Report containing additional information to 189 EX/4 regarding the implementation of the two global priorities, Africa and gender equality, and the 12 intersectoral platforms in the previous biennium (2010-2011)

(01 March 2012)

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A- GLOBAL PRIORITY AFRICA

Education

Key achievements

UNESCO's education interventions in Africa continued to support the goals and Plan of Action of the African Union's Second Decade of Education for Africa (2006 – 2015) and gave particular focus to the four priority areas of the Education Sector:

In **Sector-Wide Policy and Planning** (SWPP), UNESCO's support was centred on two strategic areas: Education Management Information Systems (EMIS) and Education Sector Policy revisions. EMIS support was mainly provided to Southern Africa Development Community (SADC) and the Economic community of Central African States (ECCAS) countries. EMIS assessments were concluded in 16 countries, while national capacities for EMIS were built in 11 additional countries and five countries have now quality data. The technical backstopping led to the initiation of the processes for education policy reformulations in 10 countries. Five have completed their education policy assessments and two have actually revised their policies. The review process included capacity strengthening at country level, both through a Master's level distance learning course offered in collaboration with the University CAD of Dakar (5 countries) on education policy and sector management and face to face regional trainings.

In **literacy and non-formal education** (LNFE) effective support was provided for the revision and elaboration of LNFE policies to 10 countries. In some countries, support was provided for curriculum development with funding from extrabudgetary sources.

Support to **Teachers** centred on policy dialogue for professional development. Diagnostic studies were initiated in 8 countries and capacity strengthened in specific content areas such as maths and science education, sexuality education, conflict prevention and resolution, as well as in the pedagogical use of information and communication technologies (ICTs) and Open Distance Learning (ODL), in particular in the Economic Community of West African States (ECOWAS).

TVET support focused on improving the policy framework through situation analysis conducted in 13 countries of the SADC, development of Regional Qualification Frameworks, improvement of labour market oriented management information systems and strengthening of partnerships for TVET development such as the Inter-Agency Task Team in ECOWAS and the Economic Commission for Africa (ECA).

UNESCO supported 11 countries in mainstreaming **HIV and AIDS** into education policies and policy revisions and was successful in engaging in strategic partnerships with the UN country teams (UNCTs) to improve the education sector response. Curriculum development of teacher training materials was also initiated in some countries.

Challenges and lessons learned

Support to SWPP was effective due to the combination of technical assistance by UIS specialists in Africa and the backstopping of BREDA's Pole de Dakar. Same modalities could be considered for LNFE and teachers, whereby technical support and programme implementation can draw on the expertise of the institutes such as IICBA and UIL. The development of TVET/NFE systems have been initiated in a very limited number of countries and need further attention as the majority of the African countries are characterized by constrained formal sector systems. The additional placement of staff in different countries of the continent made the support in the area of sexuality education more effective; nevertheless, the development and implementation of coherent workplace policies need further strengthening, in particular in the most affected countries.

Resources mobilized

During the last biennium (2010-2011), the Education Sector mobilized a total of around US$25 million for Africa. This included some US$2 million respectively for UN joint programmes and UNAIDS/HIV-related activities; over US$6 million self-benefiting funds for Nigeria in the area of literacy; some US$7 million for CapEFA programme activities covering teachers, TVET and sector-wide policy and planning; over US$5 million contributed by France for Pole de Dakar/Sector analysis work; and the initial funding of US$1 million, out of the pledged US$10 million, from the Republic of Korea for SADC activities in the area of TVET.

The way forward

UNESCO will continue to build partnership and mobilize extrabudgetary resources in its work in sector-wide policy and planning, literacy, teachers and TVET. Advocacy for literacy will focus on the mobilization of political support for governments to abide by the agreed 3% allocation of national education budget to literacy and training by the '2007 Bamako Call to Action' and to make LNFE part of the countries development agenda. Mobilization of partnerships for teachers' development at national level, as the one currently in place with the Association for Development of Education in Africa (ADEA) will be further reinforced. In TVET, the collaboration initiated with the African Development bank, ILO and UNDP provides a solid foundation for UNESCO's work in this area in 2012-2013.

Natural Sciences

Key achievements

MP II achieved many of its objectives for Priority Africa, particularly those related to capacity-building in freshwater, the basic sciences, and Science, Technology and Innovation (STI) policy.

In the area of **S&T policies and planning capacities**, the key achievement was the endorsement by the Government of Botswana of the national STI policy elaborated following technical policy advice provided by UNESCO. Similar advice was provided to several other countries (Burundi, Gambia, Malawi, Namibia, Swaziland, Zambia, Zimbabwe), with national STI status reports updated and national science policies revised in close collaboration with the relevant Ministries. National capacities for West and Central African countries in STI policy and STI statistics and indicators have been enhanced through the organisation of several national and sub-regional stakeholder workshops.

The Rwanda Innovation Endowment Fund was launched within the framework of the project 'Unlocking the potential of STI to meet the MDGs' developed under One UN in Rwanda. The Pan African Inter-parliamentary Forum on STI was launched and a three-year Plan of Action was adopted by the Steering Committee which also reiterated its endorsement of the East African Legislative Assembly as the hosting parliament and the secretariat. Capacity-building for parliamentarians from African countries and dialogue on developing and implementing science legislation have been facilitated during the Forum.

Education and networking in basic and applied sciences were strengthened through the approval by the 36th session of the General Conference of a category 2 centre on biotechnology in Nigeria. More than one thousand pupils participated in the Global Experiment "The Big Splash" during the International Year of Chemistry 2011 (IYC), launched by UNESCO and IUPAC in Cape Town, South Africa, in March 2011.

ERAIFT is continuing to contribute significantly to build capacity and address the **science-policy interface for sustainable development** in Africa; the MAB African network (AfriMAB)

adopted its Charter and Statutes and agreed on key regional priorities (2010-2013). Five new African biosphere reserves, with three new countries, have joined the network of dedicated learning sites for sustainable development.

Six Chairs on **renewable energy** were established and the first African annual summer school on solar electricity for rural areas was launched in Bamako, Mali. The formulation of a national renewable energy policy in Comoros benefited from UNESCO's technical assistance.

Knowledge base and capacities for national and regional **freshwater management** were reinforced through the approval by the 36th General Conference of the establishment of three new category 2 centres in Africa covering groundwater, water and global changes and water harvesting.

Emergency assistance to identify groundwater for displaced people in the drought-stricken Horn of Africa was initiated and extrabudgetary funds enabled the project to expand.

Under the UNESCO's Initiative on **Earth Science Education** in Africa, proposed activities resulting from a regional scoping exercise were endorsed by the Geological Society of Africa.

The '**Adaptation to Climate and Coastal Change in West Africa'** project improved understanding and management of shoreline change due to climate variability through models and decision support tools. The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa.

Challenges and lessons learned

Despite progress, challenges persist at national level, such as lack of counterpart funding, lack of capacities and knowledge in the area of science policy, and thus the implementation of revised STI policies into concrete measurable interventions.

The establishment of the African Virtual Campus in the selected West African countries was delayed. Nevertheless, a feasibility study for the establishment of the AVC centres was undertaken for the West and Central African regions.

Due to lack of staff capacity, some of activities were delayed, with funds unspent at the end of the biennium. It is essential to fill key vacant posts in order to ensure sound progress.

Resources mobilized

MP II generated significant funds for Priority Africa, both in Headquarters and the Field including through the One UN.

The way forward

To increase management and reporting effectiveness for Priority Africa in MP II, responsible officers, primarily located in African field offices, will be nominated for each expected result, under the coordination of a new sectoral focal point. Coordination with Africa Department will be enhanced by the Department's creation of a sectoral focal point and through the Intersectoral Platform mechanism.

Social and Human Sciences

Key achievements

    Capacity building:

During the 2010-2011 biennium, MP III focus on Africa was centred on **youth**, given their transformative potential. UNESCO's Strategy on African Youth was promoted at the third Ordinary session of the Conference of AU Ministers in charge of Youth, in April 2010, in Zimbabwe and at the 17th Summit of the African Union (AU). The ratification and implementation the AU Youth Charter and the Decade Plan of Action on Youth Development in Africa resulted from UNESCO's cooperation with the African Union. Capacities of the AU Youth Volunteers Corps were strengthened through training 120 young women and on leadership skills, professional and project management, life skills and communication. Policy dialogue on the situation of youth in the Horn of Africa was addressed through the Greater Horn Horizon Forum. The findings of the National studies for Burundi, Kenya, United Republic of Tanzania and the Democratic Republic of the Congo were examined at a round table on Youth Policies and Violence Prevention in the Great Lakes region organized in cooperation with UNHABITAT and the support of the Veneto region, Italy, which resulted in policy recommendations to support civic participation and engagement and violence prevention in the four countries. Participation of African youth in the 7th UNESCO Youth Forum was facilitated, including the organization of a special panel discussion on challenges facing African youth.

Ethics infrastructures in a number of African countries were reinforced through capacity-building initiatives. Two national bioethics committees were established (Malawi and Chad). The three-year training of established national **bioethics** committees was pursued in Kenya, but had to be postponed due to end of biennium cash flow situation for 4 countries (Gabon, Togo, Guinea, and Ghana). Public events to raise awareness were organized in 3 countries (Gabon, Guinea, and Togo). African contributions to international debates on environmental ethics were promoted through a COMEST regional working group established in 2011 and which begun work towards an analysis of traditional and modern African ethical understandings of the environment.

On **poverty eradication**, a pedagogical toolkit entitled "Empowering the Poor" was elaborated in order to disseminate human rights standards and thus empower the most vulnerable and marginalized people in their access to social goods.

In the context of the **MOST Programme**, the findings of the World Social Science Report (WSSR) were disseminated in African universities in cooperation with the Council for the Development of Social Science Research on Africa (CODESRIA) and the ISSC. Through targeted events, UNESCO contributed to addressing capacity challenges in social science research in Africa. Consultations have been initiated with a few universities to explore developing a three way partnership including African higher education institutions, regional social science networks (CODESRIA) and UNESCO, to begin to concretely address capacity challenges in social science research in Africa, specifically targeting young researchers.

On **climate change and migration** in Africa, the preliminary findings of the a research analysing scientific data on changes in climate and displacement of populations in Africa indicate a clear scientific association between changes in climate and the mass movement of people (migration) in the region, with obvious social and human implications. These findings add to the body of knowledge advocated in the UNESCO Strategy on Climate Change, and also form the basis for engaging Member States on policy responses to this challenge in the region, in the 36 C/5 (global environmental change). This work also links with the Global

Migration Group (GMG) joint statement on the impact of climate change on human migration which was issued when UNESCO was chairing the GMG (July and December 2011).

