



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

## Detailed Report on the activities of the Organization in 2006-2007

### **Strategic planning and programme monitoring**

Paragraph 16008

**Strategic planning and programme monitoring**

Regular budget (rounded to \$ thousand)	
Planned: \$1,982,000	Actual: \$1,916,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Implementation of Programme and Budget for 2006-2007 (33 C/5) monitored and Draft Programme and Budget for 2008-2009 (Draft 34 C/5) prepared.</p> <p>Draft Medium-Term Strategy for 2008-2013 (34 C/4) prepared.</p>	<ul style="list-style-type: none"> <li>• Preparation and development of draft document 34 C/4 and draft document 34 C/5, and of four statutory reports (EX/4 Part I, C/3) on the execution of the approved programme.</li> <li>• Monitoring reports and analysis for the Director-General and senior management, highlighting salient trends in implementation of the programme and identification of areas for improvement.</li> <li>• Preparation of UNESCO strategic documents on the United Nations reform process, including gender equality issues, and of documents for thematic debates by the Executive Board, and contribution to defining the Organization's strategic orientations with regard to special themes such as the UNESCO strategy on climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of consistent involvement in the United Nations reform process for proactive formulation of policy frameworks, deliverables and modalities of action.</li> </ul>			
<p>SISTER system, its infrastructure and coverage further improved and consolidated.</p>	<ul style="list-style-type: none"> <li>• BSP continued to manage and develop the SISTER web-based forms until mid-2007 date of the SISTER 2.1 go-live and contributed to the preparation of a major recast of the system.</li> <li>• BSP monitored via SISTER Web-based forms the implementation of the work plans for the 2006-2007 biennium. Ad hoc monitoring reports on status and trends for all elements of the regular programme at Headquarters and in the field, including the projects related to the cross-cutting themes and the implementation of mainstreaming areas, were produced for consideration by the Director-General, College of ADGs and the Directorate, as well as various Task Forces and CBF. As raw data entry for the 33 C/5 substantially improved including for Category I Institutes and as the practice of entering monitoring information was generalized and encompassed Regular programme and Extrabudgetary projects. The 175 EX/4, 176 EX/4 were prepared on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>• The systematic integration of all extrabudgetary projects in the 33 C/5 version of SISTER necessitated first that the integration of extrabudgetary projects in the 32 C/5 version of SISTER exercise be finalised. Thus far, extrabudgetary projects for certain Field Offices have been fully reflected in the SISTER Web-based forms. All extrabudgetary projects should be integrated in SISTER 2 once the few specific fields have been implemented.</li> </ul>			

	<p>information entered.</p> <ul style="list-style-type: none"> <li>• In order to build the capacities of UNESCO officers directly or indirectly involved in the Programme Management Cycle process, 8 E-learning training modules on "Programming, budgeting, management, monitoring, reporting and evaluation at UNESCO: concepts, principles, terminology and tools" in line with the results-based programming, management and monitoring (RBM) approach have been finalized for the 34 C/4 and 34 C/5 along with the Glossary. All materials are available in both English and French. In fall 2007 in consultation with all stakeholders, BSP has defined the programming and monitoring information for the 34 C/5 and work plans. Pending the SISTER 2.2 go-live a template has been defined and guidelines have been provided for the preliminary 2008-2009 work plans.</li> </ul>				
<p>Results-based programme planning, monitoring and evaluation approaches refined and consistently applied.</p>	<ul style="list-style-type: none"> <li>• Formulation of UNESCO guidelines on RBM (Guiding Principles on Results-Based Programming, Management and Monitoring (RBM) at UNESCO) as well as provision of RBM training to HQ and FO staff based on tailor-made training material.</li> <li>• UNESCO's approach to RBM is also being refined in the light of UN system-wide discussions in the undg and the CEB on harmonization and standardization of RBM-methodologies and terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a culture of RBM within UNESCO, with strong capacities in results formulation and monitoring.</li> </ul>			
<p>Training provided for Headquarters and field office staff in use of SISTER, results-based programming (RBM), input to inter-agency programming exercises, especially at country level and mainstreaming of gender and youth.</p>	<ul style="list-style-type: none"> <li>• In all, 205 trainings have been provided on the SISTER concepts, principles and applications in 2006-2007 as follows: 117 individual briefing sessions (50 from Headquarters and 67 from Field Offices); 22 Administrative Officers trained in the context of the FABS Field Rollout; network of 66 focal points covering 54 field offices established within the framework of the SISTER 2 project. Moreover, assistance has been provided in more than 1 500 cases to facilitate the programming and monitoring data entry of the 33 C/5 and 2006 2007 work plans.</li> <li>• Delivery of comprehensive training/coaching workshops for Headquarters and field office staff on RBM and results formulation, on</li> </ul>	<ul style="list-style-type: none"> <li>• To reach acceptable levels of monitoring.</li> <li>• Critical need to continue to offer training on UNESCO's effective insertion in UN system efforts to</li> </ul>			

