

UN Framework

1. Towards “Delivering as One”
2. International policy frameworks
3. Country-level programming exercises and documents
4. Looking forward – One UN approach at the country-level

The third module called “UN Framework” will be divided into the following parts:

1. Towards “Delivering as One”.
2. International policy frameworks and Specific programme issues.
3. Country-level programming exercises and documents.
4. Looking forward – One UN approach at the country level.

Towards “Delivering as One”

“The world needs a coherent and stronger multilateral framework with the United Nations at its centre to meet the challenges of development, humanitarian assistance and the environment in a globalizing world. The UN needs to overcome its current fragmentation and to deliver as one. It should help the world accomplish the ambitious agenda endorsed by the 2005 World Summit; the Millennium Development goals (MDGs) and other internationally agreed development goals. It should enable and support countries to lead their development processes and help address global challenges such as poverty, environmental degradation, disease and conflict.”

Extract from the report entitled “Delivering as One”, Secretary General’s High-level panel, 9 November 2006.

UNESCO results chain

« Delivering as One »

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1. In the report entitled “Delivering as One” the Secretary General’s High-level panel stipulated:

“The world needs a coherent and stronger multilateral framework with the United Nations at its centre to meet the challenges of development, humanitarian assistance and the environment in a globalizing world. The UN needs to overcome its current fragmentation and to deliver as one. It should help the world accomplish the ambitious agenda endorsed by the 2005 World Summit; the Millennium Development goals (MDGs) and other internationally agreed development goals. It should enable and support countries to lead their development processes and help address global challenges such as poverty, environmental degradation, disease and conflict.”

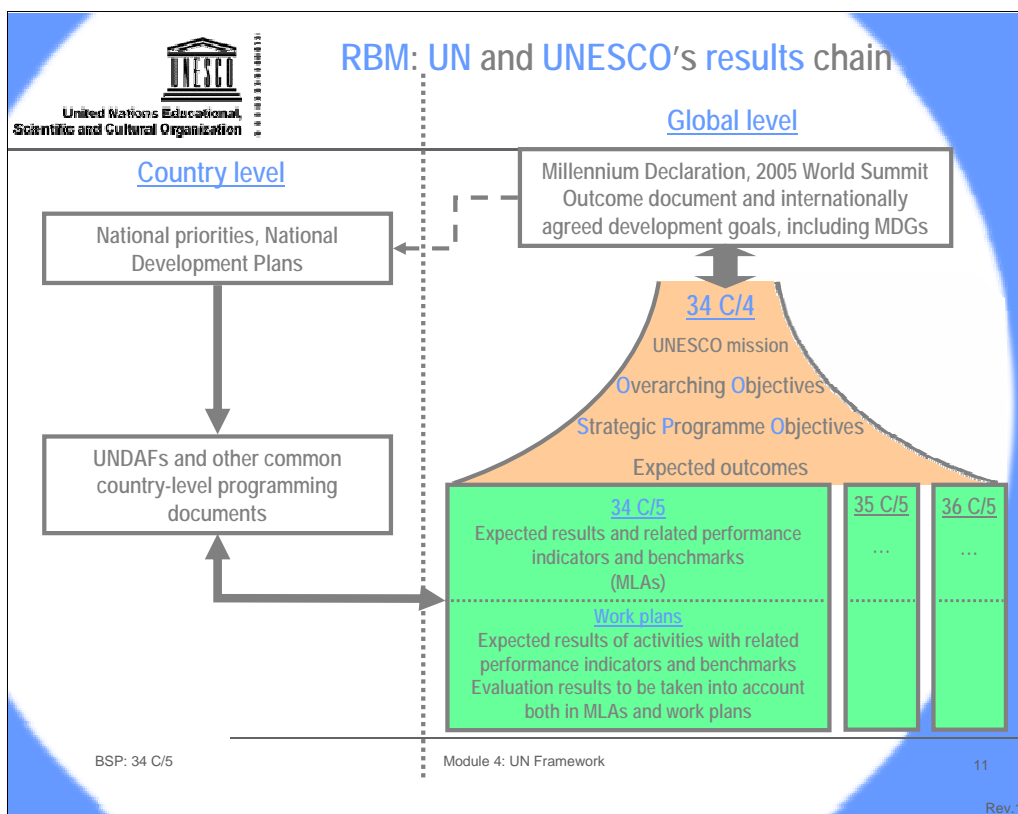
The United Nations Reform was tackled during the 2005 World Summit. Heads of State and Government assembled at the United Nations pledged to “enhance the relevance, effectiveness, efficiency, accountability and credibility of the United Nations system” and called for reform of the United Nations system in order to eliminate overlap and duplication in mandates and ensure stronger system-wide coherence and effectiveness. A primary objective of the United Nations reform is to ensure that all Organizations, Funds and Programmes of the United Nations can make collective and strategic contributions to respond to national and international development priorities.