During the biennium, 10 African Member States have ratified **the International Convention against Doping in Sport** (2005) raising the total number of African States Parties to 38. UNESCO provided African States Parties with technical assistance and policy advice, as well as financial assistance from the Fund for the Elimination of Doping in Sport for the implementation of effective anti-doping programmes. Funding for fourteen additional projects were approved for African Member States during the 2010-2011 biennium. A total of 20 projects, worth US$ 300,000, have received financial support from UNESCO in the Africa region since the establishment of the Fund in 2008.

On **regional cooperation**, UNESCO strengthened ties with the West Africa Institute in Praia, Cape Verde and the Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region, in Kinshasa (category 2 centres) by assisting them to become operational and to develop their plans of action. In the context of UNESCO's partnership with ECOWAS, UNESCO contributed technical support on the development of a regional framework on social solidarity and development.

Challenges and lessons learned

During the implementation of the 35 C/5, it became clear that there was room for improving the definition of expected results and benchmarks in line with Results Based Management to ensure greater impact of the programme, particularly on the country-level.

The challenge is to implement the Strategy on African Youth, which was designed as a funds mobilization tool to engage partners from both the public and private sectors. Opportunity exists to further upscale UNESCO's programme on Youth in Africa, in the light of the renewed political commitment at the highest levels to address youth issues. The challenge would be to build a critical mass of resources, both financial and human to respond to the demand.

Some capacity-building activities in bioethics which were scheduled from October to December 2011 had to be cancelled due to the cash flow shortfall and require assertive fundraising efforts.

Resources mobilized

The sum of US$ 60,000 was mobilized for the project "Youth policies and violence prevention in the Great Lakes (Veneto region, Italy).

The way forward

Responding to the recommendations of the Independent External Evaluation of UNESCO for greater focus, previously dispersed activities were federated under four priorities: social inclusion, bioethics, youth, and social dimensions of global environmental change. These are duly reflected in the 36 C/5.

Under the 36 C/5, MP III will continue to accord priority to the implementation of the African Youth Strategy, mainly through the mobilization of extrabudgetary resources. The MOST programme will be strengthened in the implementation of the thematic priorities social inclusion, and the social dimensions of global environmental change.

Human-Rights based Approach to programming will be a bedrock of MP III, including in policy advice work. Building social science capacities and encouraging a science-based

approach to policy development also will remain important objectives under all the thematic priorities of the Sector.

Anticipation and foresight, as well as philosophy will cut across the Sector, informing its strategies, while continuing to be important components of the Sector's work programme.

Culture

Key achievements

During the past biennium, the Sector advanced its work on demonstrating the contribution of culture to development through the implementation of the **culture conventions**. In Africa, it successfully laid the groundwork for enabling national governments to establish cultural policies and/or strengthen local cultural industries in the framework of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. During the pilot phase of the International Fund for Cultural Diversity (IFCD), more than half of the 48 supported projects were launched in Africa. Objectives ranged from measuring the economic contribution of Zimbabwe's cultural industries and encouraging creative entrepreneurship in South Africa through recycled arts, to developing a strategic plan to implement cultural policies in Togo.

Technical assistance missions were undertaken in several African countries under the joint EU-UNESCO Expert Facility project, which aims to establish legal, regulatory and/or institutional frameworks necessary to develop the Culture sector. Ghana has participated in the first test phase of the UNESCO Culture for Development Indicator Suite (CDIS), a UNESCO initiative designed to demonstrate through quantitative data the contribution of culture to national development processes.

The Kinshasa Declaration was signed by the Director-General and the Prime Minister of the Democratic Republic of Congo at a high-level meeting in January 2011 devoted to the state of conservation of the country's five natural World Heritage sites in Danger. This also brought about the decision to suspend oil prospection at Virunga National Park (March 2011) and to secure the implementation of corrective measures recommended by the World Heritage Committee.

The second cycle of Periodic Reporting Exercise in Africa, adopted during the 35th session of the World Heritage Committee (Paris, 2011), has enabled training of some 250 individuals in the preparation of nomination files and retrospective Statements of Outstanding Universal Value.

As part of the global capacity-building strategy in the area of intangible heritage to reinforce the implementation of the 2003 Convention, UNESCO put in place a set of four curricula and trained a network of 25 experts from Africa to serve as trainers/facilitators in future. UNESCO staff from every Field Office in Africa took part in this 'training of trainers' exercise with a view to strengthening capacities to integrate intangible cultural heritage into UN common country programming exercises.

Emergency assistance was provided to the Museum of Civilizations (Cote d'Ivoire) in the wake of looting and destruction carried out in April 2011;

Regarding **HIV and AIDS**, evidence-based research undertaken in Botswana, Lesotho, Mozambique, South Africa and Zambia has informed national HIV and AIDS policies and programmes in Southern Africa. Museum education and community outreach programmes in Cameroon were also used to raise awareness among youth on this issue.

Challenges and lessons learned

A number of activities planned in Africa were postponed or cancelled due to the budgetary restrictions introduced in late 2011. In addition, the Pedagogical Use of the General History of Africa project funded by the Government of Libya was temporarily put on hold when official relations with Libya were suspended for several months in 2011.

Resources mobilized

Extrabudgetary funds were mobilized for the main areas of the Culture Sector's activities, related to the 1972, 2003 and 2005 conventions. Over USD 1 million in extra-budgetary projects were implemented in the area of intangible heritage, while the IFCD supported 26 projects from 17 African countries.

Additional resources will be needed during the current biennium for building repairs, equipment replacement and updated inventories and documentation to the Museum of Civilizations in Cote d'Ivoire (see above).

The Way forward

The Culture Sector will pursue its efforts to develop cultural policies and strengthen local cultural industries under the programmes of the IFCD and the UNESCO-European Union project, which will dispatch 7 expert technical missions in Africa in 2012.

The initial result of UNESCO's Culture for Development Indicator Suite (CDIS) will be available in 2012, when the CDIS will be implemented in Burkina Faso and Namibia, followed by Mali.

The global capacity-building strategy for intangible heritage will be pursued. Some USD 1 million is earmarked for such activities on the African continent during the current biennium.

The in-depth understanding of the state of conservation of African World Heritage sites, as well as all other recommendations related to managing development pressures, will allow the establishment of an Action Plan for the period 2012-2017. This Action Plan will define the capacity building activities to be prioritized in relation to cultural and natural heritage.

Communication and Information

Key achievements

Over the past biennium, 20% of Sector's regular programme budget was decentralized to the Africa region, with the highest number of CI professionals in the field working in the region.

UNESCO continued its support to African Member States to actively foster a diverse mix of public, private and **community media benefiting democratic development.** Media Development Indicators were applied in several African countries, including Mauritania and Mozambique, to further develop pluralistic media across the African continent.

UNESCO encouraged laws and regulatory frameworks for **freedom of expression, freedom of the press and freedom of information** according to internationally recognized standards, especially in PCPD countries in Africa by supporting the Centre for Conflict Sensitive Reporting at Rhodes University in South Africa. The Centre has successfully developed a new curriculum for conflict sensitive reporting training and piloted this course with journalists from three conflict affected regions, namely Northern Uganda, Southern Sudan, and the Kenya Rift Valley.

The sector continued to work in favor of **enabling access to information for excluded groups, particularly in rural areas and linguistic minorities.** A regional report for Africa was prepared on the use of ICTs in education for persons with disabilities. The reinforcement of the World Digital Library, and its considerable expansion to include 75 different language groups, including African languages such as Afrikaans, Arabic, Dazaga, Lango, Ganda, Mossi, Nyankole, Nyoro, and Zulu, also contributed to ensuring that linguistic minorities are enabled to access information. Additionally, UNESCO's work in promoting the use of ICTs for disseminating local content, including indigenous knowledge, was reinforced in the framework of WSIS.

The Organization continued its work in ensuring **quality training for media professionals** through media training and journalism education institutes by building capacity in 18 potential centers of excellence and reference in journalism education in Africa. The International Programme for the Development of Communication (IPDC) gave African projects particular support. Furthermore, UNESCO's Open Educational Resources (OER) Platform, launched in October, features the adaptation of the model curricula by the Namibian Polytechnic.

In addition, **capacities of African media and information professionals** were strengthened through UNESCO's collaboration with the African Union of Broadcasting (AUB) and the World Broadcasting Union (WBU) in hosting the 5th World Electronic Media Forum in Accra, Ghana. The first International Media and Information Literacy Forum held in Morocco stimulated renewed awareness of the power of media and information in Africa and the Arab States. The Forum paved the way for MIL in education in Africa (through the launch of the MIL curricula for teachers) and the setting up of an African Centre for MIL.

The **quality and impact of teaching and learning processes** were enhanced through ICTs, particularly in the area of teacher training in the Africa region**,** through a seminar on Free and Open Source Software (FOSS) tools for libraries with library directors and technical staff from 14 countries across Africa. One example was work undertaken at the University of Zimbabwe (UZ) where librarians piloted FOSS tools that help visually impaired students and researchers to access e-resources. The UZ project has sparked wide national interest in Zimbabwe, and has been nominated for a United Nations award.

The **UNESCO OER Platform** and the UNESCO/Commonwealth of Learning (COL) Open Educational Resources (OER) Policy Guidelines were launched at the 36th session of the UNESCO General Conference (2011). The Open Educational Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project. Experts from OER Africa play a major role in the consultation process for the development of the UNESCO/OECD Guidelines for OER in Higher Education.

The importance of **African documentary heritage** for building national identity was enhanced through a regional training workshop held in Ethiopia to build capacity in the African region for nominations for the Memory of the World register.

Challenges and lessons learned

National broadcast media licensing regimes are a key challenge, as they do not always allow for diversity of ownership, particularly for community media.

Socio-political climates and election processes have hindered the progress of several programme activities in the region, and the Organization must be aware of this when considering the implementation strategy.

The challenge for journalism education continues to be the extent to which this can be integrated into the common country programming process, as a way of elevating its role in the national development process.

Resources mobilized

Strategic collaboration has continued to be promoted with internal and external partners to ensure greater programmatic coherence and cost-efficiency in implementing the activities that support Africa.

The way forward

UNESCO has secured important extrabudgetary funding for a 3-year Project funded by the *Union économique et monétaire ouest-africaine* (UEMOA), focused on developing the use of ICTs in higher education and strategies for using ICTs in knowledge acquisition and sharing in the region. Open Access to scientific information and research was the subject of discussion at the UEMOA Conference on Higher Education organized by the UNESCO Bamako Office in September 2011, which will ensure that open scientific resources in multiple languages can be accessed by users in Africa in the upcoming biennium.

B- GLOBAL PRIORITY GENDER EQUALITY

Education

Key achievements

Within the framework of the MDGs and EFA goals and in line with the UNESCO Gender Equality Action Plan (GEAP) (2008-2013), the Education Sector promoted gender equality to, in and through education through gender mainstreaming and gender-specific programming. Throughout the biennium, UNESCO continued to advocate for girls' and women's education and gender equality based on the right to education and supported the provision of gender-sensitive education services, mainly through technical assistance and capacity development of national stakeholders.

