPT, Iraq and Somalia. Through the international conference held 13-14 September 2011, UNESCO sought to promote a UN system-wide plan to prevent and combat attacks against journalists, by assuring that safety and impunity will be incorporated within UN development frameworks and assistance programmes, and media stakeholders can play a role in their elaboration. The conference was endorsed by UN Secretary-General Ban Ki-moon, and Navi Pillay, the UN High Commissioner for Human Rights, addressed the participants at the start of the session. The Draft Plan of Action will be presented to UNESCO's International Programme for the Development of Communication (IPDC) at its next session in March 2012 and will then be submitted to the bodies in charge of UN-wide coordination. In Iraq, Afghanistan, OPT and other PCPD situations, UNESCO is supporting the development of legislation and mechanisms favorable to freedom of expression and information, guided by existing international rules and norms, including the 1997 UNESCO General Conference Resolution concerning violence against journalists, which inter alia stipulates that there should be no statute of limitations on crimes against freedom of expression. A Safety and Security training course for 30 Somali journalists (11 women) was jointly planned by IMS, IRIN and UNESCO as part of the strategy to build the capacity of Somali journalists inside the country. The sessions covered such areas as planning and evacuations; dealing with CPR, bleeding, burns, fractures and other wounds; personal safety and travel; what to do in a riot and other situations; prevention of disease; what to do in a kidnap/hostage situation; how to minimize journalistic risk. In Gaza, a workshop for 30 media professionals was organized focusing on safety and psychosocial support. The establishment of a local media professionals' network for Gaza and the West Bank was supported in order to

	strengthen to monitor press freedom and provide professional peer support. In the Democratic Republic of the Congo, 80 journalists took part in a safety workshop, organized by the UNESCO Kinshasa Office in April 2010. In the San Jose Office, workshops were organized with a special focus was placed on violence against women journalists.
Access to humanitarian information in disaster environments improved	Providing populations with access to humanitarian information in disaster environments saves lives. Many organizations working in emergency response are highlighting a need for packaging and dissemination of humanitarian information, made available in local languages and dialects.
	Following the earthquake in Haiti, UNESCO together with AFP and local partners set up Mobile Multimedia centers to provide people in camps with information access.
	In its drive to lessen the impact of cholera on the Haitian population, UNESCO joined forces with Haiti's Ministry of Public Health and Population to produce five animated films of less than two minutes each to raise awareness of the hazards of the disease among the general public, particularly young people. The animated films feature Ti-Joël, a famous Haitian cartoon character, and are broadcast on Haitian National Television (TNH) and privately owned channels and accessible through online media and social networking sites. They show young people how to protect themselves from cholera at school and outdoors, how to purify water and how to prepare oral serum; they also stress the importance of not discriminating against people who have the disease.
	In the Horn of Africa and Great Lakes region, UNESCO is working with local and NGO media partners to train radio producers on producing programming that cover humanitarian issues, particularly with regard to drought, floods. To address the need for humanitarian information in refugee camps, Danish media NGO International Media Support (IMS), UN OCHA-IRIN and the Kenyan-based media house Star FMwhich is expanding Somali-language broadcast coverage including in Nairobi, north-eastern Kenya and Dadaab refugee camps, Kakuma, and Mogadishu. Star FM and IRIN have a long-standing partnership, whereby Star rebroadcasts on FM IRIN's daily hour of original humanitarian Somali programming, airing nationally on shortwave. IRIN supports a network of around 20 locally based stringer correspondents, who report and file audio reports from their home areas across Somalia.
	In response to the 2010 Pakistan Floods, UNESCO launched "Umeed e Seher" ("Dawn of Hope") Pakistan's first informational radio drama series for floods-affected communities. The broadcast over national airwaves is enabling floods victims to address post-traumatic stress and health issues, and have access to necessary humanitarian

	information about relief and recovery efforts.
Cultural diversity, dialogue and intangible heritage promoted through media and ICTs	In the framework of the "Power of Peace Network" (PPN), UNESCO is partnering with journalists, students and ICT networks to promote dialogue and peacebuilding.
	PPN and the Stanford Persuasive Technology Lab launched the "Friends Without Borders" campaign to select eight world youth Peace Champions from countries challenged by conflict - Israel and Palestine, India and Pakistan, Greece and Turkey, Serbia and Albania, through the support of Facebook (http://peace.facebook.com/). From 14-16 June 2011 in Vienna, UNESCO participated at the Israeli-Palestinian Journalists Forum (IPJF), a dialogue initiative aiming to facilitate long-term dialogue about press freedom between journalists in Israel and the Palestinian Territories.
	A UNESCO Chair on Media, Dialogue and Mutual Understanding was established in July 2011 at the School of Journalism and Public Relations at Skopje in the former Yugoslav Republic of Macedonia. This UNESCO Chair addresses the production and developing of educational multimedia platforms, research studies and publishing activities, through collaboration with 11 partner universities, institutes, journalism associations and news media from the Netherlands, Denmark, Slovenia and Macedonia. A web platform has been launched to address the role of citizens in the public debate and intercultural dialogue, diversity reporting and peace journalism and will serve as an online educational resource and public forum.
	A range of courses will be introduced to furnish future students and active journalists with: knowledge and understanding of the concepts of multi- and inter-culturalism, with competence for critical analysis of multicultural situations as well as with skills for preventing, mediating and resolving conflicts from multicultural situations.
	In Pakistan, UNESCO executed a pilot mobile phone-based post-literacy programme that benefited 1250 illiterate adult women, and 110 Adult Literacy Centres for rural women in flood-affected areas were established whereby some 4000 rural women received training in basic literacy and income generation skills in Pakistan.
	In the framework of the "Arab Spring" initiatives, UNESCO and the mobile phone provider Vodafone have launched a major five-year partnership to address illiteracy. With an estimate budget US $50 million the first phase of the activity will seek to train 100,000 literacy trainers, supported by a database of trainers and a web portal.
Improved national/local planning, management and reform capacity for sustained and equitable country-led recovery and	UNESCO's work to support nationa/local planning, management and reform capacity in post-crisis countries is reflected in examples throughout the 13 expected results of the PCPD Platform. A significant level of PCPD

reconstruction in UNESCO's fields of competence	relevance and visibility is found notably in Post-Conflict Afghanistan, Iraq and OPT, and in Post-Natural disaster Pakistan and Haiti. In Afghanistan and Iraq, UNESCO has been implementing large scale activities in all of its major programmatic areas, with a particular impact and visibility in the field of education capacity building. In Haiti, UNESCO has supported the development of a medium and long-term strategy for the reconstruction of Haiti. These proposals, addressing all UNESCO's fields of competence, are aligned with the Action Plan for National Recovery and Development developed by the Haitian government, with a particular focus on the building and strengthening of nationally owned and local reconstruction capacities. In response to Pakistan's 2010 floods, UNESCO has been actively supporting the development of a comprehensive, nationally owned action plan for floods risk reduction, emergency management, human resources and capacity building. UNESCO is playing a major role and is the only UN body represented on the Water Task Force, chaired by the Asian Development Bank and made up of the Pakistan government as well as specialists from 22 donor countries. UNESCO is also implementing a major project on floods and geohazards Early Warning, in close coordination with the Pakistan government, the International Centre for Water Hazard and Risk Management (ICHARM), the Japan International Cooperation Agency (JICA).
Reduced vulnerability vis-à-vis recurrence of disasters as a result of expanded early warning systems in disaster-torn countries	UNESCO's Intergovernmental Oceanographic Commission continued its work with its partners to enhance tsunami warning capacities of Member states. In Pakistan, relevant officials were trained and Standard Operating Procedures (SOP) were implemented in the national disaster management scheme. Intergovernmental coordination of tsunami early warning and mitigation systems is satisfactory at both the global and regional level. 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 1200 today. With increasingly denser detection networks and more frequent transmission of data, the Tsunami Warning Centers can more quickly confirm the existence or non-existence of a destructive tsunami. This is important as with every hour a tsunami warning remains in effect, anywhere from 500 km to 1000 km of additional coastline is placed under warning depending upon where the earthquake occurred. For the Pacific Tsunami Warning System the increase in the number of stations and in the frequency of data

	transmissions over the last 6 years have decreased the average cancellation wait time with about an hour. Following the UNESCO-CTBTO agreement the number of recognized tsunami warning centers receiving CTBTO data increased from 7 in 2010 to 10 in 2011. Development of the tsunami warning systems in the Indian Ocean, Caribbean and North East Atlantic and Mediterranean and Connected Seas are making steady progress with the Indian system going fully operational on 12 October 2011. Three tsunami information centres are currently in operation (ITIC, JTIC and NEAMTIC) with a fourth (CTIC) to be established. 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. Focused research is also required to continue updating our knowledge about subduction zones capable of generating great earthquakes and tsunamis. UNESCO is also strengthening its flood forecasting and early warning capacity, notably in Pakistan, where it launched a major project with the support of the Government of Japan, risk mapping the flood plains along the Indus River. The project will be implemented by UNESCO in close collaboration with the International Centre for Water Hazard and Risk Management (ICHARM), the Japan International Cooperation Agency (JICA) and in coordination with the Government of Pakistan. Simulated full-scale tsunami alerts (Caribbean, Pacific and North East Atlantic, Mediterranean) were successfully launched to evaluate the responsiveness of regional systems, focal points, community preparedness and national and inter-institutional coordination. Post-event assessments in Haiti and Chile examined the effectiveness and timeliness of detection, response, public safety awareness and preparedness. 30 national staff in both Myanmar and Iran were trained on tsunami early warning, assessment and emergency response. In Comoros in collaboration with GFZ in Potsdam a new tide gauge station was installed at Moroni Harbor in December 2010. In Mozambique the National Directorate for Geology (DNG) was equipped with a new earthquake detection system and on-site training was provided to DNG staff. In Tanzania, a workshop on developing Standard Operating Procedures was help in Dar-es-Salaam drafting the national SOPs for tsunami warning, to be adopted by the government. A course addressing climate change, drought and flood associated to FRIEND Hindu-Kush-Himalayas strengthened knowledge in six Member States.