UNESCO will be challenged to discharge its mandate and prove its comparative value by promoting international cooperation in its domains and to deliver effectively at the global, regional and country levels. The latter will be the principal arena for demonstrating effectiveness of interventions and results, alignment with country priorities and harmonization and coherence of action among United Nations system Organizations and other Donors. In that regard, the 2005 Paris Declaration on Aid Effectiveness has laid down a roadmap for all development partners to enhance the quality of development assistance. It is organised around five key principles, which UNESCO will follow in its own action: ownership, alignment, harmonization, managing for results and mutual accountability.

2. As seen in the previous module entitled “3. RBM approach: a Programming Framework” defining the contribution of your expected result to the one at the level above, is the starting point of the programming process. This results chain ensures the overall UNESCO programmatic coherence.

3. In the same manner, as UNESCO is part of the United Nations system, your element needs to be included in the wider UN framework. Its relevance needs to be clearly defined via the contribution of your expected result to the wider results chain. This ensures the overall UN programmatic coherence. At the country level, the results chain puts in perspective the National Development Plans/Strategies and UN common country programming tools (via among others the UNDAF or One UN Programme Results Matrix).

The next slide explicit these interactions.



This chart shows UNESCO's established results chain cascading from the Medium-Term Strategy (C/4) over to the Programme and Budget (C/5) to the work plans, applied for regular and extrabudgetary resources alike. It also puts in perspective the National Development Plans and UN common country programming tools. In brief, it illustrates how UNESCO at the same time carries out its mandates and contributes to the wider UN framework at the global and the country level.

There is causality between these levels of results: each result is a means for achieving the next higher level of result.

National priorities represent one or more priorities or goals from the national development framework, that relate to the Internationally Agreed Development Goals (IADGs), including the MDGs. They are expressed as a measurable, achievable, sustainable change in the lives of people.

The UNDAF Outcome makes a contribution to the achievement of the national priority or goal. Normally, it requires the efforts of two or more UN agencies and their partners, and it relies on critical assumptions about the roles of partners outside the framework of the UNDAF. Typically, it is expressed as an institutional or behavioural change at national or sub-national levels, to be achieved by the end of the UNDAF cycle.

UNESCO Outcome induces the institutional or behavioural changes expected from UNESCO's cooperation. The UN agency Outcomes, together with the contributions of other partners, should be sufficient to achieve the UNDAF Outcome.

Results of UNESCO's activity bring about the specific products, services inducing changes in processes resulting from UNESCO's intervention. The results should be sufficient to achieve UNESCO's Outcome.

The planning tools developed at the country level reflect the commitments taken at the global level. In the next slide these commitments will be tackled via the International policy frameworks.



United Nations Educational,
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International policy frameworks

UN priorities:

- International **A**greed **D**evelopment **G**oals
- International **C**onferences and **C**onventions
- **UN** **D**ecades and **Y**ears

Global lead responsibilities of UNESCO:

- United Nations **L**iteracy **D**ecade, 2003-2012
- United Nations Decade of **E**ducation for **S**ustainable **D**evelopment, 2005-2014
- International Decade for a **C**ulture of **P**eace and Non violence for the Children of the world, 2001-2010
- **E**FA movement

UNESCO Strategies and policy frameworks (examples)

- Communication and Information Policy Framework for Kenya
- Policy Framework on HIV/AIDS Prevention, Control and Management



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The initiatives undertaken at the United Nations differ in nature impacting the global, regional and country level.

1. Specific challenges are addressed in internationally agreed development goals, international conferences, conventions and UN decades or Years by the United Nations system.

The General Assembly of the United Nations has scheduled certain years and decades as special observances, in order to draw attention and to encourage international action to address concerns of global importance.

It is important to specify how UNESCO is in line with, follows-up to, marks or contributes to the implementation of such international priorities.

2. Global lead responsibilities of UNESCO. UNESCO is lead UN agency for the United Nations Literacy Decade (2003-2012), the United Nations Decade of Education for Sustainable Development (2005-2014) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

UNESCO performs a lead role for Education For All (EFA) and its Global Action Plan (GAP), the World Water Assessment Programme and the UN-Water and UN-Oceans interagency coordination mechanisms, the Global Agenda for the Dialogue among Civilizations and has, together with ITU and UNDP, a shared responsibility for the follow-up to the World Summit on the Information Society (WSIS).

Finally, UNESCO acts as leader, manager and guardian of universal lists in its fields of competence.

3. To contribute to the specific issues addressed at the UN level, the Organization has developed its own strategies or policy frameworks such as the Communication and Information Policy Framework for Kenya or the Policy Framework on HIV/AIDS Prevention, Control and Management (Lesotho).

UNESCO focuses its action around specific programme issues which are characterized by ambitious objectives to be attained, the wide scope of their impact, and a large commitment from Member States of the United Nations. The issues were defined on long periods, and if successful, will imply a significant transformation in societies. These subjects are being addressed in an intersectoral manner by the Organization. The specific programme issues will be presented in a thematic order, however please note that they are inter-related.


