



United Nations
Educational, Scientific and
Cultural Organization



35 C/5 COMPLEMENTARY ADDITIONAL PROGRAMME (CAP)

2010-2011

FOREWORD

Building peace in the minds of men and women by promoting education, the sciences, culture and communication is the primary goal of our Organization, which was founded more than 60 years ago. Whether it is in its capacity as a standard-setter, clearing-house or laboratory of ideas, UNESCO's expertise and experience naturally enables it to respond to complex contemporary challenges in a constructive and relevant manner. This very experience has proven to be vital for ensuring a sustainable development on many fronts – environmental, social, humanitarian, cultural and ethical.

Yet the needs in UNESCO's fields of competence outstrip the resources available to the Organization through the assessed contributions of Member States. The Complementary Additional Programme (CAP) is a response to that need. The first biennial CAP was launched in 2008. The aims of this framework are to improve the planning and predictability of voluntary contributions provided by our donors and partners and to fully align the utilization of such funds with 'Regular Programme' activities financed by our Member States. The CAP was also a response to the combined requirement for increased efficiency and accountability in delivery, and to the need to communicate more clearly and coherently the areas where we seek partnerships that can boost the impact of our programmes. As a vehicle through which donors and partners can match proposed programmes and projects with their own policies and priorities, the CAP has become UNESCO's main resource mobilization tool.

The present CAP sets out the thematic areas that will strengthen our 2010-2011 work plan priorities. It is first and foremost a space for dialogue on the means and ways of achieving shared strategic priorities. I invite your active participation in this process and hope you will look at the proposed programmes and projects as a basis for identifying clear cut entry points for collaboration with UNESCO and our other partners.

I am personally committed to strengthening and expanding UNESCO's partnerships through the CAP and hope to participate as much as possible in upcoming meetings with our partners and donors to give form to this cooperation.

We very much look forward to putting our vision into practice with our partners. I feel confident that by acting together we will stand stronger.



Irina Bokova,
Director-General

UNESCO: 35 C/5 COMPLEMENTARY ADDITIONAL PROGRAMME (35 C/5 CAP)

WHY SUPPORT UNESCO?

Investing in our economies is no longer enough. To preserve a global balance where our systems can survive we need to consider education, science, culture and communication as new investment targets to a much higher degree. Demands are increasing on all economic actors to be proactive in their contribution to this development and take voluntary, visible steps towards a global social responsibility.

UNESCO's ability to respect local history and context and at the same time take into account human, social and environmental factors, places the Organization in a leading position to mobilise resources for action at a larger scale. More than 60 years of "lessons learned" have helped build up unique country specific know-how and made UNESCO a catalyst when it comes to driving cooperation and capacity-building in education, sciences, culture and communication/information worldwide. UNESCO is doing its utmost to maintain this leading edge.

"Think globally, act locally". This mantra is applied to every UNESCO action. To know the international background, the local setting and capitalise on experiences are key success factors for a project. This is what is needed to direct the right professionals to places that need specialised competences and support. UNESCO benefits from a unique track record in delivering projects all over the world, supporting global initiatives such as education in Africa, promotion of biodiversity and preservation of cultural diversity - just to mention a few of the thematic areas that call for increased collective action.

However, this programme delivery can only be what it is today thanks to UNESCO's increasing global and multilevel network. Through its contact with partners, 193 Member States, more than 50 field offices and many specialized institutes and centres worldwide, as well as informal networks with policy makers, international organizations, scientists, intellectuals and civil society, UNESCO has a real impact on people's lives. The combination of these well developed networks with its many years of experience is what makes UNESCO a reference worldwide when it comes to programme delivery in the fields of education, science, culture and communication and information. It is also this which makes the Organization a legitimate and reliable partner to realise programmes at regional and national scale.

To fulfil that cardinal role adequately and assist its Member States, UNESCO must not only achieve high performance, but also mobilise ambitious funding. The Organization's delivery capacity depends on increased cooperation with donors and partners to maximize the impact of the programmes. Partnerships and alliances are invaluable for UNESCO's action and progress. Your support to our programmes will help us bring relevant know-how to bear, ensure that ambitious targets are met and meet the needs and expectations of those who need our help.

EXECUTIVE SUMMARY

UNESCO's "think globally, act locally" concept is reflected in the various proposals presented by thematic area in the 35 C/5 CAP. The CAP puts forward the significant steps to be taken to reinforce the impact of UNESCO's activities in favour of its Member States, as well as the challenges to be addressed in the process. The CAP is a key programming and mobilisation tool. This is where UNESCO sets out the activities that reinforce the results and impact of its Regular Programme activities. Once funding is assigned, the CAP will also be an important tool for tracking the volume of resources mobilised.

The CAP is part of a relatively new and fast evolving process. This is the second time such a result-oriented planning framework has been produced. The dialogue between UNESCO and its partners on this process is essential for drawing out and applying lessons learned to sharpen the Organization's performance in the future.

Lessons learned from the first CAP (2008-2009) have lead us to propose a holistic, thematic approach designed to highlight top priorities and the combined strengths of UNESCO's five major programme areas. The focus is to develop large-scale programmes comprising the individual projects proposed by UNESCO services, using a bottom-up approach. Such programme concentration provides greater transparency and it is our hope that it will also make it easier for UNESCO's partners to obtain a readily accessible overview of the programme of activities proposed by the Organisation.

All extra-budgetary outlines in the CAP have been selected according to the criteria that they reinforce or complement the Regular Programme in both qualitative and quantitative terms. For the same reason, the planning of extra-budgetary outlines and the Regular Programme activities has been closely integrated. The CAP is the fruit of extensive consultations with UNESCO's many diverse stakeholders. It is also worth highlighting that there has been an extensive and rich dialogue within UNESCO, between headquarters, field offices and institutes on every thematic area to ensure that needs and priorities are fully taken into account.

The results of this bottom-up approach are synthesised in the following chapters covering each of the five Major Programme Areas, as well as Intersectoral Programmes. Here you will find a description of UNESCO's core functions and comparative advantages, the main challenges that it intends to address in 2010-2011 and opportunities for the future, as well as a short description of the thematic areas for which additional resources are sought. The thematic areas presented are snapshots of the Organisation's activities in each of UNESCO's fields of competence: education, natural sciences, social and human sciences, culture, communication and information – all activities in line with the overarching objective of UNESCO's Medium-Term Strategy 2008-2013.

In line with our internationally agreed development goals, we highlight UNESCO's two global priorities - the emphasis on Africa and gender equality - throughout the proposal. Our firm support to both areas continues to be a key driver and play an interdisciplinary role in our priorities and action. Other important growth areas prioritized are south-south and north-south-south cooperation and participation in joint United Nations programming. In connection with

the latter, proposals are country-based and aligned with the United Nations Development Assistance Framework (UNDAF) initiatives in the given country, respecting our “Delivering as one UN” belief.

The 35 C/5 CAP contains a total of 745 outlines proposals for a total funding target of US\$ 808.8 M. The table below presents an overview of the proposed outlines by main programme area and geographical scope.

Breakdown of project outlines by programme area and by geographical scope

PROGRAMME AREA	NUMBER OF OUTLINES	ESTIMATED FUNDING REQUIRED	GEOGRAPHICAL SCOPE						FIELD	HQ
			GLOBAL	AFRICA	ARAB STATES	ASIA & PACIFIC	EUROPE & NORTH AMERICA	LATIN AMERICA & CARIBBEAN		
			\$'000,000	\$'000,000	\$'000,000	\$'000,000	\$'000,000	\$'000,000		
EDUCATION	181	225.7	24.3	34.7	54.2	11.2	0.1	101.2	199.8	25.9
NATURAL SCIENCES	105	128.2	56.4	21.8	15.6	22.3	3.1	9.0	74.3	53.9
SOCIAL AND HUMAN SCIENCES	39	48.4	9.4	1.9	5.0	0.9	-	31.2	39.5	8.9
CULTURE	210	170.7	74.8	29.0	13.9	21.7	7.5	23.8	89.8	80.9
COMMUNICATION AND INFORMATION	65	32.6	10.7	8.9	0.8	2.3	-	9.9	16.9	15.7
INTERSECTORAL PROGRAMMES	127	178.0	114.2	15.5	3.4	23.4	1.0	20.5	57.5	120.5
PROGRAMME SUPPORT	18	25.2	22.4	2.8	-	-	-	-	0.6	24.6
TOTAL	745	808.8	312.2	114.6	92.9	81.8	11.7	195.6	478.4	330.4

* The table includes adjustments to CI figures made in July 2010.

Culture and Education are the programme areas for which the most important volume of extra-budgetary funds are being sought, followed by Intersectoral Programmes, Natural Sciences, Communication and Information, Social and Human Sciences and Programme Support. Regarding the scope of the proposed outlines, almost one third are multi-regional or global. The breakdown by region shows Latin America and Caribbean as the geographical area with the largest number of proposed outlines, followed in decreasing order by the Africa, Arab, Asia and Pacific, and Europe and North America regions.

However, it is important to note that out of the total amount of outlines proposed for the Latin America and Caribbean region, US\$ 142 M concerns self-benefiting activities in Brazil. Therefore, putting aside these outlines that are referring to self-benefiting activities in Brazil, Africa stands

out as the region where UNESCO is trying to mobilise the largest amount of additional resources. Furthermore, it is worth highlighting that activities targeting African countries are systematically included in the majority of outlines with a multi-regional or global scope. This duly reflects the importance of the global priority Africa in the outlines proposed by UNESCO's services both in the field and at headquarters.

The second UNESCO global priority, gender equality, is likewise widely reflected in the outlines proposed within the CAP. This priority has been targeted in 434 of the 745 outlines proposed. Lastly, 278 outlines contribute to promote south–south cooperation or triangular cooperation.

All programming details for each individual CAP activity are available on line at <http://www.unesco.org/en/donors> to facilitate the search for each donor and partner. For each activity the implementation strategy, expected results, performance indicators and associated benchmarks have been articulated.

UNESCO is committed to put efficient high-level mechanisms in place to ensure an optimal use and sound management of the funds invested in the projects. Reporting will be given regularly to all donors and partners – all in accordance with UNESCO modalities and procedures. UNESCO intends to develop a stronger link between the resource mobilisation and communication strategies and continues to focus on how to improve the management of mobilised voluntary contributions and reporting.

The CAP will be reviewed and updated regularly, on an annual basis in response to emerging needs and funding opportunities, to ensure its continued relevance. UNESCO's partners are encouraged to see it as a tool for increased social responsibility capital by investing in a more human globalisation – a globalisation led by cultural diversity and dialogue.

1. EDUCATION

With Education For All (EFA) as its main priority, UNESCO balances its global normative role with action at country level, by providing global and regional leadership in education, and by targeting support to those countries which are at greatest risk of not meeting the EFA goals by 2015.

In the targeted country support, UNESCO emphasizes upstream technical and advisory action, particularly in the following areas: 1) literacy; 2) teachers, 3) technical and vocational education and training, and 4) sector-wide education policy analysis, planning and management. These are essential building blocks for EFA, which have been identified as areas where UNESCO's interventions are most needed. Through a systemic capacity development approach, the focus of interventions in all four areas is on reinforcing the institutional structures, organisational processes and professional competencies needed to carry out the tasks of evidence-based policy-making and planning, standard-setting, designing low cost delivery mechanisms, quality assurance and performance monitoring.

To enable both programme and country focus, UNESCO aligns its regular programme and extra-budgetary assistance for some 20 'target' countries selected based on the following criteria: the development status i.e. Least Developed countries (LDCs); low EFA Development Index (EDI); and post-conflict status. These countries benefit from an increased regular programme budget, supplemented by extra-budgetary resources, for example through the pooled-funding modality of the Capacity development for EFA (CapEFA) programme.

In addition to the 20 'target' countries, another 16 countries face severe challenges that are hampering their progress towards the achievement of the EFA goals, and thus are eligible for targeted assistance, when using the same criteria. Ensuring additional funding for these 16 countries will enable UNESCO to provide support in all of the 20+16 countries, two thirds of which are in Africa, our priority region.