An intersectoral approach was used to address foresight, ethics, and extreme climate scenarios (Slovenia, March 2011) and the ethics of disasters (Paris, July 2011), fostering further collaboration between the Social and Human Sciences Sector and the Natural Sciences Sector.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

As demonstrated in the Strategic Programme Objective-14 (PCPD), the strategic and timely deployment of limited RP and Post-Crisis Special Account funds can be catalytic to significant extra-budgetary funding outcomes in PCPD situations. Extra-budgetary funds mobilization shall remain a key priority of the PCPD Intersectoral Platform, along with strengthening of stand-by capacities for effective PCPD responses, including through staff secondment partnerships and multilateral and private funding sources.

During this reporting period, the PCPD Platform secretariat continued to invest in staff training and integration of staff within the UN coordination mechanisms for humanitarian and post-crisis transition responses. The Platform secretariat also will continue supporting Knowledge Management as well as advocacy, including through the Liaison Offices and PCPD Web Portal.

Part II.C. Chapter 1. Participation Programme

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $568 893	Expenditures: $33 474	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Formulation, evaluation and follow-up of requests improved in such a way as to enhance complementarity between the activities planned as part of the Programme and Budget and those supported under the Participation Programme, ensuring conformity with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5)	During the concerned period further efforts were made to help Member States to better re-formulate a number of PP projects in order to be closely linked to the Organization's key priorities of C/4 and C/5 and activities to benefit Africa, women, youth, LDCs, developing countries, SIDS, post-conflict and post-disaster countries and countries in transition. Detailed presentations on the PP principles and procedures were ensured during the information seminars for recently-appointed Secretaries-General of National Commissions in Paris and in the field. They were coupled with deep routed explanations and advice on the PP rules and regulations. More attention was accorded to further strengthening the evaluation process through more active involvement of the relevant programme sectors and central cervices in order to improve the evaluation of PP requests. A coordination meeting of the PP Intersectoral Committee focal points was held to discuss the PP evaluation process improvement. A comprehensive checklist with proper instructions on assessment criteria for the PP projects was dispatched to the evaluators in order to streamline the evaluation process. Although the evaluation process was somewhat accelerated and enhanced, the Secretariat encountered some difficulties in obtaining additional information for a number of PP projects which were ill formulated initially (absence of the required pro-forma invoices for equipment, non conformity with the Organization's major priorities, excessive budgetary breakdowns etc.). This time-consuming exercise resulted in delays in evaluating and approving of PP projects.

	The follow up of requests was improved in general by more vigorous communication and coordination with Permanent Delegations and National Commissions as well as Field Offices. Nevertheless, as a number of countries were blocked due to outstanding financial and /or evaluation reports for previous biennia, the PPE Section had to make particular efforts to obtain these reports which finally delayed the whole PP evaluation and approval process. In order to further streamline the PP process, the Secretariat submitted to the Executive Board at its spring session some changes for the DR on the PP including the advancement of the submission date for the PP requests from 28 February to 31 January. This proposal of anticipating the closing date for the submission of requests was aimed at reducing the time of their treatment and therefore decreasing the number of complains from some Member States which consider that the approval process is too long. Finally, this proposal was not accepted by FA Commission and the Drafting Group.
Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved	PP requests from Africa, LDCs, developing countries, SIDS, post-conflict and post-disaster countries and countries in transition were given priority at any stage of the PP process. As of 6 July 2011, the DG has approved 254 requests from African countries for a total amount of $5 607 855 and 423 requests from LDCs and SIDS for a total amount of $9 117 260. Moreover, 30 requests for emergency assistance were approved for a total amount of $ 1 329 961 in response to nation-wide insurmountable circumstances with catastrophic consequences in 29 Member States in UNESCO's fields of competence. It is worth mentioning that in March 2011 all funds for emergency assistance have been depleted and the Secretariat was unable to respond positively to subsequent emergency assistance requests. In order to allow more Member States to benefit from this fund in the future, the Secretariat proposed to reduce the ceiling for emergency assistance from $50 000 to $40 000 and limit only to one emergency assistance per country by biennium. These proposals were not accepted by the Executive Board at its spring session.
Accountability mechanisms strengthened to improve programme execution, management, monitoring and the flow of information to Member States	Following the BOC and ERC restructuring, a number of meetings were held between BFM and PPE Section in order to discuss possible ways and means to further improve the PP accountability mechanisms. Further to a productive consultation process between BSP and

	PPE Section, the final upload of the Participation Programme database from SISTER 2 Project to SISTER for the 35 C/5 was completed in March 2011. The latter is expected to further facilitate the whole PP process in making it more rational, quick and efficient.
	However, one of the most pressing accountability problems is the validation of financial reports of the implemented PP projects by the Secretariat. The strict criteria to respect the approved breakdowns for PP projects resulted in frequent delays and often blocked some countries in the PP process.
	During the numerous communications and contacts between the PPE Section and Member States, the prospect for the Secretariat to be more flexible when validating financial reports was often raised. In fact, a budget (including pro forma invoices for equipment) particularly the one produced often more than 12 months in advance is rather indicative. The latter may change as per the rate of inflation. The Secretariat could consider accepting some 5-to-10% deviation within the submitted final budget of expenditures provided that a clear justification is submitted, and it is evident that the funds are spent within the scope of project outlined. Such more flexible and pragmatic arrangement, if adopted by the Secretariat, could satisfy both parties in easing the PP accountability mechanisms and speeding up the hole PP process. Finally, a more thorough review of the Participation Programme accountability mechanisms would be appropriate in the future.
Improved evaluation of the reports on results of activities supported	As outstanding evaluation reports may block Member States of benefiting from the approved PP requests, more efforts have to be done in order to ensure their timely submission. The PP Section has tried to speed up this process through regular oral and electronic reminders and during the information seminars organized for the secretaries-general of National Commission. On the other hand, once these reports are received by the Secretariat and sent to programme sectors, the latter should more systematically and rapidly consider them and revert quickly to the PPE Section with a substantive analysis.
Image of the Organization and impact of its action enhanced	The implemented PP projects raised the profile of UNESCO's action in its Member States through closer involvement of the Organization's sectors, central services and field offices. This

	development was also beneficial, particularly in strengthening the role UNESCO National Commissions are playing in the promotion of the Organization's ideals and activities, and also in building their capacities in regards to the planning and implementation activities. While acknowledging this positive trend, Member States should be further encouraged to promote UNESCO's name and emblem throughout the implementation process of the PP approved projects in order to give more visibility to the Organization's major priorities and action.

Cost-effectiveness/efficiency measures for this Main Line of Action
A new Chief of the PP Section was appointed in January 2011 in order to enhance the PP management and communication with Member States. Since then, measures have already been put in place to ensure that the PP operations run smoothly, especially in the areas of accountability mechanisms, communications and evaluation of requests. For instance, the evaluation process has become more coherent and effective, thanks to the development of an internal tool, which help the focal points to better evaluate PP requests. Strenghtened communication between the PP Section and Member States on the preparation of financial reports have resulted in, inter alia, the release of funds in record time to a number of countries. The Section envisages to, in the near future, examine the possibility to make more flexible the criteria for validating the financial reports of PP requests.

Part II.C. Chapter 2. Fellowships Programme

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 165 500	Expenditures: $959 323	Allocation: $2 132 520	Expenditures: $1 379 489

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities enhanced in areas of UNESCO's programme priorities	The UNESCO Fellowships Programme achieved the objectives assigned to it; even though UNESCO receives more requests than available fellowship opportunities and therefore can not satisfy the needs of developing countries, and especially least developed countries.
Fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at graduate and postgraduate levels	All fellowships beneficiaries have acquired the knowlede they aspired to and transfered it to their countries; they also upgraded the skill they previously acquired, to be adapted to recent changes.
Thematic areas aligned to strategic programme objectives and biennial sectoral priorities	No fellowship is awarded if it does not correspond to the strategic objectives and biennial setoral priorites. Every Programme Sector, when evaluating the dossiers of candidature submitted to it, does not recommend a candidate unless his/her study proposal corresponds to the progamme priorities of that Sector and the Intersectoral Screening Committee studies every candidature to check its correspondance to the biennial priorities of the Organizations' Programme.
Fellowship opportunities increased through partnerships with Member States, civil society and non- governmental organizations	The contribution of the extrabudgetary sources amounts to US$ 4,886,679 while the contribution of the Regular Progamme untill now amounts only to US$ 859 069. This allowed the increase of fellowships opportunities to developing countries, especially to least developed countries.
Fellowship policies, administration and procedures harmonized with those followed by the United	UNESCO contributes to contacts among Senior Fellowships Officers of the UN system and had hosted their meeting in last November to elaborare harmonized policies and administrative procedures.