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International policy frameworks

Internationally Agreed Development Goals

UN Millennium Summit 2000: Millennium Declaration/United Nations Framework

Millennium Development Goals:



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1. A broad range of strategic objectives, commitments and approaches are developed in different documents. The 2005 World Summit Outcome document underlines the commitment to prepare comprehensive national development strategies by 2006 to achieve the Internationally Agreed Development Goals, including the MDGs, with Donors aligning their development assistance with those of partner country strategies.


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

3-11. The Millennium Development Goals:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote Gender Equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

The Millennium Development Goals (MDGs) provide a framework for the entire UN system to work coherently together towards common objectives, especially at the country level. Through focused action in all its fields of competence, UNESCO must make a discernible contribution to the MDGs and especially MDG 1 to halve poverty by 2015 and to the promotion of sustainable development.

To attain the Internationally Agreed Development Goals, including the MDGs, UNESCO has committed itself to diverse policy frameworks.



United Nations Educational,
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International policy frameworks



Education For All – EFA

- **1990:** World Conference,
- **2000:** Dakar Framework for Action:

1. Expanding and improving comprehensive **early childhood care** and **education**, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 **all children**, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have **access to** a complete free and compulsory **primary education** of good quality;
3. Ensuring that the **learning needs** of all young people and adults are met through **equitable access** to appropriate learning and life skills programmes;
4. Achieving a 50 per cent **improvement** in levels of **adult literacy** by 2015, especially for **women**, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving **Gender Equality in education** by 2015, with a focus on ensuring girls' full and **equal access** to and achievement in **basic education** of good quality;
6. Improving all aspects of the **quality of education**, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

- **UNESCO's three core initiative:** Accelerating Action towards achieving the EFA Goals

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UNESCO performs a lead role for Education For All (EFA) and its Global Action Plan (GAP). The EFA movement is a global commitment to provide quality basic education for all children, youth and adults.

1. The movement was launched at the World Conference on Education for All in 1990. Ten years later, many countries were still far from having reached this goal, when the international community (including five international agencies: UNDP, UNFPA, UNICEF, World Bank and UNESCO) met again in Dakar, Senegal. The Dakar Framework for Action, adopted by the World Education Forum (2000), reaffirmed the commitment of the international community to achieving Education for All by the year 2015 and identified 6 EFA goals:

2.Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

3.Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality;

4.Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

5.Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

6.Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving Gender Equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

7.Goal 6: Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

8. UNESCO is entrusted with the overall responsibility of sustaining the global momentum, assisting national leadership to achieve the goals of EFA and coordinating all international players. EFA partners include Governments, International Organizations, bilateral and multilateral Donors, Civil Society, NGOs and the Private Sector. In addition to this coordination role, UNESCO reinforces its own actions at the country level through three core initiatives, the Literacy Initiative for Empowerment (LIFE), the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and the Global Initiative on Education and HIV and AIDS (EDUCAIDS).

The drive to achieve the EFA goals also contributes to the global pursuit of the eight Millennium Development Goals (MDGs), especially the two education related MDGs including the elimination of gender disparity at all levels of education no later than 2015.



United Nations Educational,
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International policy frameworks

E-9 Initiative:
Provide basic Education in the **9** most populated countries:
Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico,
Nigeria and Pakistan.





South-South cooperation:
Focus on cooperation, exchanges of knowledge,
skills, resources and know-how

United Nations Education for Sustainable Development (2005-2014):

- **Respect, value** and **preserve** the achievements of the past;
- **Appreciate** the wonders and the peoples of the Earth;
- **Live** in a world where all people have sufficient food for a healthy and productive life;
- **Assess, care** for and **restore** the state of our Planet;
- **Create** and **enjoy** a better, safer, more just world;
- Be **caring** citizens who exercise their rights and responsibilities locally, nationally and globally.

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

2. The United Nations South-South Cooperation day was launched in 2003 to intensify the efforts of UN Organizations to mainstream the use of South-South cooperation in the programming and implementation and to increase resources (human, technical and financial) to support the initiatives. South-South cooperation focuses on cooperation, exchanges of knowledge, skills, resources and know-how. This process can be bilateral or multilateral in scope and sub-regional, regional or interregional in character. South-south cooperation provides a platform which enables developing countries to share their experiences and to cooperate on issues of common concern. According to UNDP, it covers three dimensions of collaboration: political, economic and technical. The E-9 initiative is an example of a South-South cooperation. UNESCO will increasingly resort to South-South cooperation, which is part of a broader global partnership for development, in all domains.

3. The United Nations Decade of Education for Sustainable Development (2005-2014) was launched in 2002 and UNESCO was designated as lead UN agency for the promotion of the Decade. The overall goal of the UN Decade on Education for Sustainable Development (DESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour to promote a sustainable and just society for all in order to:

- Respect, value and preserve the achievements of the past;
- Appreciate the wonders and the peoples of the Earth;
- Live in a world where all people have sufficient food for a healthy and productive life;
- Assess, care for and restore the state of our Planet;
- Create and enjoy a better, safer, more just world;
- Be caring citizens who exercise their rights and responsibilities locally, nationally and globally.