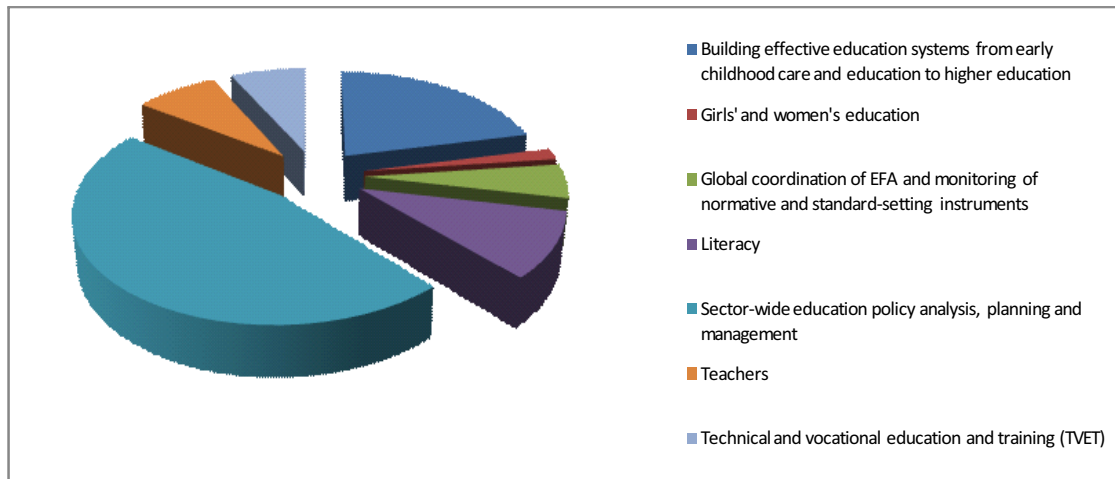
While the education programme is centred on the above-mentioned four thematic areas, it also strongly promotes a holistic approach to educational development. The objective is to build effective education systems from early childhood care and education (ECCE) to higher education, and furthering lifelong learning. Likewise, UNESCO will reinforce its action in favour of gender equality by advocating for girls' and women's education and by ensuring that gender perspectives inform education policy and practices.

At the global level, UNESCO works across both formal and non-formal education sectors and in dialogue with actors in the public and private sector as well as with civil society. In this regard, the Organisation continues to draw on its convening power to encourage increased harmonization of international financial and technical resources and stimulate knowledge sharing on successful innovative strategies that address issues related to equity and quality which underpin all the 6 Dakar goals. The EFA Global Monitoring Report informs leadership at all levels and is at the centre of advocacy as the primary international document for monitoring progress towards Education For All.

UNESCO also seeks to mobilise resources to support Member States in addressing transversal issues, such as the prevention of HIV and AIDS or the integration of the principles of education

for sustainable development in national policies and plans (see section 6 on intersectoral programmes below).

The thematic distribution of the CAP proposals in the area of education is summarized in the chart below:



1.1 Sector wide education policy analysis, planning and management

In many countries, centrally designed education planning and delivery systems are often based on 'ideal world' scenarios rather than 'real world' delivery capacities. As a result, the best formulated education plans and policies can often fall short of their targets.

UNESCO recognizes that quality inputs to sector-wide planning cannot ignore the operational implications. Upstream technical and advisory support goes hand-in-hand with targeted capacity strengthening strategies - with a focus on reinforcing the institutional structures, organisational processes and professional competencies needed to carry out core tasks such as evidence-based policymaking and planning, standard-setting, designing low cost delivery mechanisms, quality assurance and performance monitoring. Policy advice and technical expertise is therefore provided to decision-makers, education managers and staff charged with educational planning and management within the national Ministry of Education, as well as concerned staff within education institutions at decentralized levels.

UNESCO works directly with Member States in sector analysis and the preparation of credible strategic and operational plans through the use of tools such as policy simulation and education management information systems. For this purpose, national capacities are strengthened to collect, process, analyse and use data for monitoring. Other areas of assistance include: financial planning and management; education personnel policy and management through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA); education reform; and monitoring, evaluation and assessment of the implementation of education sector plans and policies.

At the global level, guidelines, toolkits and practical instruments are prepared to facilitate country-based support for national educational planning and sector management.

Under the CAP, support requested for Sector-wide policies and plans is in the range of US\$ 105 M, with around US\$ 85 M required for Latin America and the Caribbean; around US\$ 12 M for Africa; US\$ 1.2 M for the Arab States and over US\$ 1.3 M for Asia and the Pacific; and US\$ 5.5 M for UNESCO's global actions.

1.2 Literacy

While literacy is at the core of basic education and lifelong learning and recognized as the foundation for improved individual and community quality of life, it still does not receive the attention and resources it deserves at national level (on average literacy receives only 1% of national education budgets).

The 2010 EFA Global Monitoring Report estimates that 72 million children of primary school age are currently out of school worldwide, and a further 759 million adults, or 16% of the world's population, lack basic literacy skills and are unable to perform basic tests of literacy and numeracy (two-thirds of these are women). There is consequently an on-going and urgent need to address the challenges of literacy provision through formal and non-formal channels.

Through the Literacy Initiative for Empowerment (LIFE), a ten- year (2006-2015) global strategic framework co-ordinated by the UNESCO Institute for Lifelong Learning (UIL) for the implementation of the UN Literacy Decade (UNLD), actions are aimed at accelerating literacy efforts in the 35 countries with the biggest literacy challenges. These include large-population countries such as Nigeria and Ethiopia in Africa, Pakistan and Bangladesh in Asia, and Egypt and Morocco in the Arab region.

UNESCO is working with its Member States at centralized and decentralized levels to upgrade and reinforce organisational and professional competencies to plan, manage and monitor literacy/non-formal education programmes for different population groups. Particular attention is paid to achieving gender equality and eliminating all forms of discrimination in education. A special emphasis is also put on the promotion of local languages in education.

At the global level, the United Nations Literacy Decade (UNLD, 2003-2012) provides a platform for promoting literacy under the banner 'Literacy as Freedom'. Its six key areas of action include policies, programme modality, capacity building, research, community participation and monitoring and evaluation. The objectives defined for the second half of the United Nations Literacy Decade (UNLD) are: mobilizing stronger commitment to literacy; reinforcing more effective literacy programme delivery; and harnessing new resources for literacy.

Under the CAP, support requested for Literacy is in the range of US\$ 22 M, with US\$ 8.9 M for the Arab States; US\$ 7.2 for Latin America and the Caribbean; M US\$ 3.6 M required for Africa; and US\$ 2.7 M for Asia and the Pacific.

1.3 Teachers

The key role of the teacher in achieving quality education is widely acknowledged. A 2007 report by McKinsey & Company concluded that successful school systems depend upon three key factors: the rigour of teacher recruitment processes, relevant and ongoing teacher training, and strong overall support structures to ensure the achievement of each child.

The acute shortage of qualified teachers in developing countries has been identified as one of the biggest challenges to realizing the EFA goals by 2015. An estimated seventy-six countries worldwide will need to expand their teaching force to achieve the EFA goals. Rising demographic trends and increasing enrolment rates are among the key factors which exert pressure on the demand for teachers in the Arab States, South and West Asia, and sub-Saharan Africa.

Achieved progress in Universal Primary Education is also increasing the demand for teachers in the key subject areas of science and mathematics at secondary, technical and vocational and higher education levels, as well as in non-formal education. The HIV and AIDS pandemic and related illness also contribute to absenteeism and the shortage of teachers.

Across the globe, the teaching profession faces further challenges, firstly related to teachers' status and their poor working conditions – both of which impact upon the recruitment and retention of teachers at all levels and in all disciplines. Teacher training, particularly at pre-service level, but also continuous professional development, is another challenge. Many people, once trained as teachers, do not enter the profession. Even for those who do become teachers, attrition rates are highest in the first five years. As a result, many developing countries are recruiting teachers who do not have appropriate academic or professional aptitudes. The need for an immediate response to the growing demand for teachers, the challenges they face, plus the advent of new technologies and modalities, such as open and distance learning and information and communication technologies, all emphasize the need to review and update teacher education policy.

Through the Teacher Training Initiative for sub-Saharan Africa (TTISSA), a ten-year initiative (2006-2015), UNESCO adopts a holistic and coherent strategy, which addresses teachers' status and working conditions, management and support structures, teacher education policies, and training and professional development.

Under the CAP, support requested for Teachers is in the range of US\$ 17.8 M, with the largest amount - around US\$ 6 M - for Africa; US\$ 5 M for the Arab States; US\$ 3 M for Asia and the Pacific; over US\$ 2 M for Latin America and the Caribbean; and US\$ 1.4 M for UNESCO's global support work for the development and implementation of teacher policies.

1.4 Technical and vocational education and training

A combination of both traditional knowledge and vocational skills are increasingly seen as critical to employability, enhanced career prospects, labour market flexibility and economic productivity worldwide. Moreover, the acquisition of life skills also plays an important role in empowering marginalized population groups by increasing possibilities for income generation thereby reducing vulnerability and social marginalization. From countries-in-transition to

developing economies, the challenge is to continuously adapt skills training and routes to skills development (including secondary education, Technical and Vocational Education and Training (TVET) and non formal systems) to the demands of national economies with a focus on quality, innovation and inclusiveness. In developed countries, the challenge is to keep people employed within the evolving context of the knowledge-based and globalised economy. In all regions, globalization and information and communication technologies further compound challenges facing TVET.

TVET is increasingly contributing to the diversification of learning pathways at the basic, secondary and post-secondary levels. Many countries have used the diversification of streams as a way to respond to diverse learning needs. But given that basic education is the highest education level that many people around the world will receive, it is crucial that skills development for the world of work is also included in basic education. Technical support to TVET provision and related policy is designed to:

- ✓ Ensure equitable expansion of TVET systems, so as to reach key populations (e.g., women and girls, rural populations, the marginalized urban poor), particularly in developing countries where TVET enrolment is extremely low.
- ✓ Enhance synergies between basic education and provision of TVET in non-formal education settings and facilitate the formal recognition of skills acquired.
- ✓ Improve the quality of TVET and increase its relevance to the needs and demands of the labour market.
- ✓ Strengthen TVET systems, while ensuring smooth and flexible transition from TVET to the world of work or to higher levels of learning, including to a more academic orientation.
- ✓ Support innovative financing mechanisms for TVET.

Under the CAP, support requested for Technical and vocational education and training is in the range of US\$ 16.3 M, with the largest amount - over US\$ 6.6 M - for Africa; around US\$ 3.7 M for the Arab States; US\$ 2.7 M for Latin American and the Caribbean; slightly less than one million for Asia and the Pacific; and US\$ 0.1 M for Europe and North America. Support for UNESCO's global upstream work is in the range of US\$ 2.5 M, with most of the work focused on policy advice, capacity development, documenting best practices, and fostering south-south cooperation, through networks such as the International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC).

1.5 Building effective education systems from early childhood care and education to higher education

As part of its role in the Education for All movement, UNESCO strongly promotes a holistic approach to education by providing policy advice and technical support and facilitating capacity development, at all levels of education from early childhood to the adult years. It supports Member States in improving their policies and systems in educational levels identified as national priorities for action, from early childhood care and education to higher education and adult learning, and in enhancing the linkages between these different levels. Emphasis is placed on improving access to and the quality of education.

Under the CAP, support requested for Building effective education systems from early childhood care and education to higher education is in the range of US\$ 48.2 M, with the largest amount - US\$ 33 M - for the Arab States; US\$ 5.2 M for Africa; US\$ 2.7 M for Asia and the Pacific; almost US\$ 2 M for Latin America and the Caribbean; and US\$ 5.2 M for UNESCO's global support work in the field.

1.6 Girls and women's education

Progress towards greater gender parity in education has been achieved, especially at the primary level. According to the 2010 EFA Global Monitoring Report, the gender gap is shrinking, with a noted decline from 58% to 54% of the percentage of girls in the out-of-school population. However, there remain marked differences across and within regions. Evidence shows that girls and women in sub-Saharan Africa, the Arab States and South and West Asia still need the greatest attention, especially in terms of access to and completion of primary education, secondary education and well-designed literacy training programmes.

Pursuing gender equality is one of the guiding principles of all education activities. Particular emphasis will however be given to the six focus areas of the Gender Equality Action Plan (GEAP) for 2008-2013, which include literacy; teachers; skills development for the world of work; sector-wide education planning and the right to education; education and HIV and AIDS; and education content and provision.