Nations system	

Cost-effectiveness/efficiency measures for this Main Line of Action
The US$ 859, 063 RP contribution had produced a total od US$ 4,886,679 extrabudgetary contributions allowing substantial increase in fellowships opportunties for developing countries, especially least developed countries (LDCs). In this way the RP budget is efficiently administered to multiply the results and increse Programme impact.

Part I.B. Chapter 5. Internal Oversight

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 033 800	Expenditures: $599 860	Allocation: $369 419	Expenditures: $296 320

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Risk management, control, compliance and value-for-money mechanisms strengthened in UNESCO	During the third semi-annual period of the biennium, IOS initiated the 2011 internal audit plan and issued the following final audit reports: Brasilia Office, Publications & Printed Materials, Regional ICDL Project, Cluster CMC Project, Bamako Office, Control Framework for Special Accounts, Staff Association Membership (STU), Headquarters Travel and Control over Treasury Operations. IOS also completed an external Qualify Assessment of the Internal Audit function which concluded that UNESCO's internal audit activities were cohesive, well managed and conformed to the highest standards. IOS began 2011 with 251 open audit recommendations. During this semi-annual period 104 were closed and 202 remained open at 30 June 2011. Implementation of recommendations during the year resulted in more effective operation and improved control of field offices, better transparency in recruitment and contracting, and assurance that several key business processes were operating effectively.
Policy development and effectiveness and efficiency of programme delivery improved as a result of evaluations	IOS is currently monitoring 15 evaluation reports containing 143 recommendations. The acceptance rate of report recommendations is nearly 100%. However, the percentage of open recommendations remains high (88%) and 4 evaluations still do not have agreed action plans. Greater efforts will be required by sectors to implement the planned actions. In this regard, IOS will follow up individually with sectors and hold meetings if necessary to discuss appropriate measures to ensure more timely follow up. IOS provided technical backstopping to a number of sector and field office-managed evaluations. In all cases, the responsible project officers made use of IOS guidance notes e.g. on ToR development. This includes: • a formative review of an ICT in Education project in the Irak office, • an end of Programme Review Mapping of Cultural Assets in Islamabad office and • an evaluation of the project 'Capacity-Building for Culture in Development: Using New UNESCO Policy/Programming Tools' managed by Culture sector at Headquarters. As part of an initiative to strengthen the capacity of staff to manage / conduct evaluations, IOS will develop self-evaluation training

	material and guidance notes. This is one of the actions contained in the Director-General's action plan in follow up to the IEE. It is also expected that IOS will participate in an Monitoring and Evaluation training mission to the Amman Office in late 2011.
Accountability and adherence to rules and regulations in UNESCO strengthened	By 30 June 2011, 27 new cases were opened adding to the 22 open cases at the beginning of the year. IOS solved and/or closed 22 cases, leaving 27 outstanding. The cases handled to date in 2011 involved alleged misrepresentation / forgery (12 cases), embezzlement, theft or abuse of UNESCO-related assets (five cases), procurement or recruitment irregularities (four cases), abuse of privileges/immunities (two cases), other abusive conduct (two cases) and illegal trafficking (one case).

Part I.B. Chapter 6. International Standards and Legal Affairs

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $135 700	Expenditures: $102 418	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality legal advice provided to the Organization and its governing bodies	- Vérification de la conformité des documents rédigés pour les 184e , 185e et 186e sessions du Conseil exécutif et préparation des documents de travail du Comité sur les conventions et recommandations (CR) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions des 184e, 185e et 186e sessions du Conseil - Secrétariat du Comité CR assuré par l'Office lors des 184e et 185e et 186e sessions du Conseil Défis : LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Organization's rights effectively protected	- Actions de rappel des privilèges et immunités en réponse aux différents actes de procédures judiciaires notifiés à l'Organisation, y compris ceux notifiés aux bureaux hors-Siège - Contribution à la protection du nom et emblème de l'UNESCO lors de la conclusion de projets d'accords, notamment avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires - Amélioration de la rédaction d'un large éventail d'accords conclus par l'Organisation avec les Etats membres, les organisations intergouvernementales, mais aussi avec des partenaires privés dans le cadre de passation de marchés - Représentation de l'Organisation auprès du Tribunal administratif de l'OIT pour défendre ses intérêts dans des litiges avec des fonctionnaires en sus des conseils juridiques destinés à aider la Directrice générale à régler les contentieux en cours devant le Conseil d'appel - Représentation de l'Organisation pour défendre ses intérêts dans le cadre de différends résultants de contrats ou d'autres différends de droit privé dans lesquels l'UNESCO est partie, - Vérification de la stricte application des règles et procédures internes concernant les activités de l'Organisation et le

	personnel, par la fourniture de nombreux avis juridiques aux services centraux tels qu'ADM et HRM <u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization	- Participation active et fourniture d'avis juridiques aux services centraux lors de la révision des volumes I et II du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives <u>Défis :</u> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies	Assistance juridique permanente : - à la 9e session extraordinaire du Comité du patrimoine mondial et aux 34e et 35e sessions ordinaires du Comité ; - à la 3e session de l'Assemblée générale des Etats parties à la Convention pour la sauvegarde du patrimoine immatériel et à la 5e session du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel; - à la 3e session ordinaire de la Conférence des Parties à la Convention pour la protection et la promotion de la diversité des expressions culturelles et à la 3e session ordinaire de son Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles ; - à la 3e session ordinaire de la Conférence des Etats parties à la Convention sur la protection du patrimoine culturel subaquatique et à la 1e réunion de son Conseil consultatif scientifique et technique; - aux 16e et 17e sessions du Comité intergouvernemental pour la promotion du retour de biens culturels à leur pays d'origine ou de leur restitution en cas d'appropriation illégale. <u>Défis :</u> - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.
Monitoring of the Organization's standard-setting instruments coordinated	- Meilleure harmonisation des avis juridiques lors de la préparation des documents de travail des sessions des organes institutionnels de suivi des différentes conventions, en particulier des Conventions de 1970, 1972, 2001, 2003 et 2005 ; - Renforcement de la vérification auprès de chaque secteur de programme ou institut concerné du respect des

	nouvelles procédures adoptées par le Conseil exécutif à sa 177e session sur le suivi de l'application des 3 conventions (celles de 1960, 1970 et 1989) et des 11 recommandations déclarées prioritaires pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport aux 184e, 185e et 186e sessions du Conseil exécutif à ce sujet - Mise en ligne des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs Défis : - LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.

Cost-effectiveness/efficiency measures for this Office 3
LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.

Part I.B. Chapter 7. Ethics Programme

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $147 000	Expenditures: $64 275	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Standards of conduct for the international civil service publicized and disseminated	The Ethics Office has continued to prioritize a strong outreach and communication strategy in order to publicize and disseminate the standards and norms of conduct for the international civil service. For instance, the Ethics Office represented UNESCO in the ICSC meetings on the modernization of the Standards of Conduct for the International Civil Service. The Ethics Office has utilized various outreach initiatives from "town hall" meetings to the use of promotional material to convey the importance of respecting the standards of conduct and ethical values at UNESCO. The Ethics Office took the initiative to host an Information Meeting with the support of ERI for the Permanent Delegates to UNESCO to raise awareness on the role of the Ethics Office and the importance for the employees of respecting the standards of conduct and ethical values. The meeting was well attended and well received. Indeed, the presentation was then sent to all the Delegations along with a link to our intranet site to further disseminate the message. The dissemination of the promotional leaflets "Introduce the Ethics Office" and "Where to go for grievances" has also gathered pace, as copies were sent to all the Sectors, Services and Divisions at Headquarters, and all the Field Offices and Institutes around the world. The series was completed to include a Spanish version of each of the leaflets; in addition to the French and English versions already available. It is important to note that electronic copies in each of the languages are also available on our intranet site. The intranet website has also continued to develop and promote the standards of conduct. An internet website is also currently being developed to support our outreach programme, and highlight the importance of respecting standards of conduct for the international civil service. To illustrate the impact of the Ethics Office's outreach strategy, the Ethics Office has received 372 requests from individuals or groups, contacting the Office for advice on ethics-related issues or to make a complaint, since its inception in October 2009. The Ethics Office also continued to disseminate and publicize the Standards of Conduct for the International Civil Service through the