United Nations Educational,
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International policy frameworks

Culture of Peace

Decade for a **Culture of peace** and **Non-violence for the Children** of the World (2001-2010)

*“Culture of Peace is a set of **values**, attitudes, modes of **behaviour** and ways of life that **reject violence** and prevent conflicts by tackling their root causes to solve problems through **dialogue** and **negotiation** among individuals, groups and nations.”*

UN Resolutions A/RES/52/13 and A/RES/53/243





UNESCO
promotes a dialogue
among civilisations

Dialogue among Civilizations and Cultures

*“UNESCO believes that **dialogue** is the keystone of **conflict resolution**, and that real and meaningful dialogue cannot take place unless all stakeholders are included: women, as well as men.”*

Koichiro Matsuura, Director-General of UNESCO, 8 March 2007

Action to counter terrorism

*“...we encourage the United Nations Educational, Scientific and Cultural organization to play a key role, including through **inter-faith** and **intra-faith dialogue** and **dialogue among civilizations**.”*

United Nations Global Counter-Terrorism Strategy adopted by the General Assembly on 6 September 2006 (A/60/L.62)

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Originally, the Culture of Peace Programme (CPP) was created in 1994, it became the year for the Culture of Peace in 2000. The popularity of the year encouraged the establishment of the International Decade for a Culture of peace and Non-Violence for the Children of the World (2001-2010). The mandate of the decade emphasizes the need for the international community to recognize and implement strategies to focus on and ensure assistance for children exposed to harmful and violent situations. The culture of peace is defined by the UN as “a set of values, attitudes and behaviours that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.” The UN further acknowledges that education at all levels is one of the principal means to build a culture of peace based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity. UNESCO as the lead UN agency for the “International Decade for a Culture of Peace and Non-violence for the Children of the World” pursues action for the promotion and strengthening of a culture of peace worldwide, by implementing the Programme of Action.

1. In November 1998, the General Assembly proclaimed Year 2001 as the United Nations Year of Dialogue among Civilizations, coinciding with the adoption of United Nations Year for the Dialogue among Civilizations.

The promotion of dialogue in the service of peace in order to build “peace in the minds of men” is a main theme of UNESCO’s Constitution. UNESCO contributes to peace, mutual understanding and social cohesion through the promotion of a dialogue among civilizations and cultures in accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action adopted by the United Nations General Assembly in 2001. It builds on the outcomes of activities undertaken in this area over the last six years and draw on relevant recommendations of the report of the Alliance of Civilizations, in particular focusing on youth, women, civil society, the media, educators and education to avoid discrimination against migrants, guided by the desire to foster mutual understanding and peace.

UNESCO has consolidated its concrete and practical action in the area of the dialogue among civilizations and cultures, including a specific focus on indigenous people and interfaith dialogue, initiatives at the regional and sub-regional levels, the articulation of a set of commonly shared values and principles (such as tolerance, mutual understanding and respect for the other), thematic focus building on its five fields of competence and dialogue as a vehicle for advancing women’s human rights.

2. The link between activities in support of the dialogue and efforts to combat and counteract extremism, fanaticism and terrorism will continue to be addressed. UNESCO received new impetus through 31 C/Resolution 39 on the fight against terrorism adopted by the General Conference at its 31 session (Nov.2001).

Intersectoral action is being pursued on the following themes:

- Promoting reciprocal knowledge of cultural diversity (including ethnic, linguistic and religious diversity);
- Building a framework for commonly shared values;
- Strengthening quality and values education;
- Countering violence and extremism;
- Fostering dialogue for sustainable development.

Post conflict and disaster needs

- Building “better back” of whole **educational systems**
- Promoting **cultural diversity**, including the protection of damaged cultural and natural heritage at risk,
- Reconstruction and promotion of independent and **pluralistic media**,
- Contribution to the **equitable management** and use of natural resources, in particular **water** resources as well as to **biodiversity** conservation,
- Facilitating and supporting **policy formulation**, implementation and monitoring in the various fields of social and human sciences.