	<p>United Nations reform, on common country programming with emphasis on the UNDAF (202 staff members trained in seven regional, sub-regional and national workshops) using tailor-made in-house training material. Special attention and priority has been given to the "Delivering as One" pilot countries as well as the 2007 and 2008 CCA/UNDAF roll-out countries.</p> <ul style="list-style-type: none"> <li>• Close to 250 UNESCO employees working in Headquarters and in the field have been formally trained in Gender Mainstreaming approaches and techniques, resulting in increased attention to gender equality and women's empowerment in UNESCO programming in all UNESCO domains.</li> <li>• Five pilot youth-mainstreaming training sessions for UNESCO staff have been undertaken throughout the biennium for Arab, Africa, Latin America regions and Headquarters.</li> <li>• Coordination of the preparation of UNESCO country programming documents (UCPD).</li> </ul>	<p>enhance coherence of action at country level, especially through common country programming.</p> <ul style="list-style-type: none"> <li>• Need to continue to make available timely and dedicated support to the 'Delivering as One' pilot countries and to the 2008_ UNDAF roll-out countries</li> <li>• Importance of integrating RBM aspects in training on UN reform and common country programming efforts, especially in view of formulating UNESCO's input into common UN results matrices (e.g. of the UNDAF or of the One Plan/ Programme)</li> <li>• Need for wider dissemination of youth training tools within UNESCO and partners.</li> <li>• Need for follow-up and additional resource mobilization.</li> <li>• Establishment of a strong network of youth focal points and institutional recognition needed.</li> <li>• Establishing an informed country-based perspective on UNESCO's programming, in view of UNESCO's insertion in common country programming and UNESCO's regional and global role.</li> </ul>			
<p>Concrete activities in context of dialogue among civilizations and peoples initiated and contributions by all programme sectors and field offices coordinated.</p>	<ul style="list-style-type: none"> <li>• Promotion and coordination of the intersectoral approach to the dialogue among civilizations, cultures and peoples, and management of the UNESCO/Daimler public-private partnership 'Mondialogo' to promote Emphasis given to regional approaches such as the annual summits of presidents from south-east Europe or an African regional</li> </ul>	<ul style="list-style-type: none"> <li>• The intersectoral and interdisciplinary approach to the dialogue must be pursued and strengthened through the dialogue Platform modality; there is a need to maintain the Mondialogo momentum through the renewal of flexible approaches; BSP should fully assume its coordinating role in the</li> </ul>			