	mandatory training on Ethics that have been delivered to more than 1400 employees so far.
Voluntary disclosure channel established	The "UNESCO's whistleblower protection policy" is in place in the Organization since the beginning of 2011. The policy makes provisions for the establishment of a confidential "Protected Disclosure System" for reporting allegations of fraud, corruption, unethical behavior, conflicts of Interest etc. The Ethics Advisor is responsible for the Implementation of this policy, and will provide advice and guidance to all UNESCO personnel who have information related to misconduct. Depending on the nature of the allegations, the reporting of misconduct or wrongdoing could be made to: a. The Ethics Office (particularly concerning issues of unethical conduct such as conflict of interest, abuse of power or authority, harassment, discrimination, and retaliation for reporting misconduct or cooperation with authorities). b. The Internal Oversight Service (IOS) (particularly concerning allegations of unlawful or wasteful conduct such as corruption, fraud, waste, misappropriation and misuse of assets, as they have a financial connotation), and c. The Bureau of Human Resources: concerning other cases of misconduct. !n order to simplify the reporting mechanisms, allegations regarding misconduct of UNESCO's employees can be directly reported by calling the Ethics Office or submitting a written report. Anyone, within or outside the Secretarial, may make reports about staff misconduct. Following its dissemination to all the UNESCO employees at the beginning of the year, this aspect of the policy is also carefully explained to all the employees during the mandatory training on Ethics.
Hotline (whistleblower) protection policy created	The "UNESCO's whistleblower protection policy", in place in the Organization since the beginning of 2011, provides enhanced protection against retaliation for employees who report misconduct, provide information in good faith on alleged wrongdoing, or cooperate with a duly authorized audit, Investigation, or inquiry. According to this policy, individuals who believe that retaliatory action has been taken against them because they have reported misconduct or cooperated with a duly authorized audit, investigation or inquiry should forward all information and documentation available to them to support their complaint to the Ethics Office as soon as possible. Complaints may be made in person, by regular mall or by e-mall or by fax. "Retaliation" means any direct or indirect detrimental action recommended, threatened or taken because an employee engaged in an activity protected by the policy. When established, retaliation is by itself a serious misconduct. If retaliation against an Individual is established, the Director-General may, after taking into account the recommendations made by the Ethics Office or other concerned office and after consultation with the complainant, take appropriate measures to correct the negative consequences suffered as a result of the retaliatory action. Such measures may include, but are not limited to, the rescission of the

	retaliatory decision, including reinstatement and, if required, transfer to another office or function for which the individual is qualified. Following its dissemination to all the UNESCO employees at the beginning of the year, this aspect of the policy is also carefully explained to all the employees during the mandatory training on Ethics. In addition to the Intranet System that is used as an Hotline, the Ethics Office is working on a confidential Protected Disclosure System for reporting allegations of personnel misconduct, whether on an anonymous or identified basis, and from Internal or external source.
Financial disclosure policy and conflict of interest rules disseminated and implemented	The UN Secretariat, Agencies, Funds and Programmes, as well as the UN entities, such as the World Bank and the International Monetary Fund have been contacted by the Ethics Office in order to collect information on what they currently have In place with regard to the financial disclosure programme. Following their feedback, the Ethics Office has started to initiate some discussions regarding its features. Discussions have notably taken place with the Deputy Director-General and Internal Comptroler, Mr. Getachew Engida. Decisions on recommendations to be made to the Director-General have been taken on the type of Financial Disclosure Policy to be implemented by UNESCO. The Ethics Office intends to include this financial disclosure programme in a comprehensive policy on conflict of interest, as the Ethics Office considers that there is a need to reviwer the policy of the Organization at this level. Discussions have started in this sense, with the Bureau of Human Resources Management. The purpose of the UNESCO financial disclosure programme will be to reduce the risk of a real or perceived conflict of Interest arising from the financial holdings or outside activities of some specific UNESCO staff members. It is however important at a first stage to Identify who should be covered by such a programme and have a profile analysis of the reporting population In UNESCO, namely to identify staff members who are at high risk for conflict of Interest. Subsequent discussions should be held to decide what Information would have to be provided by the targeted staff members, what criteria would be used to review the Information, and whether the information provided by the staff members would be reviewed internally, or externally. The first draft of the policy will be given to the Director-General in the forthcoming months for an implementation by the end of 2011.
Training module on ethics developed and implemented on a mandatory basis for all staff	The Ethics Office has continued to develop and fine-tune the mandatory training module on ethics, as well as making progress on our ambitious target to deliver this training to all employees of UNESCO. Training on Ethics has been provided to more than 1,400 UNESCO employees so far, regardless of their contractual status, whether at Headquarters or in field. Feedback from the participants has been so far extremely positive. Employees from 13 field offices have received the training so far, for instance. The Ethics Office recently took under its remit the Anti-harassment policy from the Bureau of Human Resources. ¨Part of this newly acquired responsibility is to develop and deliver the training on Anti-harassment. The three day training session has already been delivered in two

field offices.

Cost-effectiveness/efficiency measures for this Office 3
Considering that the Ethics Office has only two professionnal staff members working on the matter of ethics, it is considered that the Ethics Office is very staff effective, in achieving the various aspects of its extensive mandate. For instance the Ethics Office has provided the training on Ethics to more than 1,400 UNESCO employees so far, at Heaquarters and in the field, and has received more than 150 requests from UNESCO employees, whether it was to make a complaint or to receive an advice.

Part III.A. External relations and cooperation

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $2 706 556	Expenditures: $2 035 640	Allocation: $543 573	Expenditures: $284 883

IX.1.1. Executive Office of the ADG of the Sector for External relations and cooperation

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $541 846	Expenditures: $417 615	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Ensure a good and effective coordination, liaison, evaluation, administration, communication and information	The ERI Executive office has successfully coordinated the Sector's contribution to the Director-General's reports to the Governing bodies and other General Conference and Executive Board documents. It has ensured the follow-up of the Sector's activities within required deadlines. It has also coordinated the organisation of information meetings with permanent delegations.

Cost-effectiveness/efficiency measures for this Office 3
Within the framework of the ERI Restructuring, there has been a better distribution of tasks: The Protocol Unit has been placed within the Division for Relations with Member States and international Oganisations Division The communication and publication unit has been transfered to ERI/DPI/WEB

IX.1.2. Strengthening relations with Member States

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 434 685	Expenditures: $1 238 607	Allocation: $171 049	Expenditures: $37 265

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Cooperation with Member States increased, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO	The efforts to improve communication lines with Permanent Delegates, the visibility of UNESCO activities and their transparency vis-à-vis our key stakeholders have been pursued during the period considered. In this context a total of 30 Information Meetings for Permanent Delegates have been organised in 2011 on priority targeted activities under the overall coordination of ERI. A proper sectoral balance has been ensured in the calendar of Information Meetings. In addition, ERI has helped to organized the first two DG Thematic Debates with Member States on Priority Africa, Gender Equality; a third Thematic Debate with Member States on SIDS will be organized in September. Finally, ERI has launched Orientation Seminars for new Permanent Delegates to UNESCO. Two such Seminars already took place and have benefitted 16 new Ambassadors; a third Orientation Seminar for 15 newly appointed Permanent Delegates will take place in September. All these different initiatives have greatly helped to improve the flow of information towards Representatives of Member States and allowed an interactive exchange of views on priority issues of the C/4 and C/5.
Acquisition of a good database on cooperation with Member States	The new website UNESCO.int reserved for Member States has been successfully launched and is now fully operational. All Permanent Delegations and National Commissions have been informed and have started feeding it progressively with usefull information from their hand. ERI is in the process of migrating all country-profile data (facts and figures) and this exercices should be completed before the next session of the General Conference. ADG/ERI has presented this new website in the different meetings (12) and working luncheons he has had this year with the different regional groups and other groupings at UNESCO (Non-Aligned Mouvement,

	Commonwealth, Francophonie, CPLP Portuguese Speaking countries. All these efforts will enhance the visibility of UNESCO in its Member States.
Effective contribution of National Commissions to the preparation, implementation and evaluation of UNESCO's programmes secured	IOS is in a process of completing an independent external evaluation of UNESCO cooperation with National Commissions and ERI will be able to review its plan of action with this important network once its results are known.
Cooperation between National Commissions and UNESCO field offices strengthened within the framework of the decentralization strategy and the United Nations reform arrangements	Proposals are being tabled by BFC for the new policy on field presence with a progressive approach by region, starting with Africa, and necessary consultations are underway in liaison with ERI, with each of the regional electoral groups at UNESCO. The modalities of cooperation with National Commissions will be reviewed for the next C/5 in light of the results of the above-mentioned consultations. ERI will organize with BSP a meeting with National Commissions concerned (Tanzania) to evaluate the progress achieved concerning their involvement in joint UN programming in One-UN pilot countries and UNDAFs country teams.

Cost-effectiveness/efficiency measures for this Main Line of Action
In view to rationalize costs, all travel budget lines are now in a common Division pool.

IX.1.3. Relations with international organizations and partnerships

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $647 689	Expenditures: $298 121	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Profile and core competences of UNESCO clearly	1. UNESCO contributed actively to the preparation and participated in the following major UN summits and conferences:

| articulated in various fora of the United Nations system and contribution to United Nations system mechanisms ensured | - the 65th session of the General Assembly. The Director-General took part in the High-level Plenary Meeting of the UN General Assembly in New York, MDG Summit, (20-22 September). Throughout the Summit, the DG participated in high-level discussions, meetings and roundtables and stressed education as the key to progress towards achieving global social and development targets such as reducing poverty, enhancing gender equality and combating disease and advocated the importance of culture to reach the Millennium Development Goals (MDGs) by 2015. Moreover, two high-level events were organized by UNESCO: the High-level roundtable luncheon on the central role of education in the MDGs (in collaboration with UNICEF) and the High-level round table on Culture for Development.
- the ECOSOC high level segment and Annual Ministerial Review on "Implementing the internationally agreed goals and commitments in regard to education". UNESCO was actively engaged in the planning process leading to the ECOSOC high-level segment. The Organization has facilitated the ECOSOC Preparatory Regional Meetings.
- Fourth UN Conference on the Least Developed Countries (LDCs) in Istanbul, Turkey (12 May). The Director-General delivered a statement at the High-Level Thematic Debate on 'Human and Social Development, Gender Equality and Empowerment of Women'. She urged the LDCs and development partners to invest in girls and women's education, and to leverage technical and vocational education and training to provide young people.
- Panel discussion on children and armed conflict organized at the United Nations on 30 June. The Director-General joined the UN Secretary-General and eminent advocates in voicing strong support for stepped-up action against attackers of schools in conflict. The resolution was subsequently adoptedby the Security Council on 12 July.
2. UNESCO participated in the following major UN inter-agency meetings:
- The First session for 2011 of the Chief Executives Board for Coordination (CEB) held at UNEP Headquarters in Nairobi (1-2 April). Under the chairmanship of the UN Secretary-General, the Executive Heads of UN organizations met to discuss lessons learned and ways ahead with regards to achieving the Millennium Development Goals (MDGs) by 2015. They also discussed issues related to the Rio+20 Conference - including climate change management and biodiversity, the preparation for the Fourth United Nations Conference on the Least Developed Countries (LDCs), as well as management issues, including costs reduction.
3. UNESCO signed two new Memorandum of Understanding (MoU) with UN agencies:
- A MoU with the UN High Commissioner for Refugees was signed on 1 April 2011, by which UNESCO and UNHCR establish closer cooperation regarding the provision of education to refugees and Internally Displaced Persons (IDPs).
- An MoU was signed with the World Bank to expend ongoing technical cooperation in the fields of Culture and Sustainable Development. Future collaboration between UNESCO and the World Bank will focus in particular on urban |