In the area of literacy, examples include the promotion of gender sensitivity in the planning, management and implementation of literacy programmes, including the development of gender-responsive literacy policies and programmes. Similarly, through the Teacher Training Initiative in sub-Saharan Africa (TTISSA), UNESCO will support countries in integrating gender perspectives in work related to teacher issues, which include teachers' working conditions, status, management and professional development. Specific attention will also be given to provision of support to and care for infected and/or affected female teachers, particularly in sub-Saharan Africa.

At the sector-wide level, Member States' capacities will be strengthened to prepare and manage inclusive education plans and policies that are gender-sensitive to ensure equitable access to girls and boys in primary, general secondary and technical and vocational education, and facilitate equal transition opportunities to the world of work. As an actor at upstream level UNESCO puts the emphasis on building poles of expertise at the regional level aimed at strengthening Member States' efforts in elaborating and implementing gender-sensitive policies and strategies in education. For instance, UNESCO works with the African Union in the framework of the Second Decade of Education in Africa to ensure that gender is mainstreamed into education policies.

Under the CAP, support requested for Girls and women's education is in the range of US\$ 3.9 M, with the largest amount - US\$ 1.8 M - for the Arab States; US\$ 1.1 M for Africa; US\$ 0.31 M for Latin American and the Caribbean; US\$ 0.25 M for Asia and the Pacific; and almost half a million US\$ for UNESCO's global upstream work in the field.

1.7 Global coordination of EFA and monitoring of normative and standard setting instruments

At the global level, UNESCO will lead the international education agenda and track educational trends. UNESCO will coordinate international EFA partners in order to bring governments together to take decisions on major international policy issues in education and raise awareness on educational priorities. In order to ensure that policy decisions are based on solid research findings, the Organisation will provide governments and the international community with reports on trends that include evidence on the status of legislation, policies, systems and participation in education, including measures of progress towards the achievement of the education-related internationally agreed development goals. This will include the continued promotion and monitoring of existing normative and standard-setting instruments in the field of education.

Under the CAP, support requested for Global coordination of EFA and monitoring of normative and standard setting instruments is in the range of US\$ 11.7 M, with the largest amount - US\$ 9.3 M - for global scope; 1.8 M to benefit Latin American and the Caribbean; US\$ 0.35 M for the Arab States; US\$ 0.27 M for Asia and the Pacific.

UNESCO's COMPARATIVE ADVANTAGES IN EDUCATION

- ✓ Carries the tasks of global EFA coordination and monitoring, with a mandate that extends beyond the two education-related Millennium Development Goals
- ✓ Adopts a holistic approach to educational development
- ✓ Promotes access and quality of education as a human right, paying particular attention to girls, women, youth and the disadvantaged groups excluded from the formal school system
- ✓ Balances global normative role with action at country level.
- ✓ Focuses on upstream work through its five main functions: a laboratory of ideas, a standard-setter, a clearing-house, a capacity-builder and a catalyst for international cooperation.
- ✓ Works directly with governments and educational stakeholders as a trusted honest broker
- ✓ Facilitates international cooperation and knowledge exchange through a wide range of experts' networks and specialised institutes and centres.

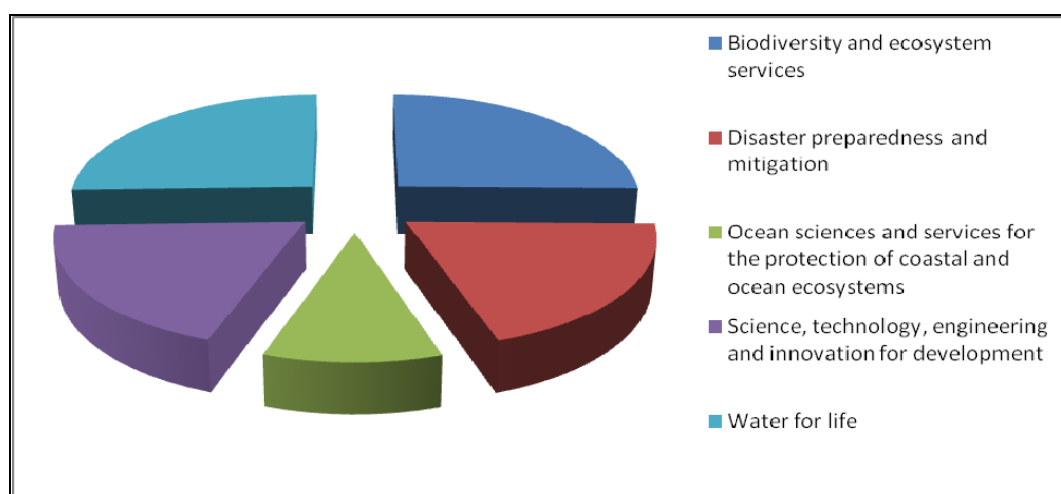
2. NATURAL SCIENCES

In the area of the natural sciences, UNESCO seeks to mobilize scientific knowledge and policy to promote sustainable development and management of natural resources worldwide, with particular reference to developing countries, in particular those in Africa. UNESCO implements major international initiatives such as the International Year of Biodiversity and drives capacity building in climate change issues in its areas of competence. A special emphasis is also given to disaster preparedness.

Public and private partnerships are essential for the activities carried out in the area of the natural sciences. Increased cooperation of this sort will reinforce UNESCO's ability to address international issues through science. Overall, under this programme area, UNESCO aims at mobilising support in the following thematic areas: science, technology, engineering and innovation for development; freshwater; ocean sciences and services; biodiversity and ecosystem services; and disaster preparedness and mitigation.

UNESCO also seeks to mobilise resources to support Member States in addressing transversal issues, such as climate change and global warming or science education (see section 6 on intersectoral programmes below).

The thematic distribution of the CAP proposals in the area of the natural sciences is summarized in the chart below:



2.1 Science, technology, engineering and innovation for development

Sustainable development is predicated upon States having sound science, technology and innovation (STI) policies, and then having the capacity to turn such policies into real-world results. Science policy work will address needs identified both at the country and regional levels. Proposals included under this thematic area mainly target Africa and Small Island Developing States (SIDS).

STI policy development (including reforms of the existing STI policies if required) is only undertaken at the country level and on specific request from Member States. UNESCO's lessons learned show that it is of utmost importance to ensure that such policy work is coordinated between ministries if successful national development is to be obtained. Furthermore, it is crucial that local knowledge be incorporated into policy and practice.

SIDS countries in all regions face similar issues no matter where they are located. Sharing experiences through direct communication is successful, but costly, and incorporating indigenous knowledge into development policies is labour intensive. Efforts in this biennium will be limited to the Latin America and Caribbean region.

Among the global and regional CAP proposals concerned with capacity development are global prizes in science and engineering, and networking in different disciplines including in support of regional peace-building initiatives. All these aim at promoting science capacity development, the primary mandate of the International Basic Sciences Programme, with some parts of the activities contemplated dedicated specifically to women in science. Special attention has been placed on UNESCO's global priority Africa. The continent requires particular assistance to promote sustainable development that is to be based on its abundant natural resources. It requires a vastly increased number of trained scientists and engineers. This thematic area includes major proposals from the Abdus Salam International Centre for Theoretical Physics (ICTP), a UNESCO category I centre in Trieste, Italy.

Under the CAP, support requested for Science, Technology, Engineering and Innovation for Development is in the range of US\$ 24.8 M; with US\$ 6 M for Africa; US\$ 2.5 M for the Arab States; almost US\$ 2 M for LAC; US\$ 1.35 M for Europe; US\$ 0.65 M for Asia and the Pacific and US\$ 12.5 M with a global scope.

2.2 Water for life

Most people will be affected by climate change in the first instance through water issues, as this resource becomes ever scarcer for human needs. Water management education and capacity building are needed worldwide. Although the issues are the same everywhere, local context is fundamental in devising national water management strategies. This theme also includes the work of the UN World Water Assessment Programme, for which UNESCO hosts the Secretariat.

Under the CAP, support requested for Water for life is in the range of US\$ 32.7 M; with US\$ 6.9 M for Asia and the Pacific; US\$ 5.9 M for Africa; US\$ 1.2 M for LAC; US\$ 0.2 M for the Arab States; and US\$ 18.4 M with a global scope.

2.3 Ocean sciences and services for the protection of coastal and ocean ecosystems

IOC's work on issues faced by coastal waters such as marine pollution, ecosystem productivity and integrated coastal management is primarily regional and global in scope and addresses as well SIDS needs. The IOC has also a few initiatives of global scope that relate to the acquisition of open-ocean data needed for disaster warning systems and research on harmful algal blooms, among other topics.

Under the CAP, support requested for Ocean sciences and services for the protection of coastal and ocean ecosystems is in the range of US\$ 13.1 M, all with a global scope.

2.4 Biodiversity and ecosystem services

Biodiversity refers to the variety of life on Earth in all its forms. This spans the level of diversity of genes within a single species to the diversity of species of animals, plants and micro-organisms, to the diversity of ecosystems that species comprise. Due to human activities, the rate of extinction of species is estimated to be at least 100 times what the “background rate” would be without our interference. What we often forget is that we are part of biodiversity, and that we could not exist without it.

2010 was proclaimed by the UN General Assembly as the International Year of Biodiversity to bring attention to the failure “to achieve a significant reduction of the current rate of biodiversity loss at the global, regional and national level as a contribution to poverty alleviation” as sought under the Strategic Plan for the Convention on Biological Diversity. The biodiversity crisis has not achieved top prominence on the political agenda. Yet, we know that the impact of human society upon the natural capital or ecosystem services plus biodiversity have been severe. Currently we are using not our “dividends” but our “capital” as we exhaust fisheries stocks or drive animal and plant species to extinction by habitat conversion and other factors. In order to change this and lead to reductions in the loss of biodiversity, UNESCO has teamed with the Secretariat of the Convention on Biodiversity to be a major actor in the field.

To understand what species are disappearing and at what rate, it is crucial first to get a state of the art picture in this matter. This is why UNESCO’s work on identification, mapping and assessment is fundamental. And this is why our capacity development in the life sciences and ecology is needed, particularly in megadiverse countries, most of which are also developing countries. Capitalizing on the International Year of Biodiversity, UNESCO has made biodiversity one of its thematic areas.

More details on UNESCO’s participation in the International Year of Biodiversity can be found at: <http://www.unesco.org/en/biodiversity>

Proposals within the CAP also aim at enhancing capacities to provide regional biodiversity assessments and at fostering linkages between the science and policy making communities. For instance the Man and the Biosphere (MAB) Programme within the CAP focuses on using biosphere reserves to address sustainable development, which includes ways to address conservation of biodiversity. Each regional network of the Global Network of Biosphere Reserves has its own proposals based on regional priorities. UNESCO’s programmes are ensuring that knowledge is capitalized upon and shared to reinforce preservation and conservation of biodiversity. Lessons learned in specific biosphere reserves can then benefit other areas facing similar issues.

Under the CAP, support requested for Biodiversity and ecosystem services is in the range of US\$ 32 M; with US\$ 12.6 M for the Arab Region; US\$ 8.1 M for Asia; US\$ 5.3 M for LAC, US\$ 4.9 M for Africa; slightly less than US\$ 1 M for Europe and half a million with a global scope.

2.5 Disaster preparedness and mitigation

Continued natural disasters teach us that we can never stop improving efforts to educate the public and decision makers before disasters strike. This theme addresses land-based natural hazards such as earthquakes, volcanic eruptions, landslides and wildfires, marine hazards such as tsunami and storm surges, as well as anthropogenic hazards.

The IOC works towards enhancing national and regional capabilities for coastal hazards forecasting and warning systems through scientific and technical development. In particular, the IOC will contribute to educate communities at risk with respect to natural hazards impact prevention, preparedness and mitigation measures with a view to enhancing awareness and capacities to plan coastal activities against hazards, including coastal erosion.

Water-related hazards will also be addressed, including those induced by climate and other global changes. Several UNESCO centres specifically address such hazards, including the International Centre for Water Hazard and Risk Management and the International Flood Initiative, while the global networks of the International Hydrological Programme (IHP) such as FRIEND (Flow Regimes from International Experimental and Network Data) and HELP (Hydrology for the Environment, Life and Policy) deal with water hazards at the level of watersheds. Proposals are broadly spread between the regions.