	<p>conference.</p>	<p>organization of the forthcoming Summit in Greece (June 2008).</p>			
<p>Joint action with the United Nations High Representative for Least Developed Countries, Land-locked Developing Countries and Small Island Developing Countries initiated.</p>	<ul style="list-style-type: none"> <li>• Coordination of UNESCO's contribution to the implementation of the Programme of Action for the LDCs and organization, jointly with the Education Sector and the Africa Department of two meetings with ministers of education from least developed countries (LDCs) leading to the identification of priority needs. A special publication was also produced as a further contribution to this process entitled "Education for All in Least Developed Countries."</li> </ul>	<ul style="list-style-type: none"> <li>• Need for sectors to identify specific targeted action for the LDCs as per the goals and targets outlined in the Brussels Programme of Action and as indicated in the Medium-Term Strategy of the Organization (34 C/4, and in the Programme and Budget of the Organization (34 C/5).</li> <li>• Sectors need to clearly identify the focal points that will be in charge of following up on the progress achieved in these targeted action areas.</li> </ul>			
<p>The Organization's activities pertaining to women and youth coordinated and their mainstreaming into all UNESCO programmes enhanced.</p>	<ul style="list-style-type: none"> <li>• Gender equality issues integrated more regularly and systematically into UNESCO's key strategic and policy documents, and gender equality issues more systematically addressed within UNESCO's responses to key international development challenges such as HIV and AIDS, climate change and sustainable development, and gender inequality in education.</li> <li>• Gender Equality globally promoted through innovative partnerships in the context of (i) the establishment, launch and implementation of a new UNESCO/Sony Ericsson Women's Tennis Association Tour Global Partnership for Gender Equality, and (ii) annual celebration of International Women's Day (8 March 2006 and 2007) focusing on areas of non-traditional female areas of activities such as "women in political decision-making" and "women peacemakers".</li> <li>• More attention brought to gender equality issues in relation to UNESCO's fields of competence, and to the importance of promoting women's empowerment and achieving gender equality through the launch of the "UNESCO Forum on Gender Equality" initiative, in line with the designation of "gender equality as one of two organizational priorities".</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger integration of gender equality issues in key programming documents must be matched with concrete activities in the Priority Gender Equality Action Plan for 2008-2013, and must attract a critical mass of resources to attain objectives.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Increased collaboration with the UN-agencies in the area of the elimination of female genital mutilation through the signing by the Director-General of the Interagency Statement on Eliminating Female Genital Mutilation which will lead to the development of a multi-sectoral initiative to act upon the commitments made by the Organization.</li> <li>• Participation in the development of key UN-wide gender equality policy documents (e.g. UNDG policy statement on gender equality), monitoring tools (Gender Equality Scorecard, guidelines, etc.), and capacity development/training, and strengthened cooperation with interagency and other networks, such as the Interagency-Network on Women and Gender Equality (IANWGE) and the OECD/DAC Gendernet.</li> <li>• Mainstreaming of youth into UNESCO's programmes and activities further refined, reinforced and monitored.</li> <li>• Strengthened links and increased cooperation with young people, youth organisations and civil-society networks on projects and initiatives by Sectors and Field Offices.</li> <li>• Increased youth participation in UNESCO bodies, programmes, conferences and other events.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiation of partnerships with youth NGOs in Sectors and Field Offices are challenging requiring increased training, resources and institutional support.</li> </ul>			
<p>Youth Forum at the 34th session of the General Conference and on occasion of other conferences organized.</p>	<ul style="list-style-type: none"> <li>• Youth Forum of the 34<sup>th</sup> GC, with the participation of 174 delegates from 116 countries and 87 observers, and five regional UNESCO youth fora (Pacific, Euro-Mediterranean region, Asia, Americas, Africa) organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of interactive discussion and consultation mechanisms of advantage for more effective youth participation / partnerships.</li> <li>• Selection of youth delegates by National Commissions and National Youth councils a model to be retained.</li> <li>• Interactive consultations and moderated discussion forums highly effective for preparations and follow-up</li> </ul>			
<p>Activities promoting a culture of</p>	<ul style="list-style-type: none"> <li>• Awareness raised about the International</li> </ul>	<ul style="list-style-type: none"> <li>• More efforts are needed to create</li> </ul>			

<p>peace and the International Decade for a Culture of Peace and Non-Violence for the Children of the World sustained and coordinated within the Organization, the United Nations system and partners worldwide.</p>	<p>Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and coordination of global progress reports to the United Nations General Assembly on the implementation of the Programme of Action on a Culture of Peace. Peace-building dimensions integrated in DPKO (United Nations Department for Peacekeeping Operations) training guidance and material. Awareness raising activities with National Commissions, civil society organizations, and field offices supported.</p>	<p>synergies between the dialogue among civilizations and cultures with the culture of peace, as the promotion of intercultural dialogue is essential for creating the foundations for a culture of peace.</p>			
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