	development for cultural heritage and the economics of culture, but will also extend to cultural diversity and social inclusion
Information and analyses of relevant issues connected with the United Nations system and the ongoing reform regularly disseminated within the Secretariat	Two mission reports of the DGs to the United Nations Headquarters were prepared and disseminated within the Secretariat in order for Sectors and Services concerned to ensure appropriate follow-up action. The report of the CEB discussions and actions to be taken was also disseminated within the Secretariat. A Compendium of resolutions adopted at the 65th session of the General Assembly was circulated to all concerned sectors for information and appropriate follow-up action. The Director-General submitted to the Executive Board its annual report on Recent decisions and activities of the UN system of relevance to the work of UNESCO in order to inform him on the outcomes of UN activities in 2010 (document 186 EX/6 Part I).
Substantive input by UNESCO to United Nations documents and reports and to other intergovernmental meetings coordinated	UNESCO contributed to the UN Secretary-General's reports to the substantive session of ECOSOC for 2011 and to the 65th session of the General Assembly on the following issues:: - Report on the theme of the ECOSOC Annual Ministerial Review "Implementing the internationally agreed development goals and commitments in regard to education". - Report for the ECOSOC thematic discussion on "Current global and national trends and challenges and their impact on education". - Contribution to the report on the implementation of Agenda 21 (General Assembly). - Contribution to the report on "Human rights and cultural diversity" (General Assembly) - Contribution to the report on "Human Resources Development" (General Assembly) - UNESCO's activities in Non-Self-Governing Territories - Necessity of ending the economic, commercial and financial embargo imposed by the United States of America against Cuba (General Assembly);
Cooperation between intergovernmental organizations and UNESCO and the monitoring of cooperation agreements strengthened	- Strengthening of cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO): A coordination meeting between UNESCO and ISESCO was held in mid-February 2011. During the meeting, the two parties examined the implementation status of activities in 2010 and discussed details for activities in 2011. - Strengthening of cooperation with the Group of 77: The Director-General met with the Group in Paris on several

	occasions. In addition, she also met with Permanent Representatives to the United Nations from the Group of 77 Chapter in New York. Several issues of common interest are being discussed and will be implemented in the forthcoming months. - Renforcement de la coopération avec l'Organisation internationale de la Francophonie : La Journée internationale de la Francophonie a été célébrée le 17 mars à la Cité internationale universitaire de Paris sous le patronage conjoint de la Directrice générale et du Secrétaire général de l'OIF avec l'ouverture d'un festival international de films francophones intitulé "Voyage à travers les films". - Strengthening of cooperation with the Group of Non-Aligned Movement (NAM): A meeting of the Director-General with the Bureau of the Group of NAM was held on 19 April during which the Members of the Bureaus raised several issues of importance for the NAM. - Strengthening of cooperation with the Community of Portuguese-Speaking Countries (CPLP) through UNESCO's participation in the celebration of the Journée de la Langue Portugaise 2011 (UNESCO Headquarters 5 May), An address by DDG was read on this occasion. Moreover, a lunch meeting was held by ADG/ERI and the CPLP Ambassadors at UNESCO Headquarters on 25 March 2011.
Joint projects, research, seminars and conferences of UNESCO and international intergovernmental organizations prepared and implemented	Please refer to Expected Result N°4 above.
UNESCO-NGO cooperation framework rationalized and expanded	Active participation of a large number of NGOs to the NGO Committee of the Executive Board, thereby contributing to broadening and enhancing UNESCO's partnership with civil society. More NGOs from developing countries were invited and participated in the Committee including through videoconference, providing better knowledge and visibility of NGOs' grassroots action played in the UNESCO's fields of competence. Challenge remains to secure financial means for a broader geographical representation of NGOs in the work of the Committee The draft new Directives on partnership with non-governmental organizations will be submitted to the 36th General Conference by the DG. It aims to provide a simplified framework within which the partnership UNESCO desires to maintain with such organizations, may develop under the most favourable conditions. They are designed to expand a genuine partnership culture allowing UNESCO to legitimize its action, achieve its objectives and make them more visible. They will consider NGOs as official partners for the definition and the implementation of UNESCO's

	programmes. In addition, they should promote the emergence of new organizations that are representative of civil society in those regions of the world where such organizations, for historical, cultural or geographical reasons, are isolated or weak, and help to include them in the partnership. - Within the NGO Committee of the Executive Board: 1) Three Round Tables were held on the themes: "Violence in the Contemporary World" focusing particularly on violence among young people and against women, "The role of Culture for sustainable development and economic prosperity", and "Social and human impact of international migrations". More than 110 NGOs participated. A new consultative mechanism, involving all stakeholders, allowed choosing the subject of these thematic debates. 2) Discussion sessions were organized in collaboration with the NGO-UNESCO Liaison Committee to illustrate NGOs' activities on the theme: "From theory to practice, development of a strategy to enhance the practical cooperation". Several NGOs presented their cooperation with UNESCO to the Members of the Committee. 3) The DG presented a report on various options to facilitate the participation of civil society from developing countries in the work of the Committee, which was approved by the Executive Board. The Committee examined its terms of reference with a view to include other actors in civil society. 4) Review of statutory relations with NGOs and foundations resulted in the admission of 30 NGOs and 1 foundation into operational relations, the reclassification of 3 NGOs into formal consultative relations, and the renewal of official relations with 15 NGOs and 7 foundations. - NGO section database, improved in cooperation with UIA, is now accessible to the Member States through unesco.int. It provides full fledged information on the NGOs in official relations and on their cooperation with UNESCO. The information can be searched by different criteria. Mapping information on their national branches is also available. The database is open to the public and accessible on the UNESCO website. - Consultation with NGOs on the draft 36 C/5 completed: for the first time, the questionnaire was sent by the DG. Participation and cooperation of the NGO-UNESCO Liaison Committee in the DG's regional consultation meetings with the National Commissions on draft 36 C/5. - Two "NGO fora" organized by the NGO Liaison Committee in consultation with the Secretariat: on 9 December 2010 on the theme: "Growth or de-growth? The world at the crossroads", gathering 92 participants from 71 NGOs and on 27 June 2011 on the theme: "Water as source of life and universal human resource: cliché and realities", gathering 84 participants from 48 NGOs.

	- Newsletters informing on UNESCO's meetings and conferences edited and disseminated to NGOs.
Broader support base for UNESCO created as a result of cooperation with UNESCO Clubs, Centres and Associations as well as municipal and local authorities	ERI et la Fédération nationale des associations de l'UNESCO au Japon (NFUAJ) ont organisé conjointement une Conférence des clubs pour l'UNESCO d'Asie-Pacifique à Nara (Japon) du 25 au 27 septembre 2010. Le thème principal de cette réunion était "le rôle des clubs UNESCO dans la promotion du patrimoine mondial local". The first Congress of the European Federation of UNESCO Clubs, Centers and Associations was held on 9 and 10 June 2011 in Geneva with the theme "Human Rights and Cultural Diversity within Europe". Representatives from 12 national federations of UNESCO Clubs in the region attended this event. The Congress adopted the Geneva Declaration, inviting in particular each association, Centres and Associations to obtain the support of its city to the European Coalition of Cities against Racism, and calling for development projects throughout Europe at the initiative of associations, Centres and UNESCO Clubs, to promote a European identity based on diversity of cultural expressions under the aegis of human rights in favor of a Europe of solidarity open to the world. The 30th Session of the Executive Board of World Federation of UNESCO Clubs, Centres and Asssociations (WFUCA) and VII World Congress of UNESCO Clubs and Centres and Associations in celebration of the 30th Anniversary of the establishment of WFUCA was hosted by the Viet Nam Federation of UNESCO Clubs on 18-20 August 2011 in Hanoi. Training sessions in the field (May 2011 in Quito, Ecuador) as well as visits and meetings of UNESCO clubs at UNESCO HQ (of France, Serbia, Mexico) were organized to raise the UNESCO clusbs' awareness of UNESCO and revitalize this movement. UNESCO Centres were very active in implementing activities in line with UNESCO priorities and programme (UNESCO Centres in Troye, Barcelona, San Sebastian). Portugal set up its national federation of UNESCO clubs early this year while Sweden is looking to create its ever first UNESCO Centre near Uppsala.
Support from parliamentarians and civil society for UNESCO's action and dissemination of its message secured	Le réseau des points focaux parlementaires pour l'UNESCO a été développé. Le nombre de points focaux est passé de 107 à 126 en une année. Afin d'accroître la visibilité de ses programmes, l'UNESCO a participé aux grands évènements de ses organisations parlementaires partenaires comme l'APF, IPA-CIS, UIP pendant la période considérée. Les Parlementaires ont été sensibilisés aux programmes prioritaires de l'UNESCO et à l'action normative de l'UNESCO notamment la ratification des conventions internationales de l'UNESCO, par l'organisation de rencontres visant à développer le réseau des points focaux parlementaires pour l'UNESCO et à soutenir nos priorités.