UNESCO supported the development of gender-sensitive national **literacy** plans and expanded access of women to literacy programmes. In Lebanon, the capacity of ministry officials was developed in setting a gender-sensitive strategy on literacy. In Pakistan, a pilot mobile phone-based programme was implemented, benefitting 1250 illiterate women; some 4000 rural women received training in literacy and income generation skills in 110 centres established in flood-affected areas. Globally, through international events such as the International Literacy day, UNESCO advocated for literacy and raised public awareness with special consideration to gender equality.

UNESCO promoted gender mainstreaming in **teacher** policies, developed the capacity of teachers on gender-sensitive teaching approaches and commissioned research studies on key aspects of teacher development such as the joint UNESCO - Commonwealth Secretariat study on the feminization of the teaching profession. Teachers' capacity to deal with gender-based violence and bullying was enhanced (Africa, Latin America). In Zambia, the Education Bill was prepared based on recommendations on teachers made by UNESCO and its partners. A teaching guide on gender-sensitive teaching approaches was pilot-tested for future dissemination to all public schools in Lebanon. Sensitization campaigns were organized, such as the roundtable on 'Teachers for Gender Equality' to mark the 2011 World Teachers' Day in Nigeria.

Further emphasis was given to mainstreaming gender in national **Technical and Vocational Education and Training** (TVET) policies. International experiences on TVET programmes for girls and women were shared among policy makers. UNESCO supported Member States in planning and implementing skills development programmes for women and adolescent girls. In the Gulf sub-region, TVET programmes and policies were reviewed from the gender perspective. Awareness raising activities were organized for girls, parents and teachers on career opportunities for girls and women in TVET, for example through seminars organized in Ghana.

UNESCO strengthened national capacities to provide **inclusive education** services that are gender-sensitive and assure equitable access to all levels of education. Gender was mainstreamed in school curricula in three countries in the Pacific. Member States were supported in developing gender sensitive policies and strategies in order to enhance access to, quality and equality in **early childhood care and education (**ECCE). The IX International Meeting of ECCE (Cuba) provided a platform for sharing experiences and good practices in this respect. Gender equality was an integral part of promoting UNESCO's work in **basic education**. The Basic Education in Africa Programme (BEAP) supports a holistic and comprehensive reform of basic education focusing on access, quality, relevance and gender equality. In **secondary education**, institutional and individual capacities were strengthened in mainstreaming and integrating core principles related to human rights-based and gender

responsive education in national plans and monitoring systems (e.g. Thailand, Lao PDR, and Nepal). Gender equality was mainstreamed in **higher education** curricula, paying special attention to girls and science education. Curricula for women parliamentarians were also developed in partnership with the Commonwealth and universities in Africa. In order to inform policy-making, UNESCO, in collaboration with local universities, undertook a number of innovative action-oriented thematic studies, seeking to understand obstacles to gender equality in education. Examples include: the '*Girls in Science*' initiative in Angola which focused on how to overcome stereotypes and preconceptions that hinder girls' enrolment in scientific studies; the studies on *School Related Gender Based Violence* and on *School to Work Transition and Young Women's Employability* examining root causes for girls' drop-out or underachievement and the link between education and employment respectively.

UNESCO strengthened national capacities to prepare and manage gender-sensitive **sector-wide education plans and policies** at all levels of education. Reviews of legal and policy frameworks for education were conducted in order to assess their compatibility with the provisions for gender equality and recommendations were made to Member States for law reform (Latin America, Arab region). Gender was mainstreamed in education systems within the framework of UNESCO's work on **Education for Sustainable Development (ESD)** (Asia, Latin America). UNESCO supported the delivery of gender-sensitive **HIV and AIDS education** that addresses the sexual and reproductive health of girls and women. In Africa, school and teacher training curricula were reviewed with specific attention to gender while UNESCO was actively involved in the formation of the High Level Task Force on Women, Girls, Gender Equality and HIV, launched in Africa in 2011.

Advocacy events on the importance of educating girls and women were organized around the world for example on the launching of the GMR, during the EFA Global Action Week, and through national campaigns such as those organized in Burkina Faso and Niger in 2011. On the occasion of the International Women's Day, various events were organized such as the round table in Senegal on the issues of violence prevention in school and the promotion of girls in scientific streams. At the global level, UNESCO was actively engaged in the UN Task Force on Adolescent Girls and the United Nations Girls' Education Initiative (UNGEI), in partnership with which a video on *Invest in Girls' Education* was produced in 10 languages.

Challenges and lessons learned

The Global Partnership for Girls and Women's Education has been particularly effective in raising visibility n the importance of gender equality in education and in mobilizing extra-budgetary resources and political support. Mainstreaming gender in all priority areas of the Sector matched with targeted large-scale activities specifically directed towards girls and women's empowerment has proved to be more effective than scattered small scale individual projects. Additional and ongoing support will be provided to staff to ensure they acquire the technical expertise and skills necessary for mainstreaming gender effectively. Advocacy and awareness-raising is indispensable for influencing education policy making and the supply and demand for gender sensitive education services, especially among policy- and decision-makers in relevant ministries. Aligning UNESCO's work with national priorities and the UNDAF process at country level in collaboration with the government, civil society, UN agencies and other development partners facilitates action and reinforces impact at country level. For example, in Lebanon, gender equality was one of the five UNDAF outcomes with collective work undertaken by several UN agencies, including UNESCO and with support from donors. The UN system was thus able to propose interventions at multiple levels (legal, institutional, political, social and cultural) and this allowed UNESCO to mainstream gender in key aspects of both formal and non-formal education.

Resources mobilized

The evaluation of the Education Strategic Programme Objectives (SPOs) pointed to the need to mobilize additional resources for work in the area of gender equality. The Education Sector took significant measures to overcome this challenge with more concerted and targeted efforts for resource mobilization and activities targeting girls' and women's education and empowerment. The **Global Partnership for Girls' and Women's Education** was launched in May 2011 in an effort to increase visibility and attract donor support. Since 2010, about US$5.8 million were mobilized through partnerships with the private sector (e.g. Nokia, Hewlett-Packard Foundation, Procter and Gamble, GEMS Education) and bilateral donor support (Italy, Japan, United States). The implementation of projects focusing on improving access to secondary education and literacy began in 2011 and will be implemented over four years.

The way forward

In 2012-2013, the Organization will intensify its efforts to consolidate its experience and expand its knowledge base on gender equality issues in education, and raise visibility through advocacy. UNESCO will mainstream gender in its work more effectively through ongoing support to staff and by reinforcing the Gender Focal Point Network in the Education Sector. Gender will be systematically mainstreamed in publications in line with the new publication guidelines. The Sector will also seek to increase gender specific programming through the mobilization of extra-budgetary resources.

Natural Sciences

Key achievements

The majority of the expected results (ER) for MP II were successfully achieved. Key achievements include:

Ten outstanding women scientists were distinguished with the **L'Oréal-UNESCO 'For Women in Science' awards**, and 30 International fellowships were awarded, bringing the total to 64 prize winners, and 165 fellowship awardees. A greater number of girls are expected to opt for science studies at tertiary level in Nigeria following the mainstreaming of gender equality in science and engineering curricula, resulted from collaboration between the Science Teachers Association of Nigeria and UNESCO.

A baseline study on the **participation of girls in engineering, mathematics and physics** courses in tertiary institutions in several African countries, and a report entitled 'Mainstreaming Gender in Science and Technology Policies and Programmes in Kenya' were produced through support provided to Networks of Women Engineers and Scientists in Africa (WEGSA).

The **inclusion of women in STI decision-making** was addressed on the occasion of the International Forum on Women in Science and Technology in Muslim Countries, which focused on gender equality and gender empowerment in STI through the participation of women in science policy design.

The **gender dimension of biodiversity conservation** was addressed within the framework of the International Year of Biodiversity 2010 (IYB). For example, the outcome document of the UNESCO International Conference on 'Biodiversity Science and Policy' includes a series of gender equality related recommendations. Moreover, UNESCO and the Convention for Biological Diversity (CBD) agreed on a joint implementation plan of activities on cultural and biological diversity, including the gender dimension. This was a successful achievement for UNESCO.

Challenges and lessons learned

UNESCO's work in gender equality and science is well received by UN partners. The training organized in December 2011 by ODG/GE for gender focal points should facilitate improvements in gender mainstreaming, gender-specific programming and reporting in the coming biennium.

Resources mobilized

MP II did not generate separate funds in this area; however partnerships were pursued and new ones initiated, including with UN bodies, universities and the private sector to facilitate implementation.

The way forward

To increase management and reporting effectiveness for Priority Gender Equality in MP II, responsible officers are nominated for each expected result, under the coordination of a sectoral focal point. The partnership with l'Oréal is now under new supervision from the UNESCO side. The newly created partnership with Barefoot College promises excellent work on empowering women in Africa biosphere reserves through solar engineering training. MP II is part of the Global Partnership for Girls and Women's Education, bringing to the Partnership a specific focus on science education. Category 2 Centres and Chairs on Gender Equality are under initial consideration. Lastly, gender equality issues are prevalent in the 36 C/5 of MP II.

Social and Human Sciences

Key achievements

Gender equality concerns continued to be mainstreamed into all activities and policy briefs, particularly those dealing with MOST thematic priorities social inclusion, environmental change, youth, sport and bioethics. In each case, the issue is to identify **specific gender dimensions of the social transformations and ethical challenges** so that they can be addressed through appropriately targeted policies. Raising awareness about such policies and promoting and supporting their adoption constitute tangible contributions to enhanced gender equality.

Capacities for policy-oriented research was strengthened through support to the Palestinian Women's Research and Documentation Centre in Ramallah, and through the establishment of the Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region. Extrabudgetary funding from Norway was utilized for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy for women's rights in Palestine. The Regional Centre in Kinshasa was launched in 2011. Support for a national associate centre to the regional centre in Kinshasa has been provided through training on the establishment of a **virtual library on gender and peace-building** which will allow national representatives to make resources and research available throughout the region. SHS is seeking to find synergies with other partners working on gender documentation and peace building and reconciliation

Members of the **UNESCO International Network of Women Philosophers** made a major contribution to reflection on equality of opportunity. In that context, their submissions and exchanges on issues such as diversity of approach and academic standards in the work of women philosophers and the status of women philosophers in their university careers shed light on challenges relating to equality in women philosophers' participation in knowledge production at the international level and in access to academic prominence.

With a view to promoting **women's rights** and gender equality, the Sector developed its activities in two main areas: women's rights in post-conflict and post-disaster situations (Democratic Republic of Congo, and Haiti), and prevention of gender-based violence. Actions to contribute to the prevention of sexual and gender-based violence involved various stakeholders (policy-makers, civil society, traditional leaders, and women's organizations) to put in place programmes for violence prevention. In China a project was implemented on preventing domestic violence, worked with women's associations, to develop policy recommendations.