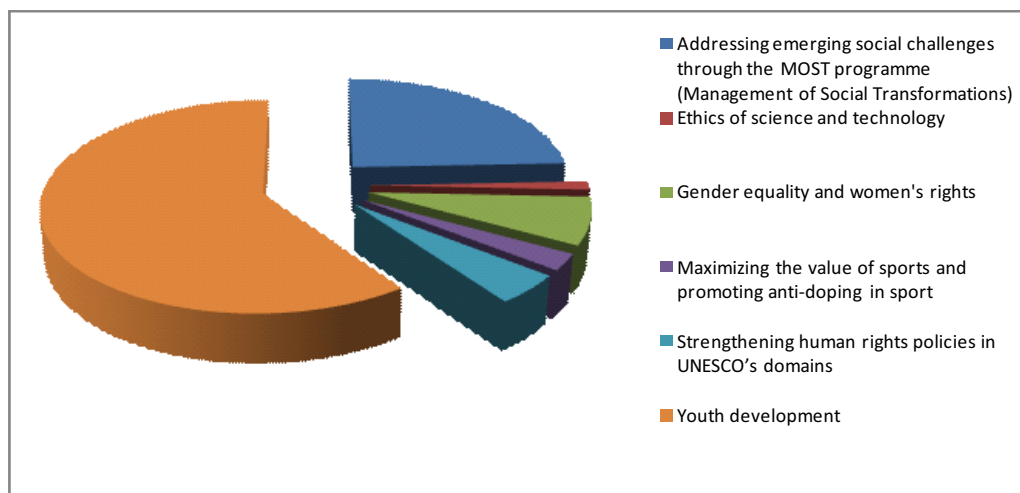
Under the CAP, support requested for Disaster preparedness and mitigation is in the range of US\$ 25.4 M; with US\$ 6.6 M for Asia; US\$ 5 M for Africa; slightly less than US\$ 1 M for Europe; US\$ 0.7 M for LAC; US\$ 0.3 M for the Arab Region and US\$ 11.9 M with a global scope.

UNESCO's COMPARATIVE ADVANTAGES IN THE NATURAL SCIENCES

- ✓ Cooperates directly with governments and other science stakeholders in Member States through its international science programmes: the International Basic Sciences Programme (IBSP), the International Geoscience Programme (IGCP), the International Hydrological Programme (IHP), the Man and the Biosphere Programme (MAB) and the Intergovernmental Oceanographic Commission (IOC).
- ✓ Develops wide networks of scientists and engineers and with scientific unions and national scientific academies.
- ✓ Focuses on upstream work with a holistic approach through UNESCO's five main functions: a laboratory of ideas, a standard setter, a clearinghouse, a capacity-builder and a catalyst for international cooperation.
- ✓ Offers advanced research, training and networking, especially for the benefit of scientists from developing countries, through its two specialized Institutes: the UNESCO-IHE Institute for Water Education, the only UN graduate degree-granting institute, and the Abdus Salam International Centre for Theoretical Physics (ICTP).

3. SOCIAL AND HUMAN SCIENCES

UNESCO's work in the area of the social and human sciences aims at advancing knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity. This is done principally through addressing emerging social challenges, strengthening human rights policies in UNESCO's domains, supporting Member States in developing policies in the ethics of science and technology, promoting gender equality and women's rights, fostering youth development, and improving physical education and sport policies as well as promoting anti-doping in sport. Acting as a global think tank and standard-setter, UNESCO fosters links and increases cooperation between researchers and the policy-making community with a view to developing social policy responses to current global crises. Overall, under this programme area, UNESCO seeks to mobilise around US\$ 48.4 M. The thematic distribution of the CAP proposals in the area of the social and human sciences is summarized in the chart below:



3.1 Addressing emerging social challenges through the MOST Programme (Management of Social Transformations)

Strong social science is needed more than ever to analyze the causes of today's social challenges, to map human impacts and provide appropriate policy advice. The Management of Social Transformations Programme (MOST) promotes efficient responses within a wide array of policy fields. MOST broadly disseminates pertinent information to specific targets, including Ministers of Social Affairs, regional and local authorities, civil society practitioners and the academic community. Support is especially needed for the enhancement of MOST's Online Policy Research Tool, a free of charge online policy research service.

Cities are the main actors in the interaction between increasing migration and rapid urbanization. Therefore, MOST places an important focus on cities, which are at the cutting edge of societal and economic transformations that affect all countries. Several projects have been conceived at local levels to provide governments with options to create sustainable environments, balancing cultural diversity and social cohesion with economic development.

UNESCO, together with well-established partners such as the International Social Science Council, will maximise its added value and provide holistic responses to specific social policy challenges, in particular to vulnerable groups such as indigenous peoples, women and youth.

UNESCO also provides assistance towards strengthening national research systems, with particular reference to the social and human sciences. Upgrading the social and human sciences in national policies and research systems is necessary in order to obtain sustainable social and economic development. Key topics are the research-policy linkage, the impact of migration of the highly-skilled, and opportunity creation for women in science and research. The proposed extra-budgetary outlines aim at strengthening national research and knowledge management in the social and human sciences and to create related capacities.

Under the CAP, support requested for Addressing emerging social challenges through the MOST programme is in the range of almost US\$ 11.8 M, with around US\$ 8 M for LAC, US\$ 1.3 M for Arab States, almost half a million for Asia, and a quarter of a million for Africa. Almost US\$ 2 M is sought for outlines with a global scope.

3.2 Strengthening human rights policies in UNESCO's domains

Human rights are at the heart of UNESCO's work. Since its creation, UNESCO has played a pivotal role in advancing the adoption of standard-setting instruments and fostering human rights research and education. The goal of UNESCO's multiple approaches is to foster a universal culture of human rights as an antidote to violence, discrimination and intolerance. The Organization is at the forefront of research to elucidate the content of human rights in its areas of competence and to contribute to policy development and implementation. Through several projects, further impetus will be given to clarify the content of two rights considered as 'underdeveloped', namely the right to take part in cultural life and the right to enjoy the benefits of scientific progress and its applications.

UNESCO contributes towards the eradication of poverty through an international human right-based approach (HRBA). Within this framework, poverty is not only considered as a deprivation of economic goods and capabilities but as a lack of empowerment and thus a denial of basic human rights. It links the struggle against poverty to the notion of state obligation and responsibility when designing, implementing, evaluating and monitoring public policies. Anti-poverty policies as such are therefore more likely to be effective, sustainable and meaningful to those living in poverty if they are based on international human rights. This is why the fight against poverty in the end becomes a matter of duty and not a matter of charity. The proposed outlines will further UNESCO's work with regard to human right policy approaches for public authorities and NGOs.

Continued analysis and reflection is also still required on regional and international obstacles to democracy. This is done through support to national initiatives that define possible ways to manage the different challenges that emerging democracies and democracies in transition face. Through the work of the International Centre for Human Sciences in Byblos, Lebanon, UNESCO supports comparative analytical research on democracy in post-conflict societies and organizes international dialogues on the future of democracy.

Under the CAP, support requested for Strengthening human rights policies in UNESCO's domains is in the range of US\$ 2.2 M all with a global scope.

3.3 Ethics of science and technology

Being the only UN agency with a specialized mandate in the social and human sciences, UNESCO is positioned strategically to promote global ethics for science and technology. In the field of Bioethics, proposed interventions aim at reinforcing the bioethics infrastructure in Member States by establishing national bioethics committees and strengthening their capacity to engage in ethical discourse. Such committees serve as effective platforms of expertise. They provide guidance and advice to policy-makers and governments and promote public ethical debate and education. Bioethics committees illustrate UNESCO's role as an international clearing house for ethical issues and serve as important intermediary bodies for the implementation of UNESCO's declarations in the bioethics field. The primary focus is on Africa. However, action will also foster the establishment and reinforcement of bioethics committees in Latin America and the Caribbean, Asia and Pacific and the Arab region. The following countries have already expressed interest or engagement in establishing national bioethics committees: Botswana, Cape Verde, Chad, Colombia, Comoros, Malawi, Malaysia, Mauritius, Nigeria, Oman, Trinidad and Tobago. Along with the strong development of normative frameworks in bioethics, UNESCO has worked over the last ten years on other issues pertaining to the ethics of science and technology. Normative frameworks are less established in these fields – although issues are emerging rapidly. Some issues are not yet clearly identified but need to be anticipated and reflected in normative action plans. Therefore, proposals under this thematic area also address science ethics, environmental ethics (especially regarding climate change), as well as other emerging ethical challenges in science and technology, such as nanotechnologies and related issues.

Under the CAP, support requested for Promoting the ethics of science and technology is in the range of US\$ 0.6 M all with a multi-regional or global scope.

3.4 Maximising the value of sports and promoting anti doping in sport

Sport can be a powerful peace-creating tool as it forges social ties and networks, mutual respect and understanding between individuals and groups. Sport contributes to a collective development, drawing individuals together, providing facilities and access to community services. Physical education and sport are also important learning tools for young people.

The outlines proposed under this thematic area aim at highlighting the importance of sports and at leveraging their contribution for the promotion of peace, reconciliation and development through the International Fund for the Development of Physical Education and Sport. They focus on the promotion and preservation of traditional sports and games and their contribution to intercultural dialogue especially in Africa. Finally, they mobilise governments in the fight against doping in sport through support to the Fund for the Elimination of Doping in Sport.

Under the CAP, support requested for Maximising the value of sports and promoting anti doping in sport is in the range of US\$ 1.2 M with US\$ 0.2 M for Africa and US\$ 1 M with a global scope.

3.5 Gender equality and women's rights

In line with UNESCO's Gender Equality Action Plan (GEAP) for 2008-2013, the Organization studies the impact of globalization on women's socio-economic, political and cultural conditions and rights. UNESCO analyses socio-cultural institutions, laws, norms, practices and values that inhibit gender equality or reproduce violent factors against women. One of the main objectives is to promote women's participation and involvement in social sciences, conflict resolution, peace building and reconstruction. Key projects in this area seek specifically to enhance capacity building for the Palestinian Women Research and Documentation Centre in Ramallah and for the newly-established regional Research and Documentation Centre for Women, Gender and Peace-Building in Kinshasa, Democratic Republic of Congo with special focus on the Great Lakes Region.

Under the CAP, support requested for Gender equality and women's rights is in the range of US\$ 3.5 M with US\$ 3.1 M for the Arab States and US\$ 0.4 M for Asia and the Pacific.

3.6 Youth development

UNESCO considers that the promotion of youth civic engagement is a means to empowering youth. The Organization's holistic approach is applied to all programmes in this field, with the following interrelated objectives:

- Build knowledge and evidence on youth issues;
- Provide technical advice to governments on the development of effective policy responses;
- Promote genuine and meaningful youth participation, particularly through the UNESCO Youth Forum during the General Conference.

Under the CAP, support requested for Youth development is in the range of US\$ 29 M with US\$ 23.2 M for LAC; US\$ 1.5 M for Africa; US\$ 0.6 M for Arab States; US\$ 0.1 M for Asia and the Pacific and US\$ 3.6 M with a global scope.

UNESCO's COMPARATIVE ADVANTAGES IN THE SOCIAL AND HUMAN SCIENCES

- ✓ Enhances research capacity and feeds the results of research on social transformations and ethical issues into national and local policy formulation through the research-policy nexus.
- ✓ Feeds results of cutting edge research into evidence-based policies to tackle interlinked issues.
- ✓ Proposes social and economic development policies that support equitable and inclusive growth and confirm the values and goals of the Millennium Development Goals.
- ✓ Adds value to knowledge, by establishing connections between separate areas, by bringing neglected voices into discussion, by systematically confronting knowledge and values.
- ✓ Feeds policy debates with research results, normative frameworks and institutional results, and validates knowledge by confronting it with action-relevant parameters.

4. CULTURE

In the area of culture, UNESCO has two biennial priorities: "Protecting, safeguarding and management of the tangible and intangible heritage"; and "Promoting the diversity of cultural expressions and the dialogue of cultures with the view of fostering the cultural of peace". Seven international conventions covering all the dimensions of culture are the main tools to achieve these priorities through operational action.

The effective implementation of the conventions is a serious challenge with regards to the insufficient regular programme funds. It is only through aligning the regular programme and additional voluntary contributions that UNESCO will be able to ensure the appropriate grass-root action for the effective implementation of Conventions and their translation at national and local levels. The CAP will play an important role in supporting the linkage between UNESCO's normative role and its operational actions at the country level.