	Le Forum d'Amérique latine et Caraïbes des parlementaires pour l'éducation (FLACPED) a été établi en mai 2010 et le suivi des fora parlementaires pour l'éduaction des régions des Etats arabes et d'Asie Pacifique a été assuré notamment par l'organisation de Conférence dans ces régions en mai à Seoul et en juin 2010 à Beyrouth. Lors de ces conférences, des échanges d'expèriences régionales étaient à l'ordre du jour. The 3rd Session of the Executive Bureau of the Forum of Asia-Pacific Parliamentarians for Education (FASPPED) was held on 18 June in Tehran, Islamic Republic of Iran. Representatives from 8 Asia-Pacific countries' Parliaments atteded this event (Bangladesh, Iran, Indonesia, Republic of Korea, Viet Nam, Afghanistan, Pakistan, Thailand). The meeting adopted the Outcome Document which appeals to FASPPED members and Asia-Pacific Parliaments to promote the EFA in their respective countries, including the estalbishment of the database of the best practices of the Member States on issues related to EFA, the inclusion of mandatory progressive budget allocation towards education in national budget, holding of workshops and training courses for parliamentarians on follow up and evaluation of literacy achievements. A l'issue de ces Conférences interparlementaires, les participants se sont engagé à légiférer en faveur des objectifs de l'EPT, de la mise en place de politiques et de l'accroissement des budgets nationaux, ainsi que des fonds privés pour la réalisation des six objectifs de l'EPT. The Third Forum of African Parliamentarians for Education (FAPED III) is scheduled for late November and early December in Nairobi, Kenya.

Cost-effectiveness/efficiency measures for this Main Line of Action
The Sector has progressively strengthened communication with UNESCO's partners in a more effective and strategic manner through regular online communications such as newsletters, video-conferences, etc. and the sharing of relevant reports informing them on the implementaion of the Organization's priority activities and other pertinent issues. Better communication has resulted in a better preparation and coordination of meetings orgainzed for the partners whether at Headquarters or in the field. Discussions at these meetings can now focus on content rather than technicalities.

Part III.B. Field management and coordination

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $21 258 721	Expenditures: $17 171 090	Allocation: $2 746 268	Expenditures: $3 012 308

IX.2.1. BFC HQs Activities

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $388 200	Expenditures: $202 085	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UNESCO's decentralization strategy implemented in line with any relevant resolution adopted by the General Conference at its 35th session	In order to best meet the diverse needs of the individual member states and the groups of Member States, more flexibility is needed in the field architecture, especially in the staffing configuration as well in the number and level of offices. The flexibility factor has been taken into consideration in the 186EX/28 document. A budget plan for phase 1 of the implementation that was requested in the 186EX/28 required the identification of the individual locations of the new offices and was deferred to the 187th session.
Performance assessment of all directors and heads of field offices completed	Discussion is still under way with HRM.
Capacity and skills of field staff improved	The prototypic materials prepared for the institutional training had to be revised to give more flexibility to the particularities of the individual offices targeted.
Websites of all field offices prepared in conjunction with the Bureau of Public Information (BPI)	Coordination of many offices in the field requires more time than foreseen, but progress is being made.

Cost-effectiveness/efficiency measures for this Office 3
Coordination of many offices in the field requires more time than foreseen, but progress is being made.

IX.2.2. Adapting to UN country-level reform processes

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $800 000	Expenditures: $326 620	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Management and logistical capacity of field offices involved in United Nations country team joint programming strengthened	11 offices have benefitted from support for UNDAF rollout processes in 15 countries. Support for 4 more offices are under examination.

Cost-effectiveness/efficiency measures for this Main Line of Action
During the second year of the biennium a very close cooperation has been maintained with BSP to secure strict coordination of support under this activity and under the BSP 2% support. This included a joint letter by DIR/BFC and ADG/BSP to relevant field offices inviting for requests. A challenge is that while a list of UNDAF rollout countries exists for the year the processes locally do often not coincide with these plans and a high degree of flexibility is needed in handing out support.

IX.2.4. Field management and coordination (Field Offices' operating costs)

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $19 570 521	Expenditures: $16 401 397	Allocation: $638 809	Expenditures: $563 048

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Operating budgets of field offices monitored and their management and administration improved	The operating budget of field offices is monitored closely by BFC.

Cost-effectiveness/efficiency measures for this Office 3
Trainings on new management tools are provided to Finance and Administrative Officers and the Assistant Administrative Officers.

Part III.C. Human resources management

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $ 17 221 003	Expenditures: $ 15 056 570	Allocation: $1 314 812	Expenditures: $ 762 747

IX.3.1. Human Resource strategy and Policy and Human Resource Management Operations

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $558 101	Expenditures: $454 788	Allocation: $759 733	Expenditures: $711 884

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Medium- and long-term staffing strategy and expected results assessed and new medium- and long-term staffing strategy (2011-2016) developed and approved	Following the 186th session of the Executive Board, the HR Management Strategy was further enhanced with view to ground it into UNESCO's current and future context. It is centred on 3 main objectives: improving UNESCO's delivery capacity; strengthening the field presence and intersectoral way of functioning and; setting up an effective human resources planning process. The strategy is complemented by an accountability framework and an Action Plan. The latter was updated to outline concrete measures to be implemented for the achievement of the above-mentioned objectives and to include key performance indicators, time frames and responsibilities. The plan addresses key areas of human resource, including recruitment, mobility, staff development, balanced geographical representation and gender balance at the senior level. To that effect, the following measures have been implemented or are in the process of being implemented: Recruitment: - references are checked systematically; - a new vacancy format with attractive and informative content has been developed; - the new HRM website is under construction in collaboration with ERI; - work on the new e-recruitment tool is well underway; - generic job descriptions are being developed for Programme Specialists and Directors of Divisions in the Education Sector. Once completed and evaluated their implementation in other programme sectors will be undertaken.

	Staff Development: - a competency development training package has been developed and is available on-line. Balanced Geographical Representation & Gender Balance at the senior level: - a bi-monthly monitoring chart on key HR indicators including information on geographical representation and gender balance are provided to ADGs and Directors of Bureaux. These reports are designed to provide information and facilitate the monitoring of the recruitment situation in each Sector/Bureau. It also contains information on posts under recruitment and upcoming retirements in each Sector. Reviews of the recruitment, performance management and geographical mobility policies and procedures have also begun. A communication plan has also been developed to support the implementation of the HR Strategy. The enhanced HR Management Strategy 2011/2016 will be submitted to the 187th Executive Board for endorsement.
Integration of the human resources policy framework into the common United Nations framework enhanced	For the period under consideration: - within the framework of the harmonization with the UN Common System, UNESCO introduced an amendment to allow the employment of a spouse on the condition that he/she is fully qualified for the post and that no preference is given by virtue of the relationship. - in conformity with the External Auditor's recommendations to increase the number of ratings for the assessment of performance from 3 to 4 with a view of streamlining the management of staff member's careers, UNESCO Performance Assessment Policy was amended. These changes will be effective as of January 2012. - The work related to the revision of the contractual arrangements was pursued in order to ensure that they effectively enable and support UNESCO's programme operations/needs and fit into the ICSC contractual framework e.g. proposal of a new contractual modality was prepared in this sense; transitional arrangements for the phasing out of ALDs are near completion. - Further the External Auditor's recommendations, the policy on Contracts for Individual Consultants and other Specialists (including Individual Authors, Individuals Photographers and Individual Video and Film Production Specialists) was prepared.
Ensure effective HR support to UNESCO's operations	Following discussions at the 186th session, the Executive Board requested supplementary information on the state of the Medical Benefits fund, including a comparative analyses with other UN Common System Medical Insurance Plans and information on projected future costs based on existing and revised cost-sharing formulae over the next 10 years. This information is being compiled and will be submitted to the 187th Executive Board. With regard to the STEPS project:

- Review and testing of Phase I of STEPS is near completion; - Phase II should be undertaken in consultation with the CFO and funds identified to go forward In addition, 2 new applications were introduced in efforts to streamline the administrative process for check-out at HQ and the Field and overtime at HQ. Roll-out for Field in progress.