The Sector mainstreamed gender in other activities, including the development of projects on the **protection of the rights of female migrants** and **gender and climate change induced migration**. Research on the protection of women migrants within European cities was presented during the General Conference of the European Coalition of Cities Against Racism held in Ghent in November 2011.

With regard to advisory bodies, the COMEST Ordinary session held in Doha (9-12 October 2011) addressed gender issues, as did the IBC international meeting on Gender and Bioethics in Kazan (21-22 November 2011).

Challenges and lessons learned

Expected results were probably too ambitious, given the limited financial and human resources at the disposal of SHS. Thinly dispersed activities may not bring about significant impact in Member States. There remains a broad scope for mainstreaming gender equality in SHS programme activities in all the priority areas: social inclusion, bioethics, youth, and social dimensions of global environmental change. The challenge would be to build a critical mass of resources, both financial and human to respond to the demand.

There is room for improvement in planning and monitoring phases of Results-based management through training of the staff.

SHS did not work sufficiently with partners who can contribute or share their research findings on the state-of-the art.

The way forward

The 36 C/5 provides the framework for the way forward. MP III has been focused around six clearly defined expected results, taking into account gender equality mainstreaming across the programme. SHS will continue to implement its sectoral strategy, in line with the Gender Equality Action Plan for 2008-2013, with a renewed focus on the strategic priority areas social inclusion, youth, bioethics and the social dimensions of global environmental change.

Culture

Key achievements

UNESCO uses normative instruments to promote gender equality in the field of culture. The UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions explicitly calls on its Parties to introduce measures to encourage women to create, produce, disseminate, enjoy and have access to diverse cultural expressions. The extent to which Parties have done so will be reported in periodic reports, the first ones due to be submitted in April 2012. An analysis of these reports, prepared by the Secretariat, will recommend measures to enable monitoring in this field. Cases of best practice promoting women participation will be included in all information exchange activities.

One of the seven dimensions of **UNESCO's Culture for Development Indicator Suite (CDIS)** concerns gender equality. The first implementation phase in Bosnia Herzegovina, Colombia, Costa Rica, Ghana, Uruguay and Vietnam, was completed during 2011 and tested several indicators assessing gender equality from a cultural and development perspective. Participating UN Country Teams proposed additional indicators to better capture the relationship between gender equality, culture and development and they are currently integrated in the process of revising the Methodology Manual of the Suite.

Awareness-raising: Heritage conservation workshops focus on local stakeholders, with an emphasis on the representation of women and young people (currently with an average women participation of 35 %). Women involvement in World Heritage management is actively pursued, for example through pilot projects in Armenia and Azerbaijan.

Gender dimensions of intangible cultural heritage are addressed in the capacity-building materials used in the global capacity-building strategy for safeguarding intangible cultural heritage. During the past biennium, UNESCO put in place a set of four curricula and trained a network of 65 experts who will serve as trainers/facilitators, of whom 40% were women.

All CLT publications are currently screened by relevant expertise to include gender equality information, assessments and recommendations, all in accordance with UNESCO's guidelines.

Women museum professionals have systematically been given priority for participation in museum trainings held in Africa over the past biennium. In Jordan, Amman, an International Museum for Women in the Arts is currently established as a Category 2 Centre. The museum will focus largely on education, with an emphasis on programmes for girls, and will have a regional dimension.

Challenges and lessons learned

The main challenge is to sustain the momentum around the relevance and importance of addressing gender equality. Advocacy for gender mainstreaming has to be concrete, practical and closely adapted to the needs and activities governed by, and expressed in, the Conventions.

Resources mobilized

In the course of the implementation of the programme, extrabudgetary funds raised for operational projects have been used when possible and relevant to address priority gender equality in the course of the implementation of the programme.

The way forward

One of the six conventions constituting the normative framework that guide the action of the Culture Sector explicitly refers to gender equality, though they all encourage community participation. In this context, it is important to work for equality and removal of barriers to participation. This issue is also actively pursued throughout the efforts by the Culture sector to achieve the Millennium Development Goals.

To enhance the visibility of gender components in all activities and ascertain that gender equality is considered as not only a goal, but also a tool for sustainable development, the Culture sector is currently revising projects, programmes and work plans, including their underlying strategies and policy-formulation.

Communication and Information

Key achievements

During the 2010-2011 biennium, the Communication and Information Sector adopted a two-pronged approach with respect to Priority Gender that consists of:1) mainstreaming gender equality action within the programme and; 2) conducting gender specific actions and activities.

To increase reporting on gender equality issues UNESCO focused on the training of journalists of both men and women. To promote **gender perspectives in media content** through UNESCO-supported media training, women's active involvement in content development and improved quality of reporting on gender equality were stimulated through the involvement of community radio programmes, online and social media, and support to television programmes on women's issues through the International Programme for the Development of Communication (IPDC).

In the aftermath of the earthquake in Haiti, UNESCO supported the **Haitian women's media** association and network of 26 women's community radio stations, REFRAKA, to organize training for women journalists from different regions of the country. The three-day workshop focused on the production of reports and shows, interviewing techniques, and editing.

UNESCO-supported training programmes, especially safety training for journalists, were offered on an equal basis to women, to the extent possible. The Maghreb adaptation of the UNESCO Model Curricula for Journalism Education focused on **gender mainstreaming in journalism education.**

In 2010-2011, **IPDC** allocated over US$ 4.4 million to 176 media development projects. Over 50% of these projects are related to human resources development, guaranteeing the participation of at least 50% of women. Moreover, over 10% of the projects specifically focused on gender, seeking to enhance gender mainstreaming in journalism education institutions and media organizations, women participation in the media - especially in community media - and the promotion of gender sensitive reporting in media through building capacities among professionals.

Over the 2010-2011 biennium, Member States were supported in creating an enabling environment for free and independent media and in **building media capacities to avoid stereotyping women** as well as in the application **of gender-sensitive indicators for media,** particularly through UNESCO's cooperation with the International Federation of Journalists (IFJ) to develop and disseminate guidelines on gender equality in media organizations and promote gender sensitive reporting. As a follow up to the Women Make the News initiative organized in March 2010, UNESCO, in cooperation with major stakeholders, prepared the first draft of Gender-Sensitive Indicators for Media (GSIM). Support was given to the International Women's Media Foundation to produce a global report on the status of women in the news media covering 66 countries.

National information policies were formulated and implemented in a gender-inclusive manner through UNESCO's support to the production of a resource book on Freedom of Information (FOI) and Women's Rights in Africa, produced by the African Women's Development and Communication Network (FEMNET) and based on case studies from Cameroon, Ghana, Kenya, South Africa and Zambia. The resource book and related discussion helped identify areas for future action towards increasing women's engagement in the drafting, approval and implementation of FOI laws in Africa.

Gender specific needs were addressed in life-long learning activities, in particular for **sustainable livelihoods through the use of ICTs**. These activities include, among other actions, the promotion of gender equality in free and open source software, the creation of a dedicated online community at WSIS-KC (www.wsis-community.org), and the community's identification of the structural, organizational, and motivational basis for gender imbalance in FOSS.

Women's involvement in conflict resolution, peace-building, and reconstruction was broadened through better access to information with funding from the Finnish Government. In partnership with local organizations, a series of training workshops and an internship program were conducted to build the capacities of 40 female Palestinian media professionals, particularly new graduates and mid-career journalists. . Also within the Programme funded by Finland, networking and lobbying was promoted through a Female Journalists' Club, which was joined by more than 120 Palestinian female journalists.

Challenges and lessons learned

In respect to the application of the Gender-Sensitive Indicators, print and broadcast unions/associations have expressed keen interest to be a part of the process, particularly public service broadcasters (PSBs). The Communication and Information Sector is mindful of internal and external challenges to popularize this tool, including (i) the insufficient capacity and financial resources to foster the use of the GSIM on an ongoing basis and (ii) challenge to underline that use of the GSIM is not an attempt to limit freedom of expression and the independence of media but to voluntarily enrich these cardinal characteristics.

Resources mobilized

UNESCO'S initiatives on gender and media were all driven by partnerships. The Sector's strategy was and continues to be built on an alignment of the Sector's priorities and actions on gender, media and ICT with those of the Sector's key partners, many of whom have official NGO status with UNESCO.

The way forward

Short-term training for media professionals, owners, unions and associations has proven to be necessary. However consideration will be given to setting up more sustainable online training module for cost efficiency to the extent possible.

Furthermore, there is a need to further integrate the Sector's ICTs and Gender and Media and Gender actions in the Sector's activities. Synergies in ICTs and broadcast and print media call for this approach.

The Sector must link the implementation of related activities in HQ with actions in the field to ensure cost savings and to magnify global impact. This has proven to be a useful approach which must be further enhanced in the 2012-2013 biennium.

The further development of normative instruments such as the Gender-Sensitive Indicators for Media, the Model Journalism Education Curricula and the Media and Information Literacy Curriculum for Teachers (all contributing to gender-specific actions and gender-mainstreaming in CI) must, in future adaptations, be adapted and used with the active involvement of field colleagues.

C- INTERSECTORAL PLATFORMS

a) Priority Africa

During the biennium 2010-2012, the intersectoral platform priority Africa is establishing a coordination mechanism, through the nomination of focal points who are actively contributing to the development of the ongoing Operational Strategy for priority Africa. Moreover, a quantitative analysis on priority Africa was done basing on the workplans prepared by the Sectors and introduced on SISTER. This coordination action raised awareness of different Sectors on the need to further strengthen Priority Africa.

Key achievements

Through different activities placed under the priority Africa platform, UNESCO contributed to the implementation of the second decade of education in Africa, by supporting the education management information systems (EMIS), the development of early childhood education and care, putting in place a sub-regional program on policy development on TVET in West Africa and the capacity building in curriculum development. Thanks to UNESCO contribution Africa Union integrated the early Childhood and care as the eighty pillar of the decade. The contribution of the Organization through BREDA, IUL and the "pole de Dakar" is strengthening capacities, particularly in the regional Observatory of Education in Africa. The establishment of a post graduate training in curriculum development in cooperation with Tanzania constitutes an important contribution to face the challenge of Education for all in Africa.

Within the framework of the consolidated plan on STI, UNESCO contribution focused on the development of Policy review and formulation as well as on Science education and capacity building. The following achievements could be stressed:

(i) Technical and financial assistance was provided to 20 African Member States, who are in different phases of the policy review and formulation process.

(ii) Capacity-building in STI policy reviewed and/or reformulation was conducted, particularly regarding S&T policy formulation, including on the use of S&T indicators.