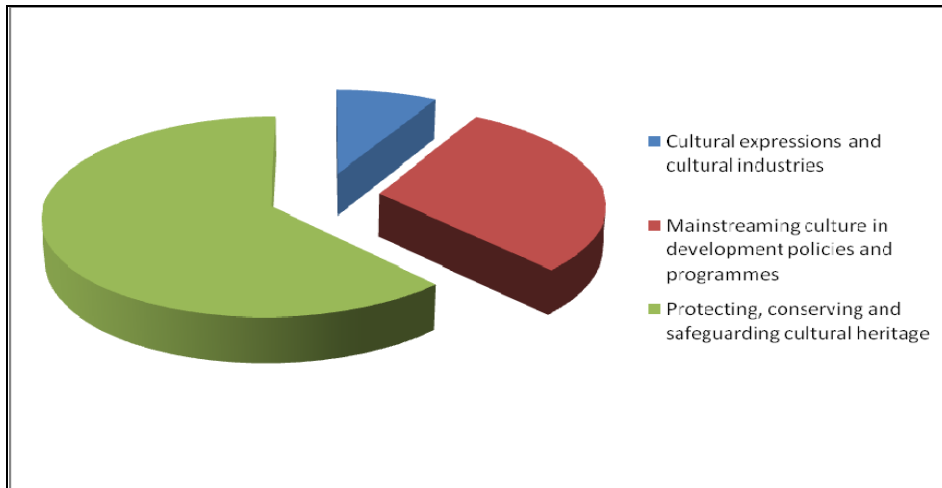
Another major challenge faced in the context of joint country programming, is to pursue advocating the integration of culture into national development policies and demonstrating its crucial role as a resource and guarantee of sustainable development to attain the internationally agreed development goals, including the Millennium Development Goals (MDGs).

Despite the fact that culture is not strictly speaking reflected among the eight MDGs, it is clear that these goals cannot be achieved without properly taking into account the cultural dimension of development. This point seems to have been implicitly endorsed by a number of Member States. The 2005 Paris Declaration on Aid Effectiveness and the 2008 Accra Agenda for Action have launched a constructive debate by stressing the need to further adapt to various national situations, and to increase the participation and ownership of beneficiaries of development projects. Towards this end, it appears that culture is fundamental to the emergence of participatory and democratic cooperation frameworks, respectful of the diversity of cultures. Through the 35 C/5 CAP, UNESCO is proposing a number of initiatives to pursue the inclusion of culture among the internationally agreed development goals.

Furthermore, the Organization will deploy efforts at country level to sustain the growing number of countries engaged in the preparation of UN Development Assistance Frameworks (UNDAF) during the 2010 - 2011 biennium.

UNESCO oversees the monitoring and implementation of seven international conventions. The 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions, the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, and the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage are the three main pillars of the preservation and promotion of cultural diversity. All three conventions strongly rely on voluntary contributions for their effective grass-roots implementation. Moreover, the effective implementation of the Conventions requires other types of funding than those available in the framework of the International Assistance Funds in order to reinforce and improve the impact and visibility of the regular programme. The nature and goals of the proposed outlines will of course vary according to the implementation stage of the Conventions concerned.

Overall, under this programme area, UNESCO seeks to mobilize around US\$ 170.7 M through the 35 C/5 CAP. The thematic distribution of the CAP proposals in the area of culture is summarized in the chart below:



4.1 Mainstreaming culture in development policies and programmes

The 35 C/5 CAP will play an important role in strengthening UNESCO's engagement in demonstrating the value of culture as a capital for development by launching a number of key targeted initiatives. At the national policy level, activities will aim at mainstreaming culture in national development strategies and policies as well as supporting Member States in elaborating cultural strategies, notably in the context of the 2010-2011 UNDAF roll-outs, while drawing on the assessment of existing instruments (such as guidelines and tools for mainstreaming culture into development policies) and the UNESCO conventions in the field of culture.

Under the CAP, support requested for 'Mainstreaming culture in development policies and programmes including the MDGs' is in the range of almost US\$ 51 M, with the largest amount of US\$ 14.2 M required for priority Africa; US\$ 9.2 M for Latin America and the Caribbean; US\$ 6.2 M for Asia Pacific; US\$ 1.1 M for Europe and North America; half a million for Arab States, and almost US\$ 20 M for UNESCO's global actions or actions that will be decentralised on a later stage depending on the CCA/UNDAF and One UN priorities.

4.2 Protecting, conserving, and safeguarding cultural heritage

The protection and conservation of natural and cultural sites is enacted through the implementation of the World Heritage Convention. Apart from providing the secretariat for the 1972 Convention, the UNESCO/World Heritage Centre (WHC) is increasingly recognized for the expertise it provides to the State Parties to the Convention (but also to Member States that are not party to that instrument), in support of the conservation and management of their World Heritage sites. In addition, the WHC is assisting State Parties in developing new nominations in order to achieve a credible and balanced World Heritage List as well as to address new challenges such as climate change. Support is also provided towards strengthening cultural

heritage conservation capacities for sustainable development. While these activities are highly supported by Member States and fully in line with the expected results of the regular programme, they cannot be achieved only through the limited resources of the regular budget or of the World Heritage Fund. Therefore, the additional resources sought through the 35 C/5 CAP are essential not only to respond to the needs of the Member States and achieve the expected results, but also to ensure that WHC is continuously updating the necessary knowledge and expertise to provide appropriate advice to States Parties on the conservation and management of their World Heritage sites, in particular in the face of new challenges posed to tangible heritage sites due to urbanisation, climate change, mass tourism etc.

UNESCO assumes the function of the Secretariat of the Convention for the Safeguarding of the Intangible Cultural Heritage. During the 2010 – 2011 biennium, efforts will be mainly directed towards: (i) ensuring the smooth start of the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage; (ii) promoting better protection and transmission of the intangible heritage, in particular by assisting Member States through policy advice, capacity-building for the identification of the intangible cultural heritage; and (iii) launching and developing communication activities through appropriate partnerships in order to ensure that the intangible heritage is understood, known and appreciated, in particular by young people. Given the short period of time the 2003 Convention has been in force, strengthening national capacities and enhancing the information and knowledge are the current priorities for a proper and balanced implementation of the Convention. In the 2010–11 biennium, intangible cultural heritage activities will aim at enhancing the capacity of Member States to safeguard intangible cultural heritage for the development of local communities, so that they can benefit more effectively from the international cooperation mechanisms of the Convention and effectively frame requests for international assistance under the Convention and, ultimately, implement projects to be funded by the Intangible Cultural Heritage Fund. Likewise the 1972 Convention, the proposed activities are in line with the expected results of the regular programme but cannot be achieved only through the limited resources of the regular budget.

Movable cultural objects and the museums in which they are conserved constitute exceptional repositories of cultural diversity. As points of access for knowledge about cultures and centres of—formal and non-formal—education, museums also contribute to mutual understanding and social cohesion as well as economic and human development. The CAP proposes activities that will enhance capacities of museum professionals. Special attention will be devoted to empowering women in this regard. Particular emphasis will also be placed on fostering national capacities for the protection and conservation of movable cultural property in Least Developed Countries' (LDCs).

In addition to a vigorous lawful trade, which contributes to the appreciation of various forms of art and varieties of cultural expressions, an international illicit traffic is steadily growing. Theft, looting, illicit importation and exportation of cultural property are well-known practices, which touch first and foremost archaeological sites, religious edifices, cultural institutions and museums as well as public and private collections worldwide. Despite the almost four decades that the 1970 Convention has been in force, considerable efforts still need to be made to ensure greater visibility of the convention through enhancement of information and knowledge concerning this instrument. Another priority is the development of new tools for the implementation of the Convention and the evaluation of existing tools.

Underwater Cultural Heritage encompasses all traces of human existence that lie or were lying under water and have a cultural or historical character. Recognizing the urgent need to preserve and protect such heritage, UNESCO elaborated in 2001 the Convention on the Protection of the Underwater Cultural Heritage. Due to the young age of this convention, and its recent entry into force, the proposed outlines complement the activities of the regular programme in promoting the Convention to achieve further ratifications and increase greater public awareness.

Under the CAP, support requested for Protecting, conserving, and safeguarding cultural heritage is in the range of US\$ 105.9 M, with the largest amount of US\$ 51 M targeted to the UNESCO's global upstream work; US\$ 13.9 M are targeted for the Latin American and the Caribbean; US\$ 12.3 M Asia Pacific; US\$ 11.5 M for Arab States; US\$ 10.7 M for Africa and US\$ 6.4 M for Europe and North America.

4.3 Cultural expressions and cultural industries

Considered to be the first standard setting instrument that puts culture and development at its core, the 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions has established, under its Article 18, the International Fund for Cultural Diversity, a multi-donor Fund to promote sustainable development and poverty reduction in developing countries through support for projects and activities that aim to foster the emergence of a dynamic cultural sector. The operational guidelines of the Fund have been adopted by the Conference of parties in June 2009 and a pilot phase will start in June 2010. The 35 C/5 CAP efforts concerning the 2005 Convention will be mainly focused on increasing the financial contributions to the International Assistance Fund that depends solely on voluntary contributions.

Cultural industries include publishing, music, cinema, crafts and design. The world map of these industries reveals a yawning gap between North and South. This can only be counteracted by strengthening local capacities, including reinforcing the creation, production and management capacities of craftsmen and designers, and by facilitating access to global markets at the national level through new partnerships, sharing of know-how, controlling piracy and increased international solidarity, notably by creating an environment that fosters south-south and north-south-south cooperation.

The amount sought for cultural expressions and cultural industries is almost US\$ 14 M, with the largest amount of US\$ 4.1 M for UNESCO's global upstream work; around US\$ 4 M for UNESCO's global priority Africa; US\$ 3.2 for Asia and the Pacific; US\$ 1.8 M for the Arab States; and US\$ 0.7 M for Latin America & the Caribbean.

UNESCO's COMPARATIVE ADVANTAGES IN CULTURE

- ✓ Is the only UN agency with a specific mandate in the field of culture
- ✓ Complements its global normative role with action at the country level.
- ✓ Focuses on upstream work through its five main functions: a laboratory of ideas, a standard-setter, a clearinghouse, a capacity-builder and a catalyst for international cooperation.
- ✓ Works directly with governments and other cultural stakeholders through its status as an intergovernmental organization.

5. COMMUNICATION AND INFORMATION

In the area of communication and information, UNESCO is at the core of the development of learning societies, empowering individuals to fully exercise their rights and to benefit from their fundamental freedoms, and enhancing development, democracy and dialogue. The principal strategic objectives of UNESCO are to promote the free flow of ideas and universal access to information, promote the expression of pluralism and cultural diversity in the media and world information networks and promote access for all to Information and Communication Technologies (ICTs).

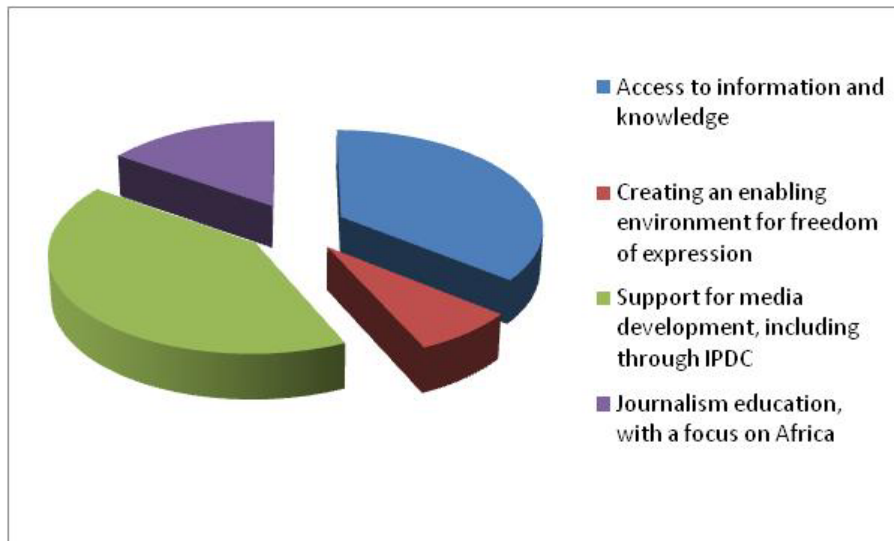
The proposed thematic areas are rooted in UNESCO's Constitution, which provides a unique mandate to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge. UNESCO therefore works to consolidate and put into practice the concept of knowledge societies that are inclusive, pluralistic, equitable, open and participatory, as validated by the World Summit on the Information Society (WSIS) and the 2005 World Summit Outcome document.