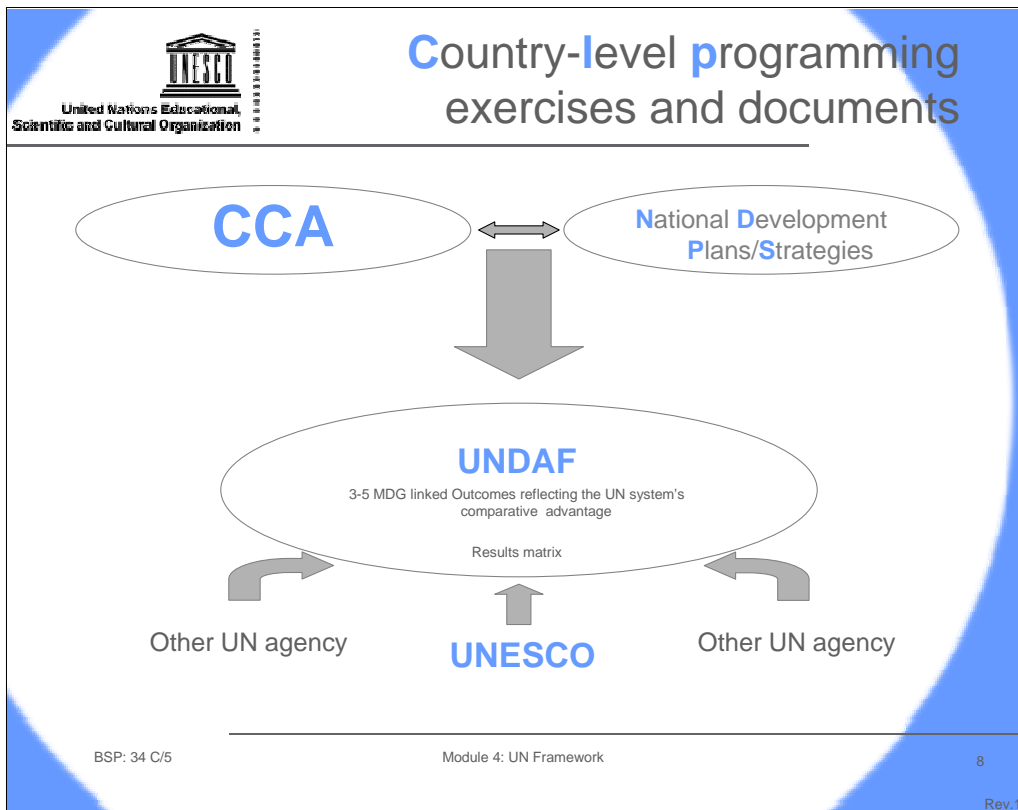


Numerous countries from around the world are currently experiencing situations of conflict or are affected by the effects of past conflict: poor economic, political performance and stability; poverty; hunger; homelessness; crippled infrastructure; skill shortages and decreased access to education and training. The establishment of peace in conflict areas is often a fragile one.

Assistance to post-conflict and disaster transitions is vital for the pursuit of peace, governance, human rights and poverty eradication. The human and financial cost of conflicts and natural disasters are a major impediment to the realization of internationally agreed development goals, including the MDGs. UNESCO reinforces its assistance to conflict and disaster-affected countries by contributing to early recovery and reconstruction, reconciliation and dialogue, while giving special attention to the prevention of the recurrence of conflict. Empowering local communities, including marginalized and vulnerable groups, to participate in peace processes and responding to their needs for access to critical information, such as peace agreements or reconciliation initiatives, is a major task. Tightening links with and developing support for professional communities such as journalists, cultural professions, teachers and academia represents UNESCO's added-value.

1. UNESCO's action is focused on:

- Building “better back” of whole educational systems,
- Promoting cultural diversity, including the protection of damaged cultural and natural heritage at risk,
- Reconstruction and promotion of independent and pluralistic media,
- Contribution to equitable management and use of natural resources, in particular water resources as well as to biodiversity conservation,
- Facilitating and supporting policy formulation, implementation and monitoring in the various fields of social and human sciences, by supporting the revitalization of in-country research capacities.



As part of the reform launched in 1997 the Secretary-General called for the United Nations to articulate a coherent vision and strategy for a unified approach towards common development goals at the country level. The Common Country Assessment (CCA) and the United Nations Development Assistance Framework (UNDAF) were adopted as strategic planning tools to deliver as one at the country level. They are prepared by the United Nations Country Teams (UNCTs).

1., 2. and 3. The analysis contained in a CCA or a similar National Development Plan/Strategy provides the rationale for UN operations in the country concerned while the UNDAF indicates their link to national priorities (including the MDGs), their strategic direction and expected outcomes.

The Common Country Assessment – the CCA is the common UN instrument to analyze the national development situation and identify key development issues. The rationale is to have a common analysis of the country situation and to reduce the number of overlapping analyses conducted by UN agencies and partners, and contribute to national knowledge on key development challenges. In so doing, development assistance and advocacy can be more focused and effective.


Two processes are defined in the CCA:

- *Assessment*: The assessment determines whether and where a development challenge exists, its intensity and who is affected. The Internationally Agreed Development Goals, including the Millennium Declaration and the MDGs and human rights instruments of the UN system are the benchmarks against which are defined the major challenges in a country and their severity.

- *Analysis*: The causes of selected major challenges are analyzed, national awareness and capacities to address the challenges assessed. The analyses identify the major determinants and options to be addressed. They describe the interrelated causes of the problem, of which the most important need to be addressed.

4. and 5. The next step in the preparation of United Nations system country programmes is the UNDAF – United Nations Development Assistance Framework, which emerges from the analyses of the CCA. It is a common strategic framework for the operational activities of the United Nations system at the country level. It provides a collective, coherent and integrated United Nations system response to national priorities and needs, including Poverty Reduction Strategy and equivalent national strategies.