(iii) Regional science policy fora were convened bringing together scientists, parliamentarians and representatives of civil society in Central and East Africa, which groups are critical for the advocacy on STI.

(iv) Science education was promoted through the Global Microscience Experiments Project, The UNESCO Associated Centres for Microscience Experiments for capacity-building in science education, the Capacities of mathematicians which led to the creation of a sub-regional network in algebra and topology in the Yaoundé Cluster; the Initiative on Earth Sciences education and a number of activities within the framework of international year of Chemistry 2011.

(v) In addition to that, technical support provided to CEN-SAD for the elaboration of policies on energy and in the field of integrated water management, national and regional fresh water management strengthened namely on ecohydrology and education, mapping transboundary resources, integrated water resources management.

Focus was also given on activities oriented towards the promotion of the linkage between education and culture such as the project on the pedagogical use of the General History of Africa which aims to promote the regional integration and program on African Liberation Heritage to contribute to preservation of world heritage and informal education. A project of the promotion of African languages was elaborated by AFR and CLT in cooperation with ACALAN. It was submitted to potential donors. These projects were reviewed and integrated in CAP 2012-2013.

One of the major achievements of the work developed within the framework of the platform Priority Africa was the synergy established between SHS, Africa Department and field Offices in the promotion of the UNESCO Strategy for youth in Africa, the support provided to the African Union Youth Volunteer Program, as well as in the organization of the AU on youth empowerment in Africa during the Youth Forum in April 2011. Taking into account the need to strengthen the youth participation in the development of programs, SHS and AFR organized a specific thematic parallel session on Africa to explore the topic "*Youth-led social innovation in Africa*". The contact with the Director of UNESCO Category 2 centre, The Guidance, Counseling and Youth Development Centre for Africa (GCYDC) and supported the participation of the Director to the 7th UNESCO Youth forum. These activities enabled:

(i)   the elaboration of an in depth study on the civic engagement of youth in Africa,
(ii)   the development of an extrabudgetary project focused on empowerment of youth in Africa, Capacity building of category 2 centers in Africa, and
(iii)   the reinforcement of UNESCO Liaison Office in Addis Ababa by posting internships of youth from Quebec to support the conduction of research on the use of social media by youth.

Out of the 10 Centers of category 2 established in Africa, six were established or were authorized by the General Conference to be created during the current biennia. These Centers of category 2 constitute an important network for substantive partnership to be developed in the future.

Challenges and lessons learned

Synergy was established between Africa Department and different Field Offices and/or Sectors in order to put together financial resources to implement some critical activities. Cooperation with SHS and Accra Office on the implementation of the UNESCO Youth Strategy should be underscored. It is also to take into consideration the intersectoral activities developed around the project on the pedagogical use of the General History of Africa.

Some activities required more coordination efforts, such as in the field of teaching and capacity building in Sciences. A need of targeting youth and particularly young women in all programs and particularly these related to social inclusion and culture of peace was identified during the current biennium.

Despite some relevant cooperation activities developed in Africa, the communication strategy established lacked in contributing to the visibility of UNESCO's action and efforts in the field.

Resources mobilized

It is to be noted that significant extrabudgetary resources were mobilized in Africa at sub-regional and national level. However, there is a need to develop a strategy for funds' mobilization, which should be accompanied by a communication strategy.

The way forward

A comprehensive portfolio of intersectoral special projects namely in the fields of culture of peace and non-violence, reinforcement on the links between education and culture, mobilization of science and technology for sustainable development, and youth empowerment for social integration should be put in place according to the recommendations made by the different consultations meetings with external experts, the African Union Commission and the CERs in order to adopt an operational strategy on priority Africa. These portfolios should be accompanied by a strategy for resources' and partners' mobilization.

b)   Contribution to the implementation of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

Key achievements

The implementation of the Mauritius Strategy was subjected to a five-year review in September 2010 by the General Assembly of the United Nations. UNESCO's extensive contributions were coordinated by the Intersectoral Platform for SIDS. The outcomes of the review centred on a call for the UN system to continue its support for the Mauritius Strategy and reaffirmed the priorities adopted for the SIDS Intersectoral Platform, which address key SIDS vulnerabilities through interdisciplinary action.

Throughout the biennium, the Intersectoral Platform for SIDS maintained close cooperation with the wider UN system, ensuring an active presence in UN-wide SIDS initiatives, including the redesign and launching of the UN's SIDS information portal SIDSNet.

UNESCO's Sandwatch initiative was recognized as "success story in SIDS-SIDS cooperation", while the interdisciplinary modality of the Platform itself was proposed by the UN Interagency Consultative Group as a way for the UN system as a whole to enhance programme efficiency in SIDS.

Climate change education was integrated into national and regional educational programmes. New climate change education for sustainable development (CCESD) materials have been developed and a joint climate change education and awareness raising event was jointly organized with other UN Agencies at UNFCCC COP16 in Cancun. Succinct recommendations for the advancement of climate change education in SIDS have been adopted on the occasion of an Expert Meeting held in Nassau, Bahamas in September 2011. Contributing towards the development of tools for sustainable island living, a high-level UNESCO meeting on "Climate Change Adaptation in the Caribbean" (Basseterre, St. Kitts and Nevis, March 2011), issued a communiqué addressing key priorities for UNESCO and partners in addressing climate change in the Caribbean. A related draft resolution was adopted at the 36th General Conference.

In support of safeguarding and management of natural and cultural heritage, SIDS continued their engagement with UNESCO's cultural conventions. Several new SIDS sites were added to the World Heritage list.

Work in the Solomon Islands was further advanced by the Natural Sciences and the Communication and Information Sectors, through the development of online, wiki-based Open Educational Resources in the Marovo language on indigenous knowledge of the natural environment in Marovo Lagoon.

In the context of the UNAIDS UBW programme, eight new youth-led projects on HIV and AIDS in a human rights perspective covering across all SIDS regions were completed under the Youth Visioning for Island Living programme.

Two books of key interest to SIDS were published: *Islands as Crossroads - Sustaining Cultural Diversity in Small Island Developing States* and *Women's Knowledge: Traditional Medicine and Nature (Mauritius, Reunion and Rodrigues).*

Challenges and lessons learned

The geographical disparity of the SIDS regions and the relative geographical isolation of many SIDS communities make implementation of often complex interdisciplinary programmes a particular challenge. Progress under such global SIDS-focused programmes as Sandwatch has shown that effective inter-regional exchange can be achieved through dedicated joint mobilization of HQ and field offices, as well as the establishment of networks with external partners in the various participating countries.

Given UNESCO's strengths in delivering through online resources – including open educational resources and global fora such as Climate Frontlines – a key challenge remains the enabling of effective outreach to SIDS communities with limited online access yet among the most affected by climate change and other challenges. In this regard, strategies are being developed to increase UNESCO's channels of dissemination, linking web-based modalities with on-the-ground action.

Resources mobilized

Multiple extrabudgetary projects and activities were generated in the context of the Platform, including for the development of SIDS capacities relating to UNESCO's cultural conventions, for the Climate Frontlines and Sandwatch programmes, and for climate change education for sustainable development (CCESD) in SIDS – including the international experts' meeting on CCESD in SIDS held in the Bahamas in September 2011.

The way forward

The SIDS Platform will continue its efforts towards linking UNESCO's key SIDS Field Offices through field-led interregional collaboration, an effort that has been enhanced in the lead-up to the 36C/5 biennium.

Given the financial constraints, the SIDS Platform will reinforce its fundraising efforts, and will seek further collaboration with other Intersectoral Platforms, such as the Climate Change Platform, in order to maximize efficient and cost-effective delivery.

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c)   Support to countries in post-conflict and post-disaster situations

Key achievements

This Intersectoral Platform has provided the strategic framework for coordinating operational assistance to crisis-affected countries. The Platform, led at DDG level and directly managed by Director BFC, supported by a small PCPD secretariat within BFC convened sector focal points and concerned field offices on a regular (monthly average) basis.

UNESCO's Post-Conflict & Post-Disaster portfolio is trending positively in its range and impact, demonstrating the Organization's added value in both the emergency and early recovery transition phases. More than US$67 million in extrabudgetary funding was mobilized during the 2010-2011 biennium for PCPD-related operational activities.

The humanitarian and early recovery phases of post-crisis response continue to attract large public, media and donor attention, with some US$11 billion channelled through OCHA in 2010. Within this phase, UNESCO puts its strategic focus on operational activities that help to bridge humanitarian relief to sustainable peace-building and disaster risk reduction, while in some cases addressing emergency lifesaving gaps through its fields of expertise: such as access to humanitarian information, safety of schools and journalists, stabilizing cultural sites and objects from the risk of damage or theft, or the identification of emergency safe groundwater resources.

During the biennium, UNESCO participated in 22 UN OCHA humanitarian appeals – notably following the Haiti Earthquake and 2010 Pakistan Floods – and also began the implementation of 10 joint UNCT programmes of the Spanish MDG Achievement Fund under the "Conflict Resolution & Peace building" thematic window, with indicative allocation to UNESCO of US$8.3 million.

Both in regard to Member States and the overall UN system UNESCO's specialized mandates are gaining a better visibility during the post-crisis response phase such as it is demonstrated by functional literacy and education capacity building in the new nation of South Sudan; the use of hydrological sciences to help predict and alleviate floods and drought crises, notably in Pakistan and the Horn of Africa (Somalia, Ethiopia, Kenya); larger scale programming in Afghanistan and Iraq covering the full range of UNESCO's mandate; as well as support to media freedom and development, functional literacy and education reform, TVET, culture and livelihoods, and disaster risk reduction in some 20 crisis and post-crisis and transition countries, including the Middle East & North Africa region as well as, most recently and increasingly in Myanmar.

With regard to intergovernmental coordination for disaster risk reduction, the past biennium saw major advances in extending and testing Tsunami Early Warning Systems, marking a new era of outstanding regional cooperation around the world. The number of seismic stations that are delivering data in real time has increased to more than 1200 today, with more than 400 sea level stations reporting real time observations (there were just 25 of these stations at the start of 2007). These denser detection networks and more frequent transmission of data is essential to saving human life, because with every hour that a tsunami warning remains in effect, anywhere from 500 km to 1000 km of additional coastline is placed under warning, depending upon where the earthquake occurred. The Indian Ocean, Caribbean and North East Atlantic and Mediterranean and Connected Seas are making steady progress, while the Indian Ocean Tsunami Warning system went fully operational on 12 October 2011.

At the secretariat level, the PCPD Intersectoral Platform has continued to facilitate real time information exchange and coordinated decision making through acting as Operations Centre during urgent disasters, holding regular teleconferences with Field Offices, as well as thematic and strategic programming discussions, PCPD staff training and knowledge management, and addressing administrative and logistical issues.