IX.3.3. Human Resource Management Financial Contributions

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $7 867 600	Expenditures: $6 697 979	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Contribution to Staff Association	statutory Contribution - action in progress
Contribution to the Inter Agency Games	statutory Contribution - action completed
- Contribution to the UNESCO Day Nursery and Children's Club	statutory Contribution - action completed
- Contribution to the AAFU	statutory Contribution - action completed
- UNESCO CHORUS Contribution	statutory Contribution - action completed
Contribution to the year end children's event and to the medal ceremony	statutory Contribution - action completed

Cost-effectiveness/efficiency measures for this Office 3
statutory Contribution - action in progress

IX.3.4. Staff Training and Career Development

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $4 760 002	Expenditures: $3 371 960	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Learning and development programme implemented	La formation du personnel, siège et hors siège, est une évidence pour l'UNESCO si nous voulons donner à l'Organisation tous les atouts. Néanmoins, la formation n'est pas la réponse adaptée à toutes les questions et ne peut qu'apporter sa contribution, certes essentielle, mais pas toujours suffisante à d'autres politiques comme celle de la mobilité, de l'évaluation des performance ou encore à des questions comme la promotion. La question fondamentale de savoir quel est le rôle de la formation, et de son appui, est une question toujours d'actualité. Est-ce une question de formation ou de recrutement ? quel investissement en formation ? Toutes ces questions seront certainement abordées dans l'étude des besoins en formation qui est entreprise à partir de juin 2011 et qui devrait donner à la Commission formation et développement, à HRM et à la Directrice générale des recommandations pour le court, moyen et long termes. Prenant en compte l'existant et les nécessaires évolutions de l'UNESCO, dans toutes ses politiques, programmes et procédures, cette étude devrait formuler une nouvelle approche pour le développement de la formation au sein du Secrétariat.
Ethics training implemented	La formation en éthique s'est révélée indispensable et elle se développe au Siège et hors Siège. Elle vient aussi en appui au rôle du Conseiller en éthique.

Cost-effectiveness/efficiency measures for this Main Line of Action
Le plan de formation biennal de l'UNESCO fait l'objet d'un monitoring strict par la Commission intersectorielle pour la formation et le développement. Cette Commission veille non seulement à l'exécution des activités de formation (70 % de taux d'exécution en juin 2011); a procédé à des coupures de fonds pour certaines activités si le taux d'exécution n'était pas conforme avec des réallocations à des activités nouvelles devenues indispensables. Par ailleurs, HRM/TCD comme la Commission veille à la rationalisation des formations entre elles (back to back afin de réduire les coûts et voyage en classe économique pour tous les participants à des formations).

IX.3.5. Programmes spéciaux, Tests et Briefings, MBP et Team Award

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 350 000	Expenditures: $599 182	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
More equitable geographical distribution and improved gender balance, in particular women at senior levels, achieved	HRM continues to monitor and implement the Plan to improve the geographical distribution of staff in the Secretariat. For the period under consideration, the following salient measures have been undertaken: - a bi-monthly monitoring chart on key HR indicators including information on geographical representation and gender balance are provided to ADGs and Directors of Bureaux. These reports are designed to provide information and facilitate the monitoring of the recruitment situation in each Sector/Bureau. It also contains information on posts under recruitment and upcoming retirements in each Sector. - Meetings with representatives from GRULAC and ASPAC Member States to develop specific measures targeting the candidates from these 2 Regional Groups who count the highest number of under- and non-represented countries. It is planned to extend consultations to other Groups - Participation in various job fairs and employment forums e.g. International Organizations Day organized by Colombia University; International Job Fair organized by the Ministry of Foreign Affairs, Switzerland, etc. - The recruitment of the Young Professionals from non- and under-represented countries was launched in November 2010. 407 Applications were received from 60 countries (26 non- and 34 under-represented). 68% were female candidatures. The recruitment process will be completed in August 2011. Many initiatives have been undertaken in the context of the Gender Action Plan: - 75% of P4 staff and 33 P3 level staff have participated in the Leadership and Management Skills Programme for mid-level women; - an information network of mid-level women staff has been set up as a result of the training programme - As at 1 June 2011, 27% of women Directors are represented in the Secretariat; however more efforts are needed in order to reach the 50% target by 2015.
Enhance the integration and motivation of staff member within the secretariat	Conformément à une recommandation des auditeurs externes et avec l'appui de la DG, du DDG et de ODG, HRM a mis en place deux nouvelles évaluations : l'une pour les membres du SMT et l'autre pour les directeurs hors siège. Ce double exercice a été lancé

	en avril 2011. Par ailleurs, HRM participe à toutes les discussions au sein du Système des Nations Unies relatives aux évaluations des performances et "aux rewards and recognition".
	Un nouvel exercice de promotion au mérite va être lancé en juillet 2011 et conformément aux recommandations de l'évaluation coordonnée par IOS, l'ensemble des documents ont été revus. Le Panel de promotion au mérite devrait se tenir cet automne.
	HRM a organisé 21 briefings pour des nouveaux recrutés (2 pour des directeurs et 19 pour des spécialistes de programme) ainsi que 43 tests dactylographiques dans le cadre de recrutement du personnel G.
	Enfin, 37 membres du personnel G (Siège et Hors Siège) se sont inscrits pour les tests linguistiques afin d'obtenir une prime linguistique dans une langue autre que leur langue d'origine. 29 ont réussi l'épreuve écrite en juin et les examens oraux vont avoir lieu en septembre prochain.
Participation of young talent in UNESCO's activities	- HRM a participé à la réunion bi-annuelle relative au programme des experts associés pour le Système des Nations Unies qui s'est tenue à Madrid en juin 2011. Cette réunion est importante pour coordonner les relations entre les différents bailleurs bilatéraux et les organisations des Nations Unies, ainsi que pour l'harmonisation des procédures entre agences du Système. Elle permet aussi de pouvoir discuter avec chacun des bailleurs bilatéraux.
	A la date du 30 juin 2011 22 experts associés sont financés par 6 bailleurs de fonds à l'UNESCO (Allemagne, Italie, Espagne, Corée du Sud, Japon et Finlande).
	Désormais, les jeunes experts associés, comme tout programme/projet financé sur des fonds extrabudgéraires, sont incorporés dans chaque programme pour lequel il travaille et HRM garde une activité démontrant sa responsabilité de coordination en la matière.
	- Les programmes spéciaux pour les stagiaires sont toujours financés, pour une période de 6 mois au sein du Secrétariat, par différents partenaires tels que Fulbright Programme (USA), le Ministère des relations internationales du Québec, Carlo Schmid Programme (Allemagne), l'Université des études internationales de Tokyo (Japon) ainsi que la Fondation de Recherches (Corée du sud). Ces jeunes stagiaires sont placés au Siège ou hors Siège.

Cost-effectiveness/efficiency measures for this Office 3
- Les activités concernant les nouveaux recrutés (Briefing et Tests dactylographiques) sont importantes pour leur entrée à l'UNESCO. Le briefing avait revu après une évaluation complète, en collaboration avec tous les services, en 2007. Par ailleurs les tests dactylographiques vont être revus et des recherches ont été mises en place ainsi qu'un appel d'offre afin de procéder à ce changement.

- Les programmes spéciaux (les jeunes professionnels, les experts associés et les stagiaires financés par des partenaires extérieurs) permettent à de nombreux jeunes de pouvoir accèder (YPP) ou participer (Experts associés et stagiaires spéciaux) au travail d'une organisation internationale. C'est important d'assurer cette connaissance qui peut leur être utile au sein de leur pays comme ultérieurement au sein du Système des Nations Unies.

Part III.E. Administration

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $38 747 000	Expenditures: $29 888 705	Allocation: $1 575 015	Expenditures: $1 018 769

Part III.E. Chapter 1. Administrative coordination and support

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $219 000	Expenditures: $185 246	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Administrative policies and procedures implemented and modernized	In improving policies and procedures, efforts have taken the form of technical updates of the Administrative Manual with the issuance of Circulars, the training of key staff on the basic aspects of programming and monitoring, the review of Job Descriptions and the review and close of outstanding recommendations of the internal audit.
	Priority has also been given to the implementation of the audit (internal-external) recommendations addressed to the various divisions of ADM as a result of these actions and over 30 recommendations have been closed. For those closed, follow-up action will continue to be undertaken to ensure proper implementation. For those remaining open, the requisite actions yet to be taken are identified for further execution.
	During the first semester of 2011 and in view of the increasing stringency of resource constraints, both existing and potential, emphasis has been given to the search of further improvements in the use of the available resources, the reduction of the support costs and the modernization of the programme support structures.
	The outcome of this effort has been a blueprint for the restructuring of the support services aimed at enhancing delivery capacity in support programme execution, building on the strengths of the existing operations and continuously identifying efficiency gains and ways to do more with less.
	A restructuring proposal of the support services administered by the ADM sector has been presented to Senior Management and it is

	expected that it be implemented in the second half of 2011.
Administrative policies and procedures with sector-wide impact selected for enhanced efficiency	The structure and contributions to the common exploitation charges of the Secretariat were reviewed with the assistance of IOS. The review of the structure and contributions to the exploitation charges of the Secretariat as well as of the charge-back mechanisms was completed as scheduled during the second semester of 2010. The review has been useful in terms of stocktaking of the volume and value of transactions and confirming the weight of the exploitation charges as cost items. The presentation of the exploitation charges in the budget document will, though, not change in the 36 C/5 and the issue of linking costs to the actual use by the different consumer units remains open. During the second semester of 2010, a "paperless" initiative has been launched with initial focus on the reduced reliance on printed documents for governing bodies sessions thus making such documents available by other electronic means. During the same period, the redesign of the intranet site for the ADM sector has started with focus given of making of it a more convivial and friendly tool for internal communication. During the first semester of 2011 a number of non-core activities have been subject to scrutiny with a view to 1. evaluate the internal resources that these activities consume, 2. identify new service delivery modalities . In this regard, the services of household removals, the handling of diplomatic franchises and the auxiliary services of the organization (commissary and restaurant) have been at study with a view to identify and put in place effective measures that while maintaining services to the users, these are provided in a manner that will not compromise the use of internal resources that are needed to the core activities. Likewise core activities and processes for Contracts Management and Correspondence Management have been subject to initial review of workflows, systems configuation and response with view to adjust tools to user needs and expectations. Consultations were in progress as at end of June 2011 with a view to deliver in the following semester customised solutions.