6. To ensure that the priorities are adequately addressed, the corresponding roles and commitments of agencies and development partners are described and logically inter-related in a results matrix. The UNDAF results matrix operationalizes the UNDAF, it indicates the results that Government, other national partners, and UN agencies commit themselves to achieve. Participation is an important ingredient for achieving results. It is for this reason that Government counterparts, Civil Society Organizations, and the representatives of Donor agencies are involved in the preparation of the CCA and the UNDAF to ensure that UN development interventions reflect the needs, priorities and vision of partners and beneficiaries. On the basis of the UNDAF results matrix, UNESCO needs to identify how it can contribute to a specific part of the implementation of the UNDAF, together with their national counterparts, partners and beneficiaries.



United Nations Educational, Scientific and Cultural Organization

Country-level programming exercises and documents

UN Agencies, World Bank, IMF and all External Donors:

- **PRS** - Poverty Reduction Strategy
 - Promote growth and reduce poverty
- **SWAps** - Sector Wide Approaches or **Programme Based Approaches**
 - Support a single policy
- **JAS** - Joint Assistance Strategy
 - A unified country strategy with a comprehensive vision
- **DBS** - Direct Budget Support
 - Aid channelled directly to governments budgets

UNESCO:

- **UCPDs** – UNESCO Country Programming Documents
 - Analysis of national priorities in UNESCO's domains
 - UNESCO's contribution to the national development process and its priorities
- **UNESS** - UNESCO National Education Support Strategy
 - Ensure a pertinent and effective response to countries' needs and demands

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Within the UN country teams, UNESCO Field Offices should contribute to all relevant country-level programming exercises and documents and reform initiatives. They are expected to ensure that the core mandates and the full range of sectoral competencies of UNESCO are reflected, in CCA/UNDAF and other UN country-level programming documents (such as Poverty Reduction Strategies – PRS, Sector-wide Approaches – SWAps) as well as broader joint assistance strategies involving all external Donors (Joint Assistance Strategies – JAS, Direct Budget Support – DBS). Implementation of UNDAF may lead to Sector-Wide Approaches (SWAps) or Programmed Based Approaches and Joint Assistance Strategies (JAS).

1. UN agencies, World Bank, IMF (i.e. the Bretton Woods Institutions) and all External Donors:

2. The Poverty Reduction Strategy (PRS): Introduced by the World Bank, the PRS describes a country's policies and programmes to promote growth and reduce poverty, as well as associated external financing needs. They are prepared by governments through a participatory process involving civil society and development partners, including the World Bank, the IMF and the UN Country Teams (UNCT).

3. A SWAp or Programmed Based Approach is a process in which funding for the sector – whether internal or from Donors – supports a single policy and expenditure programme, under government leadership, and adopts common approaches across the sector. It is generally accompanied by efforts to strengthen government procedures for disbursement and accountability. A SWAp should ideally involve broad stakeholder consultation in the design of a coherent sector programme at Country, Regional and Global levels, and strong co-ordination among Donors and between Donors and government. Intersectoral approaches are programmed and implemented both within UNESCO and with other UN agencies. SWAps may themselves become a mechanism to implement PRS processes.

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

5. Direct Budget Support (DBS) refers to aid channelled directly to government budgets, to be disbursed using their own allocation, procurement and accounting systems. It is important to note that DBS does not just involve the transfer of funds; the approach has three key elements: technical assistance or capacity building, policy dialogue and the transfer of resources.

6. UNESCO has developed its own documents to complete its action at country-level:


7. To provide a better country-level perspective on its programming activities, UNESCO launched **UNESCO Country Programming documents** (UCPDs): a new tool designed to capture in a single document UNESCO's activities in a particular country, in a succinct and results oriented comprehensive manner, whether funded from regular or extrabudgetary resources. Specifically, it:

(a) Provides, for a given country, a succinct overview of pertinent developments relevant to UNESCO's areas of competence (situation analysis); (b) Provides a succinct results-based status description of all ongoing and recent past UNESCO support and activities for a particular country (including contributions by UNESCO category 1 institutes) and to highlight UNESCO contributions to deliverables of existing country programming documents (such as CCA/UNDAF, One Plan/Programme, PRS, SWAps); (c) Describes ongoing cooperation with other United Nations partners and external donors; (d) Identifies components and deliverables for inclusion in ongoing or future common country programming exercises, including through common programming tools and approaches; (e) Suggests possible entry points for future cooperation and joint programming with other United Nations entities.

A UCPD should also focus on promoting coherence among UNESCO's sectoral inputs and those of other partners and on fostering intersectoral and interdisciplinary engagement. Moreover, UCPD shall provide a basis for a results-based, strategic approach to the mobilization of extrabudgetary funds. Ultimately, a UCPD is expected to lead to enhanced visibility of UNESCO in terms of its contributions to national development and to a harmonized presentation of country programming experiences across all regions.

It is based as far as possible on UNDAF results matrix (and appended to it) and/or One UN Programme results Matrix, although it contains all other UNESCO programmes and results which could not be part of the UNDAF. Upon its completion by the relevant Field Office, it can be provided to the National Commission for comments.