The PCPD platform has developed excellent cooperation with the Norwegian refugee Council, one of the most important Stand By Partners for the UN. More than 10 NRC secondees have assisted UNESCO's action in disaster and conflict environments. New partnerships are under development with other Stand By Partners.

Through the key support of the Learning & Development Commission, some 110 senior staff in all field offices as well as HQ received 3.5 day training on programming and funding mechanisms in PCPD situations. BFC continued to manage an Intranet knowledge network with some 180 registered members and some 850 PCPD-related documents and project templates. A report on gender equality programming for PCPD situations was commissioned by the PCPD Platform secretariat and distributed to all field offices, as was a new user guide on financial management in PCPD situations, produced by BFM. On the PCPD Web Portal (http://www.unesco.org/en/pcpd), new and updated advocacy content was produced and a new special page on the transitions in the MENA region launched in December 2011.

Resources mobilized

PCPD-related project activities amounted to more than US$67 million during the 2010-2011 biennium, according to data obtained through SISTER and interagency financial tracking sources (Multi-Donor Trust Fund, OCHA FTS etc.).

Challenges and lessons learned

As reflected in the findings of the IOS external evaluation Strategic Programme Objective-14 (July 2008), the strategic and timely deployment of staff and limited regular programme funds can be catalytic to significant extra-budgetary funds mobilization in PCPD situations. Serving as the secretariat to the PCPD Platform, BFC facilitated the participation of Field Offices in UN post-crisis response, through the financing of specialized missions including for the Haiti earthquake, Pakistan floods, the Horn of Africa drought crisis, South Sudan, Namibia floods and the MENA region. BFC furthermore has initiated the setting up of new project offices in Tunis and Tripoli, while providing financial support to the Myanmar PCPD project antenna (established post-Cyclone Nargis). This strategic use of limited RP funds during the immediate post-crisis phase can support UNESCO's credibility, visibility and a more predictable funds mobilization in support of conflict and natural disaster-affected Member States. In this regard, the Platform also will continue to examine ways to financially sustain the Post-Crisis Special Account, which was designed as a revolving fund to support quick impact UNESCO responses in new PCPD situations.

Humanitarian and post-crisis transitions demand a very close alignment with the United Nations system, through the key coordinating bodies including OCHA, IASC, ISDR, Peace-building Support Office and the UN Development Group. The PCPD Platform secretariat (BFC) will support Field Offices to strengthen UNESCO's integration of staff within the UN Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA). In 2011, three UNESCO staff were trained as members of a new roster of experts and coordinators for joint Post-Conflict Needs Assessments, jointly led by the United Nations, World Bank, European Community.

In view of reduced RP funding, the PCPD Platform secretariat will explore ways to maintain and strengthen staff training and assure the integration of PCPD staff within the UN coordination mechanisms for humanitarian and post-crisis transition responses. The Platform secretariat will also continue supporting knowledge management as well as PCPD advocacy to external partners, including through the Liaison Offices, Field Units and the PCPD Web Portal.

The way forward

An overarching in-house PCPD strategy will be elaborated and implemented in order to strengthen field-level responses and support an efficient and timely staffing and administrative support mechanism. Member States will be supported in the fields of disaster risk reduction, conflict prevention and peace building within UNESCO's fields of competence, with clear programming linkages between the relief, recovery and sustainable development phases.

Extra-budgetary funds mobilization for PCPD will remain a key priority of the Platform. This must include the further strengthening of stand-by capacities for effective PCPD responses, both through multilateral and private funding sources as well as timely staff secondment partnerships (including the Norwegian Refugee Council, Canadem and UN Volunteers). Effective and timely contributions to and integration within the relevant international post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis funding modalities should be assured, with funds mobilized for UNESCO projects within UN humanitarian and early recovery transition appeals.

d)	**Science education**

Key achievements

Several studies were conducted to provide baseline data for science teaching and learning and to contribute to science education policy development including non-formal teaching and education.

Practical hands-on science experimentation in schools was encouraged through teacher training workshops, organized in Haiti and Sudan. Within the International Year of Chemistry's Global Water Experiment, an activity was organized involving 200 students, mostly girls (14-15 years old) from two schools in Haiti. The students analyzed the quality of water and learned how to treat their local water sources using simple Microscience kits. Further, a teacher training workshop on Microscience Experiments was organized in Port au Prince, Haiti involving about 40 participants including secondary school teachers, curriculum planners, representatives of different ministries and other national stakeholders attended the workshop.

The use of media and IT provided a dynamic medium for the dissemination of science knowledge and pedagogic materials and services through media products such as videos, pictures, posters, booklets and other materials. This opened opportunities for debate with young people and teachers of secondary and technical education institutions as a support to the educative reforms in areas such as prevention of HIV, culture of peace, human rights and gender. Further, reinforcing the capacity of journalists on topical issues like climate change and environmental issues was also a major focus for activities under this Platform. The integrated training programme on bioethics for distance education (e-learning) was undertaken in cooperation with the UNESCO Institute for Information Technologies in Education and leading specialists from CIS countries and members of the Regional Network of National Bioethics Committees.

The collaboration between UNESCO and Nature Education of the Nature Publishing Group for the launch of a World Library of Science continued and it is envisaged that the launch of the first phase will begin in 2012.

Ethics teacher training courses were held in various countries to improve the quality of science ethics teaching. A series of training activities of the National Bioethics Committees has been carried out in the framework of the Assisting Bioethics Committees project in various countries among these El Salvador, Jamaica, Kenya, Gabon, Togo, Guinea and Côte d'Ivoire. The international association of ethics teachers was established, with a provisional secretariat at the Healthcare Ethics Center of Duquesne University in Pittsburgh, USA. As part of a pilot phase, the UNESCO Bioethics Core Curriculum has been steadily introduced in 16 institutions of higher education. The Core Curriculum has been translated, at the initiative and with financial resources of the national stakeholders into several languages, such as Japanese, Azerbaijani and Dutch, in addition to the six official languages of UNESCO.

Challenges and lessons learned

Member States, particularly in Africa, have demonstrated very strong interest and support for capacity-building efforts in science and engineering. The response of the broader scientific and engineering community to contribute to UNESCO efforts has also been very encouraging. A key challenge is to more effectively coordinate the contributions of partners and stakeholders and to integrate capacity-building activities within the framework of our efforts in STI policy development. Cost-sharing with other organizations, National Commissions and universities has been important in ensuring the successful implementation of all activities. The success of teaching programmes, as for example ethics teaching, was

dependent to a large extent on the contribution of highly experienced instructors coming from diverse cultural and national backgrounds, who volunteer considerable time to assist UNESCO in carrying out its mandate in promoting science education.

An additional element that affects effective implementation of activities is the lack of resources. In addition, poor infrastructure and internal communication problems of some Member States impose a very slow rhythm in the implementation of activities.

A distinctive feature of the work in the biennium became the active involvement of advanced communications and information technologies in education projects and development of integrated training programmes combining distance education (e-learning) with conventional modalities of education.

Resources mobilized

Funds mobilization was very successful, amounting to US$ 7.6 M. The sources were varied including Member States extrabudgetary contributions, Trust in Funds and Voluntary contributions, as well as other UN sources such as the United Nations Fund for International Partnerships (UNFIP) and the UN Joint Programme.

The way forward

Subsequent to the restructuring of the Natural Sciences Sector, programme action in the area of science education will be incorporated in the Cross-cutting Thematic Unit on Science Education under the direct supervision of the ADG/SC.

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e)   HIV and AIDS

Key achievements

Through the Intersectoral Platform on HIV and AIDS, led by the Education Sector, national capacities in more than 80 Member States have been strengthened. Major achievements include improved access to quality sexuality and HIV education in at least 58 countries through support to curriculum development/adaptation, teacher training and other innovative approaches. In Thailand, UNESCO co-developed an exhibition on healthy sexuality and HIV/STI (sexually transmitted disease) prevention at the National Science Museum, visited by over one million secondary school children. The Organization worked with the ministries of education and health of Brazil to develop a distance learning course for in-service teacher training. In China, UNESCO integrated sexuality education in pre-service teacher education in three pilot universities, reaching over 900 student teachers. In East and Southern Africa, UNESCO, UNFPA, UNICEF and the Southern Africa Development Community (SADC) Secretariat facilitated the review of curricula and training of curriculum developers from ten countries in the region on comprehensive sexuality education.

UNESCO has contributed to improved HIV prevention and access to services for people living with HIV. In East and Southern Africa, the involvement of teachers and learners living with HIV in school-based interventions helped address widespread discriminatory behaviours towards them, resulting in improved service uptake by HIV-positive students and education personnel. UNESCO has supported 68 countries to address HIV-related stigma and discrimination, particularly for marginalized and excluded populations, including through intensifying efforts to expand peer education to meet the HIV prevention needs of men who have sex with men (MSM) and transgender people. In Thailand, 300 HIV prevention packages were produced for MSM and transgender people for use by peer educators and outreach workers in 30 provinces. In December 2011, UNESCO convened the United Nations' first-ever international consultation on homophobic bullying in educational

institutions, producing striking evidence of the extent of the phenomenon and its consequences on access to quality education and public health, as well as international best practice in terms of policies and interventions to prevent and address it.

Challenges and lessons learned

The recruitment of 21 new regional and national staff, including in non-presence countries, has allowed a much stronger participation of UNESCO in regional and country-level coordination mechanisms that involve other UNAIDS cosponsors and national counterparts. This has facilitated the alignment of UNESCO interventions with national priorities, and enhanced UNESCO's visibility and the inclusion of education in the AIDS response.

Some sensitivity persists around HIV and sexuality education for young people in certain countries and continues to hinder efforts at creating an enabling environment. The evidence presented in the *International Technical Guidance on Sexuality Education (2009)* has been instrumental in attracting greater engagement from a range of decision-makers on sexuality education.

Resources mobilised

UNESCO has a strong track record on mobilizing and implementing extra-budgetary resources for its work on HIV and AIDS. In 2010-2011, 126 extra-budgetary projects contributed to the IP on HIV and AIDS, reporting end-of-biennium expenditure of over US$39 million. This includes UNESCO's core allocation of US$12.3 million for 2010-2011 from the UNAIDS Unified Budget and Workplan, which achieved an end-of-biennium implementation rate of 99%. Projects were implemented across all Sectors, with 74% of funds implemented by field offices or decentralized to the field.

The way forward

With the advent of dedicated funding for the Intersectoral Platforms in 2012-2013, UNESCO proposes to implement two major activities within the IP on HIV and AIDS. The first will build on the success of UNESCO's *Short Guide to the Essential Characteristics of HIV Prevention*, produced by the Intersectoral Platform in 2010-2011, to strengthen country-level capacity to improve planning and programming with key affected populations. In the second, building knowledge societies is a key imperative, with a focus on improving the HIV knowledge levels of young people. UNESCO proposes to develop and trial a model *Virtual Classroom* using the internet, social media and mobile telephone communications as delivery platforms. Extra-budgetary resources will continue to make an important contribution to the IP on HIV and AIDS. UNESCO succeeded in securing an increase on its core UNAIDS allocation for 2012-2013: US$12.4 million have been programmed through a consultative work planning process that emphasised country-led approaches and engaged all UNESCO's programme sectors. Almost two-thirds of the regional and country-level work plans will be implemented intersectorally.