Cost-effectiveness/efficiency measures for this Main Line of Action
The sector will pro-actively cooperate with the programme sectors and the relevant corporate services in the identification of synergies, rationalization and optimization opportunities in the areas of common services management and in pursuing these opportunities through effective implementation and towards a net increase in efficiency gains. These actions will be essential in the context of the projected restructuring,   To that end as at 30 June 2011, focus has been made on the identification of activities that being non core to the sector mandate can be provided by an outside source more cost effectively and expeditiously with due regard to the Organization's outsourcing policy.

Part III.E. Chapter 2. Procurement

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $65 700	Expenditures: $53 509	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Modern procurement systems based on standardization and long-term supply agreements put in place	New Long-Term supply Agreements (LTA) have been put in place and others are in advanced preparation. LTAs continue to be a cost effective way to reduce administrative costs for purchasing.
Electronic management resources for procurement and asset management enhanced to secure compliance with International Public Sector Accounting Standards (IPSAS) requirements	All procurement expenditure is processed exclusively through FABS thus allowing for accurate control and statistics . Asset registration has become a mandatory requirement when processing purchases of any item qualifying as asset.
Technical skills improved Organization-wide in support of decentralized procurement activities, and best practices for service delivery adopted	The E-learning tool for procurement is actively used overall and procurement skills workshops to the decentralized units have continued.
Business practices harmonized with other United Nations system organizations in the context of United Nations reform	UNESCO chaired the HLCM Procurement Procurement Network in 2010 and has continued to actively participate in ist meetings and initiatives

Cost-effectiveness/efficiency measures for this Main Line of Action
In the context of the re-organization of Procurement and Contracting at UNESCO, adquate resources (human and financial) should be considered as crucial.

Part III.E. Chapter 3. Information systems and telecommunications

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $6 410 300	Expenditures: $4 085 207	Allocation: $1 056 170	Expenditures: $698 231

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Ensured smooth run of the Management Information systems and their contribution to the increasing performance of the organization.	Coaching and communication sessions with staff are regularly conducted in order to facilitate smooth running of the Management Information Systems, to ensure its proper evolution and its alighment with the changing needs of the organization.
Business practices harmonized with other United Nations system organizations in the context of United Nations reform	UNESCO has continued to actively participate in the meetings and initiatives of the HLCM IT Network
Enterprise portal platform developed providing a better integration of existing information systems	The development of the Contracts Management tool and the Personal Administration tools is proceeding and based on the requirements and specifications provided by BFM and HRM respectively.
Field offices network developed for better communications between field offices and headquarters	Standard hardware architecture has been installed in Windhoek, Kathmandu and Amman offices according to the planning.
Online access to all UNESCO official documents pursued	Digitalisation of documents has been progressing as planned . On June 1st, 2011, 126949 documents (and 45 years of the Courrier missing 9 issues) are accessible through UNESDOC and the alert system (UNESDOC@lerts) designed to send targeted publications under subscription accounts for 2489 inscriptions.
Online electronic archival description tool for life-cycle management of UNESCO paper records completed	By 30 June 2011, 2,500 multimedia records have been indexed and made available in the Multimedia Archives Platform. The multimedia archives service has also contributed to the UNESCO "Beyond Campus" iTunes University site, launched by the DG on 22 June 2011.
Multilingual UNESCO thesaurus developed	No progress has been made on developing an Arabic version of the UNESCO Thesaurus and pledges for extrabudgetary

	funds are followed up.
Archival description tool ICA-AtoM (Access to Memory) fully implemented at Headquarters and in the field	475 archival descriptions have been published in AtoM and 526 draft desriptions created. Furthermore, 64 authority records have been published in AtoM.

Cost-effectiveness/efficiency measures for this Main Line of Action
Efforts continue to minimize software and hardware maintenance costs without penalizing the quality of the services.

Part III.E. Chapter 4. Conferences, languages and documents

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $1 945 000	Expenditures: $1 534 483	Allocation: $518 845	Expenditures: $320 538

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality conference, interpretation and translation services as well as document production and distribution services delivered	Efforts continue on the forward planning of the recruitment of qualified short-term interpreters and translators to ensure quality of services
Document distribution channels rationalized and optimized	Progress continues as expected.
Roster of freelance linguists and other short-term staff enlarged and new talent included	Progress continues as expected.
Major conferences and meetings scheduled in a coherent manner	Efforts continue on the forward planning and communiaction with clients to ensure that major conferences and meetings are scheduled in a more coherent manner and the services rendered achieve the expected levels.
Quality control procedures for outsourced work implemented	Efforts continue to develop procedures and quality control standards.
Document management system further developed	Terms of reference are developed and based on functional needs

Cost-effectiveness/efficiency measures for this Main Line of Action
Efforts continue to containt cost while continue to advance on quality and client satisfaction. This in made though a combination of measures , including: • Upstream planning, • Constant review of internal processes and working methods with a view to streamline workflows • Increased interaction with clients in order to rationalize roles and responsibilities • Roster of free lance linguists enlarged and rejuvenated. • Transparency of cost of CLD services • Introduction of new technologies.

Part III.E. Chapter 5. Common services, security, utilities and management of premises and equipment

Regular budget: Activities[1]		Extrabudgetary resources[1]	
Allocation: $11 033 600	Expenditures: $9 316 878	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level, and risks and negative effects of austerity minimized	Use of the new administrative tools facilitates contracting for services. Available budgets are closely monitored and possible risks identified.
Optimal use of human and financial resources and of cost-sharing achieved through continuation of austerity measures	With the "Helpdesk" becoming an operational service of ADM/HQD, it is now standard practice to contact ADM/HQD by Headquarters users, facilitating the planning of work by workshop technicians. The process of mail chargeback for certain services continues to provide budget stability in the functioning of the mail unit, thus reducing budgetary risks. Also the measures undertaken for paperless meetings are showing a marked reduction in document distribution. UNESCO has been able to maintain the electrical costs at a constant and cost effective level by its decision to maintain the original contract signed with the EDF. The Secretariat continues to study this issue on a regular basis.

Safety and security arrangements assessed and adapted	The three new security posts approved by the Governing Bodies are now fully integrated into the security services. The new vehicle entry system is being implemented and is permitting better access controls, durability of installations and environmental friendly materials. Conservation works are underway to improve on working conditions of the central post for fire safety at the Fontenoy site. Three of five drivers have been qualified in defense driving; further training will be undertaken this year to ensure that drivers have the necessary level of training in this area. Reporting on the Medium Term Security Plan and the forward security post Fontenoy was presented to the Governing Bodies at 186th session of the Executive Board and the 176th session of the Headquarters Committee. The construction of the forward security post in Fontenoy is pending the approval by the governing body of the proposed financing option.

Cost-effectiveness/efficiency measures for this Main Line of Action
Open international competitive procurement procedures are applied for contracting of services and purchasing of equipment, as set out in the UNESCO Administrative Manual, thus ensuring the best value for money on budget execution.

Part III.E. Chapter 6. Maintenance, conservation and renovation of Headquarters premises

	Regular budget: Activities[1]		Extrabudgetary resources[1]	
	Allocation: $19 073 400	Expenditures: $14 713 382	Allocation: $0	Expenditures: $0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level, and risks and negative effects of austerity minimized	Works on elevators are being completed. Remaining activities are closely monitored to respect budgetary and time constraints.
Facilities and installations maintained at a satisfactory level in compliance with host country norms and within	The Capital Master Plan (CMP) will provide a larger vision and more controlled planning of maintenance and conservation activities. Reporting has been undertaken to the Headquarters Committee at is 176th session followed by

budgetary allocations	an informal meeting on 31 March 2011, hosted by the Administration Sector wherein the CMP was presented to all Member States. The final CMP document was presented to the 177 Headquarters Committee before its subsequent submission and review by the Governing Bodies.
Long-term maintenance of renovated Fontenoy premises ensured	Multi-technique maintenance programme is giving way to efficiency gains. A multi-tasks team to elaborate the Capital Master Plan was selected through competitive bidding and the CMP preapred and submitted to the Headquarters Committee
Long-term conservation programme for the Miollis/Bonvin site established, priority works related to safety, security and hygiene undertaken throughout the biennium	The execution of Phase II of fire safety measures reinforcement has been completed in the Bonvin building as foreseen. The Capital Master Plan (CMP) will provide a larger vision and more controlled planning of maintenance and conservation activities. Reporting has been undertaken to the Headquarters Committee at is 176th session followed by an informal meeting on 31 March 2011, hosted by the Administration Sector wherein the CMP was presented to all Member States. The final CMP document was presented to the 177 Headquarters Committee before its subsequent submission and review by the Governing Bodies.

Cost-effectiveness/efficiency measures for this Main Line of Action
Open international competitive procurement procedures are applied for contracting of services and purchasing of equipment, as set out in the UNESCO Administrative Manual, thus ensuring the best value for money on budget execution