8. UNESCO National Education Support Strategy (UNESS), representing as it does a sector-wide programming approach, helps define the education component of United Nations country programming exercises and documents. It specifies the scope of UNESCO's assistance in education and that of other EFA convening organizations of the United Nations system that can be offered to a particular Member State. Country-based UNESS documents thus constitute the frameworks for building evidence-based, demand-driven work plans by the concerned FOs and for mobilizing partnership and additional support. UNESS thus translates the overall EFA Global Action Plan (GAP) at the country level.



United Nations Educational,
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Looking forward **One UN** approach at the country-level: **UN** system “**Delivering as One**”

Ownership of Member States

One UN approach at the country level: **UN** “**Delivering as One**”

- One **Plan/Programme**
- One **Budgetary** framework
- One **Leader** of the UN country team (**UNCT**)
- One **Office** where appropriate

- **Specialized Agencies** should be able to contribute in accordance with their constitutional mandate and their core competencies
- **One UN** should respect and capitalize fully on the **diversity of the mandates**
- **8 Pilot Offices**: **Vietnam, Pakistan, Mozambique, Cap Verde, Tanzania, Uruguay, Albania, Rwanda**

What it implies for **UNESCO**

- **Defining** and **advocating** its area of **expertise** and **comparative advantage**
- Having fundamental **knowledge** and staying **up-to-date** about UN system-wide processes and instruments
- Ensuring that **UNESCO's core mandates** and the full range of **sectoral competencies** are reflected, in **UN country-level** programming documents



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The current fragmented approach to country-level programmes induced the idea of creating “One UN” approach at the country-level to coordinate the United Nations’ work in each nation, thus:

- Increasing UN system-wide coherence and effectiveness
- Avoiding overload of government structures by reducing duplication and redundancies among the UN agencies

1. Ownership of Member States:

It is agreed that the whole UN system needs to become more country-oriented in support of development priorities of the country concerned, through joint country-level programming exercises and documents (i.e. which should be Demand-driven rather than Supply-driven). Therefore, leadership for development policies and strategies rests with each country, to coordinate development actions based on a broad consultative process.

2. The One UN approach at the country level: The UN system “Delivering as One”

Entails One plan/programme, One budgetary framework, One leader (of the UN country team in the person of the Resident Coordinator), One set of management practices and One office (where appropriate).

One Programme is the most important element for ensuring coherence. The other “Ones” will flow from and be influenced by it. Hence, the One Programme should be the entry point if not the pivot for the one UN Pilot Offices.

3. One Programme implies that the programmes and activities should be developed in such a manner as to be inclusive of the mandates and missions of all parts of the UN system when responding to the development priorities of the country concerned (Strategic inclusiveness). Specialized Agencies should be able to contribute in accordance with their constitutional mandate and their core competencies (e.g. education, culture, health and agriculture) on both normative and operational aspects. Intellectual, ethical and normative functions cannot be divorced from implementation and operational action. To be effective, the feedback loop between theory and practice needs to be direct, not mediated nor second-handed. Policy development is not an abstract, academic process but one that engages with real-world problems and is informed by actual needs and concrete situations. The solutions should recognize and draw on the full range of sectoral expertise, knowledge and resources available from within the entire UN system. One UN at the country-level should respect and capitalize fully on the diversity of the mandates and specialization available to Member States.

One Budgetary Framework in its current definition, refers to the financial expression of the totality of “One Programme”. It is therefore the total programme resource picture including i) core funds of Organizations involved, ii) existing/on-going extrabudgetary or non-core resources from all sources as well as iii) the funding gap. “One Fund” refers to the pooled fund mechanism to be established for the new resources provided or the unfunded/gap portion of the One Programme.

The High-level panel on System wide-coherence recommends that the “One UN” approach at the country-level start with five pilot countries in 2008 and - subject to satisfactory review - 20 One UN pilot countries should be implemented by 2009, 40 by 2010 and all others by 2012. As of today, eight countries have been targeted for a pilot One UN (Viet Nam, Pakistan, Mozambique, Cape Verde, Tanzania, Uruguay, Albania, Rwanda).

4. What it implies for UNESCO:

- In terms of the thematic areas it will be essential for UNESCO to clearly define and advocate its areas of expertise and its comparative advantage within the UN system. The Organization needs to participate in a global mandate and at the same time keep its approach in its area of competence. UNESCO will be required to remain active in UN system-wide discussion fora and formulate strategies for involvement in new modalities and mechanisms.

- UNESCO staff will need to have fundamental knowledge and stay up-to-date about UN system-wide processes and instruments.

- UNESCO Field Offices should contribute to all relevant country-level programming exercises and ensure that the core mandates and the full range of sectoral competencies of UNESCO are reflected, in CCA/UNDAF, One UN programme and other UN country-level programming documents.

Ultimately, the emphasis on country-level delivery and the implications of UN reform with one programme and one budgetary framework are bound to impinge on the prospects and ability of UNESCO to attract extrabudgetary resources for activities outside the common UN country programming framework. Although, resources can be raised for stand-alone activities in single agency priority areas not retained or chosen for the One Programme (if justified by national priorities) as well as by Headquarter for activities with a normative, regional or sub-regional nature.