Freedom of expression and the free flow of information are prerequisites of development and democracy. Encouraging unhindered access to information and knowledge through targeted interventions for the marginalized and the vulnerable, as well as advocating a legally enabling environment for freedom of expression and for free, pluralistic media, UNESCO aims to build people-centred knowledge societies. In such societies citizens can make use of the opportunities that communication and information present to effectively engage them in sustainable development. This is achieved through a holistic and integrated approach, working towards a rich and diverse media landscape, the promotion of high professional and ethical standards, and the widespread use of information and communication technologies.

The approach is therefore both humanistic and ethical, placing emphasis on development strategies that preserve a focus for local engagement, taking into account gender inclusive policies. Africa remains the priority region, but UNESCO also implements various inter-regional, regional and national extra-budgetary projects in the Arab States, Asia, the Pacific, Latin America and the Caribbean in order to assist populations in reaping the benefits of communication and information.

Overall, under this programme area, UNESCO seeks to mobilize around US\$ 32.6 M through the CAP.

The thematic distribution of the CAP proposals for Communication and Information is summarized in the chart below:



5.1 Support for Media Development, including through IPDC (International Programme for the Development of Communication)

Unique to the United Nations system, the IPDC Programme was created in 1980 with the aim of enhancing free and independent media in developing countries. In three decades, IPDC has channelled almost US\$ 100 M to some 1200 media development projects in more than 140 countries. The IPDC's mission is to support the development of print and electronic media by mobilizing funds through voluntary contributions to the Special Account. It continues to play an important role in UNESCO's strategy to develop free, pluralistic and independent media in the developing countries with particular emphasis on Africa, LDCs, SIDS and countries in conflict/post-conflict situations. The beneficiaries are key local actors seeking opportunities to expand press freedom and media development. Projects are proposed and implemented by the beneficiary organizations under UNESCO's expert guidance based on the internationally recognized Media Development Indicators (MDIs). IPDC areas of particular action and special initiatives include community media, setting standards for media development using the UNESCO Media Development Indicators, safety of journalists in particular the issue of impunity, creating centres of excellence in journalism education in Africa.

Covering both new and traditional media and embodying all key Action Lines of the WSIS Action Plan, the IPDC endorsed Media Development Indicators (MDIs) provide a key tool for multi-stakeholder assessments to monitor media development trends at both global and national levels, and to identify development gaps in this field. The indicators measure five categories: 1. Systems of regulation and control; 2. Pluralism and diversity; 3. Media as a platform for democratic discourse; 4. Professional capacity and supporting institutions; 5. Infrastructural capacity. The MDIs are increasingly recognised by partner organizations and UN agencies. They are also used in CCA and UNDAF documents, making them an integral part of interagency and multi-stakeholder collaboration on media and good governance programmes. Several pilots have been implemented in different regions (Mozambique, Croatia, Maldives etc.), which proved the practical relevance of the indicators and provided valuable experience to fine-tune the MDIs.

Outlines proposed under this thematic area will focus on three main challenges: expanding opportunities for free, independent and pluralistic media; fostering citizens' participation in decision-making processes and development initiatives; and encouraging the adoption of ethical and professional standards in journalism.

The IPDC has 30 years of experience in promoting community media all over the world. Its action contributes significantly to the empowerment of marginalized communities through access to information expands an informed development discourse, introducing opportunities for community radio and community multimedia centres, and promoting the active participation of communities in their own development. Community-based media can ensure media pluralism, diversity of content, and the representation of a society's different groups and interests. Main areas of action include:

- Advocacy for free, independent and pluralistic media;
- Capacity-building of media professionals;
- Fostering community media.

Under the Support for Media Development, including through IPDC , UNESCO will also promote the development of free, independent and pluralistic media. Public Service Broadcasting (PSB) is broadcasting what is financed by the public and for the public. It is free from political interference and pressure from commercial forces. Action in this area advocates editorial independence and programming diversity, drawing attention to freedom of expression in the media, objectivity in reporting news and events and the practice of pluralism both in human resources and programming content.

Media and information literacy (MIL) empowers citizens with essential knowledge about media functions, the role media play in democratic societies and how citizens can evaluate the performance of their media systems in light of the expected roles. It contributes to educating responsible citizens, enhancing literacy skills, developing critical abilities among people of a society. This literacy that enables people to effectively handle information and generate knowledge is at the heart of the WSIS goals, and in an age when the production and availability of user-generated content continues to grow, there is increasing recognition that populations need to be media and information literate in order to take part in modern day information societies. Media and information literacy is thus identified as a demand-side capacity building need.

UNESCO's mission in this area consists of fostering media and information-literate societies through assistance for the development of national information and media literacy policies, including in education. Particular focus is placed on training teachers sensitizing them to the importance of information and media literacy in the education process. This also enables them to integrate information and media literacy in their teaching, providing them with appropriate pedagogical methods and curricula.

The popularization of content relating to sustainable development can help to bring new knowledge and up-to-date information to the people who need it the most. This concerns especially those in remote areas with limited access to education. The media has the capacity to empower citizens with information that can help improve their health, education and livelihoods, and engage them in their own development. In developing countries, the radio and

television are particularly effective mediums for the dissemination of information and knowledge to wide audiences. The promotion of responsible communication on issues like sustainable development becomes critical in providing the general public with the knowledge that is essential to their development and well-being. Issues addressed include climate change, HIV AIDS and other global challenges of priority. Action in this area includes:

- International cooperation for the dissemination of vital science content and knowledge through public service broadcasters and through regional broadcasting unions and organizations;
- Support for workshops to boost reporting capacities that equip journalists with the necessary skills to report effectively on science and health matters;
- Fostering of journalists networks and active partnerships to increase access to information and rights-free broadcast material.

Low professional standards in media and a lack of good practices of ethical journalism present a challenge for the development of inclusive knowledge societies. Media encourage transparency and dialogue, and demand accountability from the leaders of society. Promoting an enabling environment for freedom of expression, this action encourages collaboration with stakeholders to establish functioning media accountability systems based on self-regulation, including the adoption of ethic codes. Support is given to institutions and training centres to assist media professionals in addressing professional challenges that they face, including ethical issues. Internationally recognized standards are consolidated in Member States, and strong local networks are fostered in order to bring more media protection, professionalism, accountability and independence.

Under the CAP, support requested for Support for Media Development, including through the IPDC is in the range of US\$ 13.5 M ; with US\$ 8.4 M targeted with a global scope; US\$ 2.3 M for LAC; US\$ 1.6 M for Africa; 0.7 M for Asia and the Pacific; and US\$ 0.59 M for Arab States. A significant amount pertaining to this thematic view has been referenced under the intersectoral programme theme: “Action in post-conflict and post-disaster situations”.

5.2 Creating an enabling environment for freedom of expression

Freedom of expression and of information are increasingly being recognized by the international community, serving as a policy framework for numerous media and Information and Communication Technology development strategies and for projects implemented in Member States. This happens in collaboration with professional organizations, media, NGOs, regional bodies, donors, and the larger UN system and the action is relevant in the follow-up to the World Summit on the Information Society (WSIS).

The promotion of the safety of media professionals remains a critical concern, and the organization has become one of the main interlocutors of governments and journalist associations to ensure better safety for media professionals through advocacy and institutional capacity building. Main areas of action include World Press Freedom Day, media and elections coverage, media legislation, freedom of Information Law, and safety of journalists.

Under the CAP, support requested for Creating an Enabling Environment for Freedom of Expression is in the range of US\$ 2.4 M ; with US\$ 1.8 M targeted for Africa; US\$ 0.3 M for LAC; US\$ 0.2 M with a global scope; and US\$ 0.1 M for Asia and the Pacific. A significant amount pertaining to this thematic view has been referenced under the intersectoral programme theme: “Action in post-conflict and post-disaster situations”.

5.3 Access to information and knowledge

UNESCO will also contribute to promoting equitable and affordable access to information for all, in particular through the Information for All Programme (IFAP). Action for the creation of an enabling environment that facilitates universal access to information and knowledge is crucial for the development of inclusive knowledge societies. UNESCO’s work in this area includes setting standards, raising awareness and monitoring progress to achieve universal access to information and knowledge. Particular attention is paid to Africa and to the access needs of indigenous groups and minorities, as well as to integrating a gender perspective into proposed interventions. Main issues addressed include: access to and dissemination of information; information preservation; information ethics; promotion of multilingual content; ICTs to enable access to content to empower youth in conflict and post-conflict areas; and access to public and government held records, especially in Small Islands Developing States.

The Millennium Development Goals (MDGs), the UNESCO-led Education for All (EFA) initiative, the World Summit on the Information Society (WSIS) and the United Nations Literacy Decade initiatives all set high priority for the improvement of education worldwide. The use of ICTs in and for education is considered as both an opportunity and a necessity in contributing to the achievement of these goals, helping to bring about a better balance between equity and excellence in education and preparing individuals and society to benefit from ICTs that are increasingly permeating all realms of life. This activity therefore aims to effectively provide Member States with recommendations for ICT strategies and practices for knowledge creation, acquisition, and sharing. Main areas of action include:

- *ICT-enhanced teacher training*: By combining ICT skills with emergent views in pedagogy, curriculum, and school organization, this action aims at a professional development of teachers who want to use ICT resources to improve their teaching, collaborate with colleagues, and perhaps ultimately become innovation leaders in their institutions.
- *Creating an enabling environment for Open Access (OA)*: Free access for universities and institutions globally to use and create online scholarly, scientific peer-reviewed journals.
- *Strategies for Open Educational Resources (OER)*: To radically transform the organization’s clearing house function by offering certain UNESCO publications as OER products and allowing communities of practice to freely copy, adapt, and share their resources.
- *ICTs for higher education*: Multilingual digital library of educational resources made available for higher education institutions worldwide.

Documentary heritage in libraries and archives constitutes national memory, a reflection of the diversity of cultures, linking past and present and shaping the future. Actions to assist Member States in the preservation of documentary heritage is therefore of vital importance to the preservation of cultural identities. Objectives pursued by UNESCO in this respect are to heighten

awareness in Member States of the importance of preservation and persistency of data to ensure access to knowledge and to maximise the potential of the UNESCO Memory of the World Programme as a global authority on documentary heritage issues, strengthening the organization's role as a main actor in the area of preservation of recorded documentary heritage.

The development of "info-structures" also includes the development of information standards and management tools. Libraries and archives can be considered essential not only to the free flow of ideas but also to the diffusion of knowledge. UNESCO therefore undertakes to strengthen libraries and archives as key actors in knowledge societies, to foster access at global and community levels by exploiting the potential of digital technologies and multilingualism. Action in this area offers technical guidelines for content creation and standards and system architecture, as well as providing an invaluable platform for the free flow of information, international solidarity, and the celebration of cultural diversity.

Under the CAP, support requested for Access to information and knowledge is in the range of US\$ 11.7 M ; with US\$ 6,9 M for LAC; US\$ 2,1 M with a global scope; US\$ 1,2 M for Africa; US\$ 1,2 M for Asia and the Pacific; and US\$ 0.25 M for the Arab States.

5.4 Journalism education, with focus on Africa

UNESCO recognizes the critical need to enhance journalism training through capacity building of existing institutions. The UNESCO criteria and indicator study for quality journalism training institutions, called "Identifying Potential Centres of Excellence in Journalism Training in Africa", revealed that: *"Africa does not need new or more journalism schools. Instead, the continent needs a core of excellent facilities that make a real impact, and which are also at the heart of a wider network with other schools"*. UNESCO has identified 21 potential centres of excellence and of reference throughout Africa to upgrade their capacities. Gender-sensitive reporting is also promoted through this action.

Action in this field supports seven key areas:

- Curricula: implementing UNESCO's model curricula and improving assessment systems;
- Staff training: building capacities of teaching staff through training and exchange programs with other universities ;
- Learning materials: making textbooks available in national languages and improving access to learning materials;
- Media resource centres: providing adequate equipment and technical facilities for training in new and traditional media;
- Management: enhancing institutional governance, sustainability and the involvement with the media sector;
- Media monitoring: improving capacities to monitor media sector development;
- Networking: creating networks between regional, national and international journalism education institutions and media.