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f) Education for sustainable development

Key achievements

Work carried out during the biennium under the Intersectoral Platform on Education for Sustainable Development (ESD), led by the education Sector, has brought about the following key achievements:

- A Multiple-Perspective teaching and learning tool for secondary school teachers, *Exploring Sustainable Development: A Multiple-Perspective Approach* was developed through an intersectoral group of Education, Natural Sciences, Culture and

Communication and Information sectors, in collaboration with the International Hydrological Programme. The tool, pilot-tested through UNESCO field offices, will be launched at the 6th World Water Forum (Marseille, March 2012).

- The African Network for the Reorientation of Teacher Education for Sustainability (AFRITEIS), hosted at the UNESCO Bamako office, provides a framework for ESD integration in Teacher Education in Sub-Saharan Africa and enables its members to develop strategies for peer exchange and for joint activities applying the ESD guidelines at regional, sub-regional and national levels.

- The ESD media training kit "Media as Partners in Education for Sustainable Development", developed jointly by the Education and Communication and Information Sectors, is used to enhance media training on sustainability issues by journalism students, media professionals and policy-makers. The kit urges media practitioners to take a closer look at sustainability issues and inquire how education can best respond to related ongoing and future challenges.

- Intersectoral cooperation also showed how cultural diversity and intercultural dialogue are major components of ESD policies and programmes. The *Linking Culture, Education and Sustainability* project analysed and shared successful education and learning initiatives from across the world.

- To highlight the role of Biosphere Reserves as learning sites for sustainable development, teaching materials on biodiversity education were developed in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), and the Man and Biosphere and DESD Secretariats.

Challenges and lessons learned

The platform offered opportunities for intersectoral collaboration, including making linkages between different areas of competence of UNESCO. This intersectoral cooperation helped to operationalize a 'one UNESCO response to the Decade of Education for Sustainable Development (DESD) by creating synergies between different programmes as well as pursuing various thematic programmes, led by the different programme sectors and institutes of UNESCO.

Resources mobilized

The IP provided a framework for bringing together human and financial resources from different sectors and extra-budgetary sources. For the 2010-2011, ESD benefited from a US$4 million Japanese Funds-in-Trust (JFIT). Japan's support to UNESCO as the lead agency for the DESD since December 2005 (more than US$14 million) has been key for implementing the Decade and for establishing UNESCO's leadership role at global, regional and national levels. In particular, JFIT funds have supported UNESCO's DESD monitoring and evaluation process, the dissemination of innovation and good practices, and capacity building in support of re-orienting teacher training institutions towards sustainability actions. The intersectoral work on ESD has also been supported by experts seconded from Japan, Sweden and Germany.

The way forward

There is a clear intention to pursue intersectoral cooperation and work in operationalizing a 'one UNESCO' response to the DESD. After the termination of this IP at the end of 2011, the already established platform will continue to serve for intersectoral cooperation in areas such as climate change, biodiversity, disaster risk reduction, water education, cultural diversity, local and indigenous knowledge, teacher training, media and engaging with youth. The main thrusts of the current global ESD intersectoral extrabudgetary projects (funded by Japan,

Sweden, Denmark) focus on climate change education, biodiversity, disaster risk reduction, contributing to the Rio+20 process, reorienting teacher education, supporting an Associate School Project Network (ASPnet) community of practice web platform, and monitoring of the DESD.

g)   Fostering ICT-enhanced learning

The focus of this platform was on the inclusion of all learners through information and communication technologies (ICTs), the reinforcement of quality education and training for all, and lifelong learning through the innovative integration of locally relevant ICTs into teaching and learning processes.

Key achievements

Over the 2010-2011 biennium, the capacities of ministries and quality of teacher training institutions were strengthened to offer ICT based teacher education through the introduction of ICT competency standards. The Version 2.0 of the ICT competency framework for teachers was developed within the framework of private public partnership and published in October 2011 and is available in English, French and Russian, with the Arabic, Chinese, Spanish and Portuguese versions under preparation.

The focus of 2011 activities of the Intersectoral Platform was on the drafting of 'UNESCO/COL Guidelines on OER in Higher Education'. The aim of these Guidelines is to support policy for the effective use and adaption of OER in higher education in developing countries. They are a follow up to the Policy Forum on Open Educational Resources (OERs) held in December 2010 at UNESCO Headquarters in the framework of the UNESCO/COL project "Taking OER beyond the OER Community: Policy and Capacity." In this regard, access to education and learning in Member States were expanded through ICT tools.

In the framework of the Intersectoral Platform, information literacy, teacher training and lifelong learning opportunities were expanded through multipurpose community-based centres, including 'Radio Browsing' activities and the promotion of the voice of the community in the local media.

Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information through the restructuring and updating of the Open Training Platform.   During the biennium the OTP largely exceeded the expected number of visitors and resources.

Also in the framework of the Intersectoral Platform, the Global Open Access Portal (GOAP) was developed and launched on 1 November 2011 during the 36th session of the General Conference, and currently has information on status of Open Access in over 148 countries.

Challenges and lessons learned

The use of new technologies in education implies new teacher roles, new pedagogies and new approaches to teacher education. The successful integration of ICT in the classroom will depend on the ability of teachers to structure the learning environment in new ways to merge new technology with new pedagogy. The teaching skills of the future will include the ability to develop innovative ways to use technology to enhance the learning environment and to encourage technology literacy, knowledge deepening and knowledge creation.

The expected result of applying ICTs to promote the achievement of EFA goals is proving difficult to quantify, given that until now ICTs has not generally been given a major place in EFA planning at the national level.

In the 2010-2011 biennium, it proved difficult to go beyond the sensitization of Member States to the potential role of ICTs in this context and collecting statistics on the use of ICTs in education. As the target dates for attainment of EFA goals approach, it may well become more opportune to undertake specific analyses to correlate EFA progress with ICT use.

Resources mobilized

The intersectoral platform mobilized several private sector partners, including CISCO, INTEL, ISTE and Microsoft.

The way forward

Although substantial progress has been made in attaining the objectives of this intersectoral platform, the lack of a specific budget reduced possibilities to coordinate and facilitate the attainment of the expected results.

h)	**Strengthening national research systems**

Key achievements

The main purpose of this intersectoral platform was to enhance UNESOC's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries.

The collaborative work between SC and SHS began in the context of the Nigerian science policy review: UNESCO promoted an interdisciplinary approach bringing in the social sciences subject matter at an expert workshop on the review of science, technology and innovation in Nigeria. More generally, the SHS sector contributed to the development of the SC Sector programme on STI in Africa, through exchange of information as well as provision of guidance and technical advice on numerous tasks, and particularly by developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences.

Challenges and lessons learned

On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.

While the importance of strengthening national research systems is a recognized need identified in Member States, funding programmes and activities in this area remains a challenge. UNESCO's initial contacts with the OECD and other potential donors to mobilize extrabudgetary funding have not led to concrete results, and the lack of funding has severely constrained the work planned by UNESCO and the full achievement of the platform's expected results.

The way forward

Work undertaken through this platform has allowed reinforcing the bridges and strengthening the collaboration between the sectors. In the future, such intersectoral collaboration will be pursued in UNESCO's work to enhance the national research systems, particularly in Africa.

| **i)** | **Languages and multilingualism** |

Key achievements

The initiatives undertaken in the framework of the Intersectoral Platform on Languages and Multilingualism over the 2010-2011 biennium focused on monitoring, policy formulation and awareness-raising.

Monitoring: The second consolidated report on the measures taken by Member States for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (document 36 C/26) demonstrated progress in multilingualism in cyberspace through the adoption of appropriate language policies, laws and strategies.

The results achieved during the past biennium in this domain include the publication of the printed version of the UNESCO Atlas of the World's Languages in Danger and the update of the on line interactive version and the update of the Translation flows observatory "Index Translationum", the latter of which for the first time featured records concerning African countries and languages.

A survey on the inventory of languages in Member States was undertaken and finalized in 2010, with funding from the Global Environment Facility (GEF), in the context of the development of biodiversity indicators. The results, which provide a useful snapshot of the situation of linguistic diversity across the world, were released on the occasion of the International Mother Language Day on 21 February 2011.

Policy formulation: With a view to improve current approaches in support of languages and linguistic diversity and to revise language endangerment criteria, an expert meeting entitled "Towards UNESCO guidelines on language policies" took place from 30 May to 1 June 2011 at UNESCO Headquarters, gathering more than forty international experts from different regions and backgrounds.

In the field of Education, a comprehensive literature review document on multilingual Education was published, entitled "Enhancing learning of children from diverse language backgrounds: "Mother tongue-based bilingual or multilingual education in early childhood and early primary school years".

Awareness-raising: The eleventh and twelfth editions of International Mother Language Day, marked on 21 February each year, were celebrated at UNESCO Headquarters, respectively through an international symposium on translation and cultural mediation, held in the context of 2010, International Year for the Rapprochement of Cultures, and with a debate on the UNESCO projects in the field of languages. Communication supports were disseminated, and the UNESCO Associated Schools Project Network (ASPnet), promoted the Day through celebrations organized by the network across the world. A number of educational activities were also carried out in different regions, as reported by the Education Sector on its website.

Challenges and lessons learned

The area of "languages and multilingualism" covers very diverse and, to some extent, scattered areas (education, indigenous languages, media multilingualism) and among which it will be necessary to establish certain priorities.

Resources mobilized

Very few resources were mobilized, if compared with the level of the awareness and attention on these issues among Members states and potential donors. The extrabudgetary resources provided (by Norway) for the Atlas of endangered languages will suffice to maintain it until June 2012.

The way forward

In compliance with the above challenges and lessons learned, the way forward would imply more targeted objectives and a limited set of objectives in a restricted number of areas, as, for instance, multilingual education and multilingualism in cyberspace.