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Key points

- International **p**olicy **f**rameworks adopted at the UN and UNESCO level in order to address specific challenges: development goals, conference, conventions, UN decades and UN years
- The **M**illennium **D**evelopment **G**oals: specifies 8 measurable goals to be achieved by 2015
- To respond to country's needs, **c**ountry-level **p**rogramming exercises and documents have been developed by the United Nations
- The **C**CA and **U**NDAF represent strategic planning tools to deliver as one at the country
- **O**ne **U**N approach at the country level, "**U**N system **D**elivering as **O**ne": one programme, one budgetary framework, one leader and one office (where appropriate)

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1. At the global level, specific challenges are addressed in internationally agreed development goals, international conferences and conventions and UN decades or years. The main objective is to emphasize special observance and to draw attention and encourage international action.
2. The Millennium declaration specifies 8 time-bound and measurable goals, known as the Millennium Development Goals for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women to be achieved by 2015.
3. At the country level, country-level programming exercises and documents have been developed by the United Nations to respond at best to the country's specific needs.
4. The CCA/UNDAF represent a strategic planning tool to deliver as one at the country-level. This allows a unified approach towards common development goals at the country-level.
5. In line with the UN reform, the United Nations system has committed to attain the "One UN" approach at the country level: one programme, one budgetary framework, one leader and one office (where appropriate).



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Resources

[2005 World summit](http://www.un.org/summit2005/) <http://www.un.org/summit2005/> (UN)
[Action to counter terrorism](http://portal.unesco.org/fr/ev.php-URL_ID=13001&URL_DO=DO_TOPIC&URL_SECTION=201.html) http://portal.unesco.org/fr/ev.php-URL_ID=13001&URL_DO=DO_TOPIC&URL_SECTION=201.html
<http://www.un.org/terrorism> (UN)
[CCA/UNDAF](http://www.undg.org/index.cfm?P=16) <http://www.undg.org/index.cfm?P=16> (UNDG)
[Delivering as One](http://www.un.org/events/panel/resources/pdfs/HLP-SWC-FinalReport.pdf) <http://www.un.org/events/panel/resources/pdfs/HLP-SWC-FinalReport.pdf> (UN)
[Direct Budget Support](http://www.capacity.undp.org/index.cfm?module=ActiveWeb&page=WebPage&s=direct_budget_support_1) http://www.capacity.undp.org/index.cfm?module=ActiveWeb&page=WebPage&s=direct_budget_support_1 (UNDP)
[Education For All](http://portal.unesco.org/education/en/ev.php-URL_ID=50558&URL_DO=DO_TOPIC&URL_SECTION=201.html) http://portal.unesco.org/education/en/ev.php-URL_ID=50558&URL_DO=DO_TOPIC&URL_SECTION=201.html
[E-9 Initiative](http://www.unesco.org/education/e9) <http://www.unesco.org/education/e9>
[Dialogue among civilizations](http://www.unesco.org/dialogue/) <http://www.unesco.org/dialogue/>
[International Decade for a Culture of Peace and Non-violence for the Children of the World](http://www3.unesco.org/iycp/) <http://www3.unesco.org/iycp/>
[Millennium Development Goals](http://www.un.org/millenniumgoals) <http://www.un.org/millenniumgoals> (UN)
[Paris Declaration on Aid Effectiveness](http://www.oecd.org/document/18/0,2340,en_2649_3236398_35401554_1_1_1_1,00.html) http://www.oecd.org/document/18/0,2340,en_2649_3236398_35401554_1_1_1_1,00.html (OECD)
[Poverty Reduction Strategy](http://www.worldbank.org/prsp) www.worldbank.org/prsp (Worldbank)
[South-South cooperation](http://www.un.org/Depts/dhl/events/south/index.html) <http://www.un.org/Depts/dhl/events/south/index.html> (UN)
[Sector Wide Approaches](http://portal.unesco.org/education/en/ev.php-URL_ID=10217&URL_DO=DO_TOPIC&URL_SECTION=201.html) http://portal.unesco.org/education/en/ev.php-URL_ID=10217&URL_DO=DO_TOPIC&URL_SECTION=201.html (UNESCO/ED)
[UN Decade for Education for Sustainable Development](http://portal.unesco.org/education/en/ev.php-URL_ID=23279&URL_DO=DO_TOPIC&URL_SECTION=201.html) http://portal.unesco.org/education/en/ev.php-URL_ID=23279&URL_DO=DO_TOPIC&URL_SECTION=201.html
[UNESCO National Education Support Strategy](http://portal.unesco.org/education/en/ev.php-URL_ID=10200&URL_DO=DO_TOPIC&URL_SECTION=201.html) http://portal.unesco.org/education/en/ev.php-URL_ID=10200&URL_DO=DO_TOPIC&URL_SECTION=201.html
[United Nations reform](http://www.un.org/reform) <http://www.un.org/reform> (UN)

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For additional information you may consult the websites indicated.