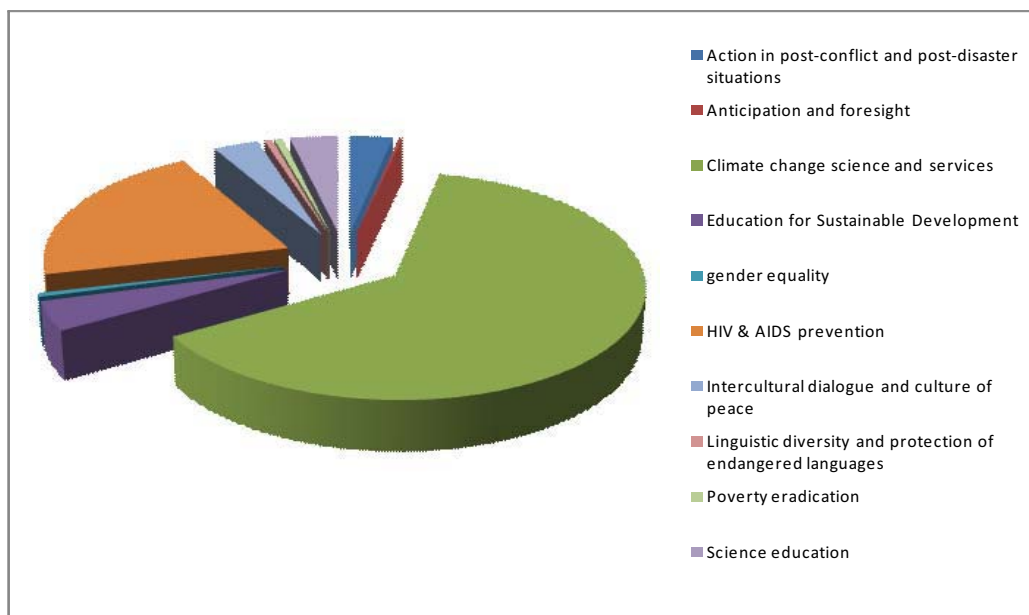
Under the CAP, support requested for Journalism Education, with a focus on Africa is in the range of US\$ 5 M ; with US\$ 4,3 M for Africa; US\$ 0.4 M for LAC; and US\$ 0.3 M for Asia and the Pacific.

UNESCO's COMPARATIVE ADVANTAGES IN COMMUNICATION AND INFORMATION

- ✓ Has a unique mandate to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge.
- ✓ Communication and information cuts across all other UNESCO's mandated areas: education, the sciences and culture.
- ✓ Collaborates with UN agencies, bilateral development agencies, international and regional non-governmental agencies for advocacy and monitoring.
- ✓ Plays a key role in the coordination, facilitation and implementation of the World Summit on the Information Society (WSIS) Action Line C7 "E-learning".
- ✓ Recognizes the need for better coordination among donors and UN agencies, and for better communication and networking to optimize activities and stretch limited funding.

6. INTERSECTORAL PROGRAMMES

Interdisciplinarity and intersectorality are among UNESCO's core comparative advantages in the multilateral system, namely through its ability to build on the combined contributions of different disciplines and areas of expertise to address the complex issues of the contemporary world which attract the priority interest of Member States. A number of outlines contained in the CAP will contribute to such an interdisciplinary approach aimed at addressing more effectively pressing global challenges. Overall, UNESCO seeks to mobilize around US\$ 178 M for the purposes set out below.



6.1 Education for sustainable development

The Organisation supports Member States in integrating the principles of education for sustainable development in their policies and plans, including in teacher policies. In the 2010-2011 biennium, UNESCO introduces a specific initiative to address climate change through education (see also "6.4 Climate change science and services" below). Climate change is now acknowledged as a world concern that needs to be part of learning and education for a sustainable future. In UNESCO, education for sustainable development (ESD) programme provides a platform for addressing climate change through education. By systematically engaging with the three foundations of sustainable development – the environmental, social and economic pillars – as well as by highlighting the cultural and ethical dimensions, ESD offers not only an overarching frame of reference but also an approach that is enriched by the contributions of many disciplines and sectors. By placing the educational response to climate change within the context of sustainability, ESD links this key issue to other development challenges especially to the Millennium Development Goals (MDGs).

Under the CAP, support requested for Education for sustainable development is in the range of US\$ 7.5 M; with US\$ 2.2 M for Asia and the Pacific; US\$ 2 M for LAC; US\$ 0.85 M for Africa; US\$ 0.45 M for the Arab States; and US\$ 2 M targeted with a global scope.

6.2 HIV & AIDS prevention

The Organisation supports Member States in addressing transversal issues, such as HIV and AIDS which impact on the whole education sector. National capacities will be further strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts, particularly in Africa.

A recently released external evaluation of UNAIDS highlights the diversity of the HIV epidemic throughout the world and the subsequent need to tailor responses to specific national circumstances. Assisting Member States in developing policies that are responsive, culturally appropriate and effective requires dynamic feedback and research that accurately reflects the realities of the context, notably the concerns and needs of the population impacted. Action contemplated under the CAP will favour participatory approaches that have been identified as effective means for communities to express and shape the policies and programmes delivered to them and for public dialogue that can increase ownership of the infection among a population and breakdown longstanding prejudices.

Under the CAP, support requested for HIV & AIDS prevention is in the range of US\$ 36.9 M; with US\$ 15.1 M for LAC; US\$ 3.6 M for Asia and the Pacific; US\$ 2.2 M for Africa; and US\$ 16.1 M with a global scope.

6.3 Science education

Successful STI policies will require improving science education at all levels and in all aspects of the educational system. Sustainable development and poverty elimination are predicated on having not only an educated scientific and engineering workforce, but also on having publics who understand the scientific basis of choices they must make in decision making and their daily lives. Basic science education must be part of every educational level for every citizen. More students must be encouraged to pursue scientific and engineering careers.

Under the CAP, support requested for Science education is in the range of US\$ 6.3 M; with US\$ 2 M for Asia and the Pacific; US\$ 1.9 M for the Arab States; US\$ 1.7 M for Africa; almost US\$ 0.2 M for LAC; and half a million with a global scope.

6.4 Climate science and services

UNESCO's initiatives addressing climate change are undertaken through an interdisciplinary approach that brings together programme specialists from all UNESCO's areas of competence to address specific issues. UNESCO has been funding climate data acquisition and research for decades, through its sponsorship of the World Climate Research Programme, and its participation in the Global Climate Observing System and the Global Oceans Observing System, especially through the work of the Intergovernmental Oceanographic Commission (IOC). Climate change is a top priority issue for the entire UN. What UNESCO is adding to the discussion are the social and educational aspects. UNESCO's "Strategy for Action on Climate Change" demonstrates clearly its comparative advantages and expertise within the UN system. The objective is to:

- Create and maintain a climate change knowledge base built on science, assessment, monitoring and early warning. This is a cross cutting area co-convened by UNESCO in the *UN System Delivering as One on Climate Change*;
- Promote climate change mitigation and adaptation including through enhanced education;
- Move towards a climate-neutral UNESCO.

The CAP proposals that are linked to the climate change platform concern continued scientific participation, including in the area of ocean carbon. They also initiate some major steps in climate change education (see also “6.1 Education for sustainable development” above). The objective is to create an on-line hub of best practices and materials in climate education together with United Nations Framework Convention on Climate Change (UNFCCC). UNESCO’s climate change proposals in the CAP give thorough support to Member States when fostering climate change education and capacity development for climate change adaptation. The proposals also promote developing countries’ ability to tap carbon funding for REDD+ (reduced deforestation and forest degradation, conservation of existing carbon stocks and enhancement of carbon stocks).

Policy advice on the use of renewable energy sources will also be provided to developing countries, as renewable energy is one efficient way to address climate change mitigation. More fundamentally, interventions in this field are expected to help bring people out of poverty and improve health, particularly of women and children.

Lastly, the complexities of the social and human dimensions of climate change are tackled by bringing together the normative, analytical and strategic work of the social and human sciences, the natural sciences, and a full array of international scientific partners. It is now widely recognized that migration is, and increasingly will be, one of the adaptation choices to climate change and environmental degradation. Today, there is great interest in the issue of linking climate change to migration. UNESCO realises that research and policy development in this field remains limited. It is for this reason that UNESCO, together with governments and their many stakeholders can make a difference ensuring that all not only cope with climate change in a responsibly reactive manner, but also proactively to ensure robust adaptation. UNESCO’s climate change projects will create multidisciplinary networks at the global and regional levels. These projects will securely demonstrate UNESCO’s key role as honest broker and focal point when efficient bridges between research, policy and action need to be built.

Further details on UNESCO’s work on climate change can be consulted at: <http://www.unesco.org/en/climatechange>

Under the CAP, support requested for Climate science and services is in the range of almost US\$ 112.1 M with US\$ 88.1 M with a global scope; US\$ 15.4 M for Asia and the Pacific; US\$ 7.1 M for Africa; and US\$ 1.5 M for LAC.

6.5 Poverty eradication

Within the UN system's coordinated effort to achieve the MDG 1, which is to halve the proportion of people living in extreme poverty and hunger, UNESCO contributes to this effort through programmes and projects which see poverty as a denial of human rights. This approach links the struggle against poverty to the notions of the State's obligations and responsibilities in the overall process when applying the human rights approach in the design, implementation, evaluation and monitoring of public policies. Projects submitted include targeted interventions in Brazil and China at the municipal level, as well as specialized publications in the form of manuals for policy analysis based on human rights approach for public authorities and NGOs.

Under the CAP, support requested for Poverty eradication is in the range of US\$ 1.1 M all targeted for LAC.

6.6 Intercultural dialogue and culture of peace

Funds sought under the CAP will support UNESCO's efforts to contribute to a culture of peace through the promotion of cultural diversity and intercultural dialogue, including inter-religious dialogue. The proposed outlines complement the activities of the regular programme for the promotion of mutual understanding and focus on combating prejudice of a cultural, ethnic and religious nature that are obstacles to social cohesion and peace, which are also prerequisites for sustainable development. Member States will be assisted in developing participatory policies and/or strategies for building, among diverse actors and groups (youth, students, teachers, media professionals, heritage workers, private sector, etc.), the intercultural competences necessary for living together beyond differences of culture, language, belief systems and religion. Special attention has been devoted to Africa through the teaching of African history, the enhancement of endogenous knowledge and the civic education of youth as being mutually supportive in contributing to a culture of peace in the region, as illustrated by the Slave Route Project.

UNESCO's participation in the Shanghai World Expo 2010 will provide an opportunity to showcase, on the occasion of the "World Day for Cultural Diversity, for Dialogue and Development" on 21 May, how UNESCO's activities contribute to the "International Year for the Rapprochement of Cultures" for which the UN General Assembly has invited UNESCO to play a leading role.

Under the CAP, support requested for Intercultural dialogue and culture of peace is in the range of US\$ 5.9 M, with the largest amount of US\$ 3.2 M required for UNESCO's global actions; US\$ 1.6 M for UNESCO's global priority Africa, US\$ 0.7 M for Latin America and the Caribbean; and US\$ 0.45 M for Arab States.

6.7 Linguistic diversity and protection of endangered languages

Half of the 6.700 languages spoken today are in danger of disappearing before the century ends, a process that can be slowed only if urgent action is taken by governments and speaker communities. UNESCO's Endangered Languages Programme mobilizes international cooperation to focus attention on this grave situation and to promote innovative solutions from

communities, experts and authorities. UNESCO calls for additional funds that will help promoting linguistic diversity through monitoring and supporting language data collection and policies, intercultural dialogue competencies, but also awareness-raising and promotional materials.

Under the CAP, support requested for Linguistic diversity and protection of endangered languages is in the range of a bit more than US\$ 1 M; with half a million for Africa; US\$ 0.3 M with a global scope; and US\$ 0.2 M for Asia and the Pacific.