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j)   Contributing to the dialogue among civilizations and a culture of peace

Key achievements

The promotion of the General and Regional Histories was pursued through continued digitization and provision of on-line access of most volumes in different languages. The implementation of the pedagogical use of the General History of Africa made good progress with the designation of the drafting teams and their coordinators, the adoption of a methodology, the definition of learning units, and the elaboration of the first draft of curriculum outlines. This content will be reviewed by the Scientific committee during its next meeting planned in April 2012. Against the backdrop of the 2010 International Year for the Rapprochement of Cultures, the Vademecum initiative "Scientific, Philosophical, Literary and Artistic Anthology of the Arab-Islamic World and its Contribution to the Renewal of Western Thought and Culture" was officially launched on Philosophy Day. The dissemination of the publication "Stopping Violence in Schools: A Guide for Teachers" English, French, Spanish and Arabic) was actively pursued with a view to stepping up action to prevent violence and discrimination of students with indigenous and minority backgrounds (Action area 10). An international youth workshop on interfaith dialogue was organized in the context of the third Annual Forum of the UN Alliance of Civilizations (Rio de Janeiro, May 2010), and a database designed to build a special network of women faith-based associations/organizations in the field of interreligious dialogue. The Power of Peace Network (PPN) provided backstopping to projects in several countries and regions through on-line social media and cutting-edge communication technologies. Among the many initiatives were the youth "Connecting Cultures" broadcasting live audio documentary (Oman), photo reportage workshops for young reporters (Myanmar), the online programme "Our Daily lives" produced by Palestine and UK youth, and the "I am Africa. This is my Story…" contest (Zambia). The PPN also contributed to the "Conflict Sensitive Reporting (CSR) Curriculum and developed the CSR Training Workshop Series in collaboration with the partner, Rhodes University, in South Africa.

Challenges and lessons learned

During the period under consideration, the implementation of the Intersectoral platform was a genuinely positive experience due to the individual commitment of its members – from the lead ADG to the different programme specialists (ED, SHS, SC, CLT and CI). The regularity of meetings and in-depth analysis of proposed activities and definition of realistic results provided solid guidance for the IP Task Team as well as a sustained collective synergy. However, a series of interlinked obstacles prevented the IP from functioning optimally: a) the lack of separate funding of activities/projects to be implemented (activities/projects remained administratively in the MPs and were merely 'reflected' in the IP); b) related difficulties in developing new, innovative approaches and initiatives; c) lack of support/commitment from higher management levels in programme sectors; and d) absence of formal approval/recognition of contributions from the Task Team to the IP, (quality control, work time spent, etc.).

The Independent External Evaluation (185 EX/18 Add, 24 September 2010) addressed several of these weaknesses (paragraph 122 and 124-127, conclusions).

Resources mobilized

The implementation of the Action Plan developed internally for the IP was complemented by the collaboration with the UN Alliance of Civilizations as set out in the updated Memorandum of Understanding signed in Rio (May 2010). Five "Vademecum" projects funded from extrabudgetary funds (Spain) were being implemented in the context of the IP and related reporting on progress submitted to the lead ADG.

The way forward

The General Conference at its 36th session (36 C/Resolution 66) welcomed the formation of intersectoral platforms in areas of convergence of different major programmes, which allow an exchange of ideas and more flexible programme delivery enhancing value and impact. The General Conference approved the allocation of separate funds from the activity budget of the major programmes (excluding category 1 institutes) to be used for the intersectoral platform activities.

By the same decision, the Intersectoral Platform, under the new title: "Promotion of a Culture of Peace and Non-violence" was approved by the General Conference as one of the six IPs to be implemented during the biennium 2012-2013. Paragraphs 07008-07029 in the 36 C/6 Approved set out the main objectives of this intersectoral and interdisciplinary Programme of Action for a Culture of Peace and Non-violence, including strategy and modalities, main areas of action, Flagship activities as well as expected results.

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k)	**UNESCO action to address climate change**

Overall, good progress has been made in relation to all the expected results of the Climate Change Platform and the associated UNESCO Climate Change Initiative and the key priorities of SIDS and Africa. Priority was also given to the gender dimensions of UNESCO's Climate Change Initiative.

Key achievements

Facilitated by the Climate Change Platform and the good efforts of all Sectors and Field Offices, the quality, coherence and relevance of UNESCO's programme delivery in the area of climate change have clearly been enhanced. UNESCO's collaboration with UN partners and the UNFCCC has been enhanced, for example in conjunction with the United Nations Climate Change Conferences in Cancun, Mexico (COP16, 2010) and Durban, South Africa (COP17, 2011) where UNESCO participated actively and presented the UNESCO Climate Change Initiative and relevant activities and programmes, including through side events and exhibition booths. The Climate Change Platform also promoted UNESCO's application for accreditation as a Multilateral Implementing Entity (MIE) under the UNFCCC Adaptation Fund. The application was successfully approved by the Adaptation Fund Board in December 2011.

The climate knowledge base was strengthened through enhanced United Nations-wide collaboration, including under the emerging Global Framework for Climate Services. In addition to UNESCO's long-standing climate science programmes, such as under the Global Ocean Observing System, the World Climate Research Program, IHP and MAB, UNESCO and WMO have initiated a partnership to enhance the understanding of both the knowledge contributions and needs of indigenous peoples and local communities with a focus on Africa.

Initiated by UNEP, UNESCO is also engaged, together with WMO, in discussions on a new climate change research programme on vulnerability, impacts and adaptation (PROVIA).

Capacity-building and awareness-raising programmes towards climate change mitigation and adaptation have been promoted and supported. UNESCO has facilitated and developed inputs for interregional and regional dialogues on climate change education curricula and projects based on the best global, regional and sub-regional evidence. Several climate change education and awareness tools have been produced and are now in use in several Member States, including by schools, broadcast media and journalists. The UNESCO Climate Change Education Clearinghouse has been developed and designed to support education professionals, ministries of education, development agencies, civil society, researchers and other partners by providing a comprehensive knowledge base of climate change policies, programs and advocacy.

Challenges and lessons learnt

Cooperation on and among platforms can be time-consuming and the full involvement of all relevant field office colleagues can be difficult due to the time-differences among HQ and Field Offices. The budget requirement for the successful implementation of the UNESCO Climate Change Initiative for the period 2010-2013 was tentatively estimated by the Thematic Working Group on Climate Change to be in the order of US$ 9-12 M, most of which would have to be secured from extrabudgetary sources. The strengthening of the climate change knowledge base is a complex and long-term endeavour, the progress towards which can be difficult to assess accurately in the short-term. Financing of critical sustained ocean monitoring systems remains a challenge. Climate change education is partly a new area that has to compete with a number of issues and concerns within national school curricula. Access to coherent data throughout the organization necessary for achieving good carbon accounting remains a challenge.

The way forward

The stringent situation end 2011 concerning the regular budget calls for further enhanced fundraising efforts. The Climate Change Platform will increase its cooperation with other platforms, notably the SIDS and the Africa platforms in order to enhance cost-effectiveness and efficiency.

UNESCO is in a unique position to emphasize the important contributions of interdisciplinary climate change science to building and maintaining green societies. The further illumination of this linkage will result in new opportunities for financial and partnership support for climate science. Increasingly, UNESCO sites should be used for knowledge generation in partnership with Member States.

The UNESCO clearing house website is an important tool for advocating climate change education and public awareness and should therefore be further strengthened. Important extrabudgetary support has been provided during the biennium and prospects are favourable for continued or augmented support in the 2012-2013 biennium towards climate change education and public awareness.

The Administrative Manual has lengthened the qualifying time for Business Class flights from 8 to 9 hours and made train travel mandatory to various European destinations. This will have some positive impact towards reducing emissions. It is expected that enhanced climate neutrality can produce economic savings in relation to energy consumption at UNESCO premises and through enhanced use of video conferencing facilities.

I)	**Foresight and anticipation**

Key achievements

Building on the achievements of the previous biennium's activities, the Intersectoral Platform for Anticipation and Foresight has created synergies with Member States, Programme Sectors and field offices in strengthening foresight and anticipation capacities and undertaking collective reflection in relation to UNESCO's fields of competence, and in reinforcing the strategic planning processes. For example, the Organization's areas of specific competences and strengths have been reassessed on the occasion of the UNESCO Leaders' Forum in the 36th session of the General Conference on the theme "*How does UNESCO contribute to building a culture of peace and to sustainable development?*". A number of trends and challenges of UNESCO's relevance identified, at national level and regional levels, such as those affecting Small Islands Developing States (SIDS), shall subsequently inform the next C/4 and C/5. Also, UNESCO's vision and policy orientation in relation to the United Nations Conference on Sustainable Development (Rio+20) and the building of green societies have been defined through intersectoral cooperation and a corresponding publication highlighting UNESCO's commitment for sustainable development.

The IP has also contributed to strengthening the scope of UNESCO's function as a laboratory of ideas by raising the awareness of Member States on trends and challenges that have considerable impact to the future of UNESCO. Under the banner of the series called *UNESCO Future Forum* and *Future Lecture,* themes included gender equality (in relation to Internationally Agreed Development Goals beyond 2015 and the future of UN Women), innovative financing for education, green economies and green societies, taxing financial transactions, and the new humanism. National Commissions, UN agencies (UNECE and UNITAID) and NGOs have cooperated actively in this regard.

In-house capacity-building in the field of anticipation and foresight has been enhanced as demonstrated by the increased number of work plans for the 2010-2011 biennium contributing to the Intersectoral Platform. The impact and visibility of the Foresight Programme's actions have been validated by the inclusion of a foresight dimension in all programme sectors' programme and budget (36C/5).

The visibility of the Organization's Foresight action was enhanced through the publication of multiple-language documents related to the above-mentioned activities, the publication of a Foresight column in six languages in the UNESCO Courier, the maintenance of a dedicated website and the production of foresight videos in the UNESCO YouTube channel.

Challenges/lessons learned and resources mobilized

One of the most evident impacts of the Foresight IP action was the inclusion of a foresight dimension in all main programmes in the 36C/5. As described above, the interventions in the Leaders' Forum at the highest levels of national governments will be shaping the future strategic direction of UNESCO's work in the C/4 and C/5 cycles. The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities. With the objective of mainstreaming and fostering an in-house foresight culture, sectors have set up modalities to carry out regular future-oriented activities.

Taking advantage of opportunities such as the collaboration with the Hellenic National Commission and the Spanish Permanent Delegation, as well as the regional consultations held in Trinidad and Tobago, provided beneficial and cost-effective contexts to organize Future Forums. Pooled resources (human and financial) coming from external partners (UNECE, UNITAID and Collegium International) have also proved to yield more cost-effective outcomes and a boost to visibility. More activities of a collaborative nature with

external and internal partners, that include their technical and financial support, have to be foreseen in the next biennium.

The way forward

The Foresight Programme will continue to imbibe and sustain a foresight culture within Member States and the Secretariat about the major critical trends and challenges of relevance to UNESCO's competence, with special focus on regional needs and priorities. Developing synergies with future-oriented actions formulated by these target groups, and providing them with technical backstopping on future-oriented programming and delivery, will be the main modalities of the Programme. Through consultations with UNESCO field offices, a larger scope of partnerships to conduct foresight activities will be prospected with all regions. More cost-effective ways will be used to disseminate the key messages of the Foresight Programme using knowledge management and networking techniques. This can be done by maximizing the potential of the Foresight Section's website and other social media tools.