6.8 Gender Equality

Following UNESCO's designation of gender equality as one of its two global priorities in its Medium-Term Strategy for 2008-2013, and the adoption of the house-wide "Gender Equality Action Plan for 2008-2013", which is a road map to translate UNESCO's ideals and commitment to the pursuit of gender equality into practice, UNESCO is strongly committed to promote women's empowerment, women's rights and gender equality through a two pronged approach: (i) gender specific programming and (ii) gender mainstreaming with action in education, the sciences, culture and communication and information. UNESCO actions in these areas will have a bearing on the achievement of all internationally agreed development goals, and they will contribute to strengthening the ground work for sustainable development and global peace. More specifically, the Division for Gender Equality, which is responsible for ensuring the implementation of UNESCO's global priority Gender Equality, has the following responsibilities: provides policy implementation guidance for gender-specific programming and gender mainstreaming within UNESCO; forges, within UNESCO, its Member States and at regional and global levels, political commitment to gender equality and monitors the implementation of Priority Gender Equality in UNESCO's programmes; supports capacity-building in UNESCO and Member States, particularly by developing holistic and multi-disciplinary approaches that would contribute to the achievement of international agreed development goals, and specifically gender equality (MDG 3); coordinates cutting edge policy research on gender equality issues in selected areas pertaining to UNESCO's fields of competence in order to provide informed policy advice to Member-States and improve the evidence base of public policy; develops and establishes partnerships with other UN entities, international and regional IGOs, major international NGOs, private foundations and private sector partners that support women's empowerment and gender equality initiatives; conducts orientation and training programmes to increase the competence and skills of UNESCO staff in HQ and field offices to plan, implement and monitor gender-responsive and gender-transformative initiatives; promotes gender balance within UNESCO's Secretariat; and monitors UNESCO's "Priority Gender Equality Action Plan for 2008-2013".

Under the CAP, support requested for Gender Equality is in the range of US\$ 1 million all targeted with a global scope.

6.9 Action in post conflict and post disaster situations

UNESCO pays special attention to countries in post-conflict or post- disaster situations, where national capacities for planning and managing educational recovery and reconstruction are tested to the limit. Through an intersectoral mechanism, UNESCO also assists countries in integrating measures aimed at conflict and disaster prevention and preparedness.

Local media can play a vital role in disaster prevention and in immediate post-disaster situations, where access to information is critical. Knowledge of the languages of affected populations and a familiarity with the cultural and political settings are essential assets in such situations. UNESCO aims at building the preventive capacities of local and community media to contribute to the provision of life-saving information. Action in this field includes the promotion of dialogue among media professionals in zones of conflict and the outside world. It can also include advice to the authorities of countries in post-conflict situations in drafting new media legislation, which enhances the development of freedom of expression. This thematic area puts a special emphasis on network among youth and women, which has proved to be efficient in local rural communities.

In Africa, UNESCO seeks to implement efficient mechanisms aimed at decreasing conflicts and supporting countries affected by war. The action thus focuses on capacity-building of the various stakeholders, consolidation of peace and restoration of educational systems, reinsertion of out of schools young people, training of trainers and assistance to rebuild and valorise cultural identities, protecting heritage and acquiring scientific infrastructure to develop and spread knowledge.

Through the priority attention given to countries in post-conflict situation or “fragile countries”, the proposed outlines will further strengthened programmes in support of the global Priority Africa. Action will aim at:

- Building capacity of Member States, regional and subregional organizations in the field of prevention, post-conflict and post-disaster action: assistance and training are provided to regional and subregional organizations as well as national commissions through regional workshops, which include sharing of best practices, implementation of coordination mechanisms and sensitization on international funds mobilization. The general objective is to contribute to capacity development and institutional rehabilitation.
- Reinforcing action in favour of marginalized and vulnerable people, in particular out-of-school youth and internally displaced people. This action fosters the development of skills for employment and self employment, technical and vocational education, supported by civic education and citizenship for social cohesion.

Under the CAP, support requested for Action in post conflict and post disaster situations is in the range of US\$ 5.6 M; with US\$ 2.45 M with a global scope; US\$ 1.5 M for Africa; US\$ 1 M for Europe and North America; US\$ 0.6 M for Arab States.

6.10 Anticipation and foresight

Serving as a laboratory of ideas, UNESCO is called to tackle today's and tomorrow's challenges. The Foresight function of UNESCO aims at bringing to bear intellectual perspectives, contributions and support to the Organization's reflection, programming and action. It is essential to help Member States to identify foreseeable evolutions, strategic and future trends and to explore new paths for action in education, the natural sciences, the social and human sciences, culture and information and communication. Anticipation and foresight are interdisciplinary activities aiming at enriching the international public debates and increase the visibility of UNESCO's messages and accomplishments. The foresight activities of UNESCO support Member States in developing their own capacities and approaches in the field of foresight.

Under the CAP, support requested for Anticipation and foresight is in the range of half a million US\$ all targeted with a global scope.

7. PROGRAMME SUPPORT

The UNESCO's support sectors and services play a key role in the implementation of UNESCO's programmes and activities. They are also instrumental in UNESCO's response to challenges that may arise when applying the UN reform. To maximize the impact of UNESCO's activities, extra-budgetary voluntary contribution are needed for programme support for purposes such as improving RBM practices in UNESCO, putting in place overall evaluation systems, harmonizing budget policies with other UN organizations, or strengthening staff capacities with regard to gender equality.

7.1 Delivering as one – UNESCO's contribution to joint UN activity at regional and country levels

The processes of UN reform and increased system-wide coherence continue to be high on the agenda of the UN system, shaping UNESCO's action at all levels. The main emphasis of the reforming UN system lies on effective inter-agency coordination at country-level through common country programming ('Delivering as One'), in response to national development priorities and in pursuit of internationally agreed development goals. For the 2010-2011 biennium, 74 countries across all regions are expected to roll-out their UNDAF documents. Hence, timely support to the responsible UNESCO staff for UNESCO's programmatic engagement in the UNDAF roll-out, as well as training sessions on the newly issued UNDAF support package (UNDAF guidelines, UNDAF action plan, annual report, etc.) will be important. Efforts will also need to continue to support the 'Delivering as One' pilot countries, the so-called self-starters, as well as other countries engaged in efforts towards increased system-wide coherence. In addition, the UN system is striving towards increased coordination and coherence at the regional level, including through the Regional UNDGs/ Regional Directors Teams, in which UNESCO is an active member. Interventions in this area will focus on training, knowledge-sharing and capacity-building of UNESCO staff related to the various processes of UN reform and 'Delivering as One'. They will also aim at exchange of experiences and knowledge, identification of challenges, good practises, and at formulation of institutional positions for UNESCO, bringing together staff from Field Offices and Headquarters (both from central services and from programme sectors), as well as representatives from other UN agencies and external partners, as appropriate.

7.2 Managing for results (RBM and risk management)

Results-based management (RBM) is essential for a culture of accountability expressed in terms of expected results, outcomes and impact. RBM constitutes a central pillar of the Organisation's programming, operations and monitoring and is critical for the accountability, effectiveness and efficiency of programme delivery and management, including ensuring alignment with national priorities. The need for the proposed action is the constant honing of staff skills and capabilities in RBM and more particularly on results-based monitoring techniques and results reporting.

Quality assurance and management of evaluations are critical tools for UNESCO to identify the key lessons learned that can be applied to identify the Organization's future strategic direction and to improve the performance of its programmes. Voluntary contributions are invited to support an independent external evaluation of UNESCO which is expected to provide recommendations in order to position the Organization in meeting future needs and challenges.

The evaluation will take into account the cumulative changes and reforms of the recent past, prospective issues and relevant trends.

7.3 Greening UNESCO

Support to sustainable development programmes is needed for UNESCO internally and externally. The proposal concerns a proactive in-house initiative to move UNESCO towards climate neutrality, identifying greenhouse gas emission reduction possibilities and implementing a climate strategy step by step through modernised administrative policies and procedures.

GUIDELINES TO ACCESS AND SEARCH WITHIN THE ON-LINE CAP

Further detailed information about individual activities retained in the CAP is given on UNESCO's website: <http://www.unesco.org/en/donors> where it is possible to conduct a search according to theme, or geographic area for example.

Inquiries about the CAP or about how to work with UNESCO on specific areas set out in the CAP can also be directed to the Division of Cooperation with Funding Sources. Your point of contact is: Mr. Akio Arata, Director, a.arata@unesco.org, +33 (0) 1 45 68 14 14.

Thematic views for each programme area are listed below in order to facilitate your search in the on-line CAP.

THEMATIC VIEWS FOR EDUCATION

Sector-wide education policy analysis, planning and management

Literacy

Teachers

Technical and vocational education and training

Building effective education systems from early childhood care and education to higher education

Girls' and women's education

Global coordination of EFA and monitoring of normative and standard-setting instruments

THEMATIC VIEWS FOR NATURAL SCIENCES

Science, technology, engineering and innovation for development

Water for life

Ocean sciences and services for the protection of coastal and ocean ecosystems

Biodiversity and ecosystem services

Disaster preparedness and mitigation

THEMATIC VIEWS FOR SOCIAL AND HUMAN SCIENCES

**Addressing emerging social challenges through the MOST programme
(Management of Social Transformations)**

Strengthening human rights policies in UNESCO's domains

Ethics of science and technology

Maximizing the value of sports and promoting anti-doping in sport

Gender equality and women's rights

Youth development

THEMATIC VIEWS FOR CULTURE

Mainstreaming culture in development policies and programmes

Protecting, conserving and safeguarding cultural heritage

Cultural expressions and cultural industries

THEMATIC VIEWS FOR COMMUNICATION AND INFORMATION

**Support for Media Development including through IPDC (International Programme
for the Development of Communication)**

Creating an enabling environment for freedom of expression

Access to information and knowledge

Journalism education, with focus on Africa

THEMATIC VIEWS FOR INTERSECTORAL PROGRAMMES

Education for sustainable development

HIV & AIDS prevention

Science education

Climate science and services

Poverty eradication

Intercultural dialogue and culture of peace

Linguistic diversity and protection of endangered languages

Gender equality

Action in post conflict and post disaster situations

Anticipation and foresight

THEMATIC VIEWS FOR PROGRAMME SUPPORT

Delivering as One – UNESCO’s contribution to joint UN activities at regional and country levels

Managing for results (RBM and risk management)

Greening UNESCO

THE FUNDING PROCESS: HOW DOES IT WORK?

The fact that the CAP gives the thematic areas for which UNESCO seeks to mobilize resources, also makes it easier for donors and partners to match UNESCO's priorities with their own, and identify specific entry points for cooperation.

For its part, UNESCO will make a sustained effort to reach out to current and potential partners with information about opportunities for cooperation under the CAP and assist in choosing the projects that are in line with their priorities and interest. In this relation, the CAP will be the reference for planning work with existing partners through established consultation mechanisms such as annual bilateral consultations, and steering committee meetings within established partnerships. In order to build broad based support for UNESCO priorities that are shared by several donors and partners, wherever possible, UNESCO will also seek to organize joint consultations with donors and partners, at headquarters and in the field.

In this connection, to take forward cooperation in these areas, and to support programmatic concentration and flexible delivery, UNESCO's clear preference is for un-earmarked, or softly earmarked funding provided through pooled funding. At the same time, where appropriate, and in line with some donor preferences, UNESCO will continue to receive funds through individual funds-in-trust with provision for dedicated financial and narrative reporting to the donor concerned.

To achieve the ambitious objectives set out in the CAP, UNESCO also welcomes non financial resources, such as secondment of experts, the provision of in kind contributions like equipment, and the sharing of knowledge, expertise and competences that can enhance the impact of UNESCO's programmes. UNESCO engages with a wide range of private sector partners, some of which are characterized by the sharing of non-financial resources like those described above. Cooperation with private sector partners may include full strategic partnerships linked to the core business of UNESCO's private sector partners. In this context, the CAP is also a space for dialogue on the means and ways of achieving strategic priorities, to which each party will contribute with respect to their unique added value. Potential private sector partners with an interest in collaborating with UNESCO should also address their inquiries to the Division for Cooperation with Funding Sources (contact details given above).

Finally it should be noted that the CAP is a living document. It will be regularly updated to reflect emerging needs and funding opportunities linked to unforeseen circumstances such as those arising from post conflict and post disaster situations. In addition, a comprehensive update of the CAP as a whole will be undertaken on an annual basis to factor in the evolving development needs and political economy of UNESCO's Member States. These updates and adjustments will be accessible through the on-line version of the CAP. UNESCO stands ready to act as the support platform to land all programmes, and provide the toolbox and knowledge management in its fields of competence. However, our partnership with you is vital if our efforts and progress are to have a real impact. This is why we value our partnership with you and we hope that you will find an interest in funding our organization and its portfolio of programmes presented in the CAP.



United Nations
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Cultural Organization



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