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REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION OF THE PROGRAMME AND BUDGET (34 C/5) AND ON RESULTS ACHIEVED IN THE PREVIOUS BIENNIUM (2008-2009) (DRAFT 36 C/3)

SUMMARY

In accordance with Article VI.3 (b) of the Constitution and 162 EX/Decision 3.1.3, the Director-General hereby submits to the Executive Board the report on the activities of the Organization in 2008-2009 (184 EX/4 – draft document 36 C/3). This joint report has been prepared in line with 33 C/Resolution 92, paragraph 3, recommendation 2.

The report features main developments in delivery of Major Programmes during the biennium covered by document 34 C/5, i.e. 2008-2009, with highlights of key achievements and challenges across all Major Programmes of UNESCO and UIS.

Detailed information concerning results obtained at the MLA level and under all other chapters of document 34 C/5, as well as a detailed account of progress achieved in implementing the intersectoral platforms, can be obtained from the UNESCO website at: www.unesco.org/en/mlaunitassessment.

The report is complemented by an addendum presenting salient developments in field offices' participation in United Nations common country programming processes and the main results achieved with regard to UNESCO's participation in these processes. This addendum is available at the following address: www.unesco.org/en/commoncountryprogramme.

By its very nature, this document has no administrative and financial implications beyond those factored in the C/5 document.

No decision is proposed.

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PART I – PROGRAMME IMPLEMENTATION

MAJOR PROGRAMME I – EDUCATION

Major trends and developments

1. The period 2008-2009 marked the first biennium of UNESCO's Medium-Term Strategy 2008-2013 (34 C/4). During these two years, the Education Sector focused its work on consolidating hard-won gains in educational enrolment and outcomes in many countries, and on accelerating further progress. It also responded to key challenges that emerged during the biennium, in particular the severe global economic downturn and uncertainty about the future.

2. Ten years after the World Education Forum in Dakar, Senegal, important advances have been made towards the attainment of Education for All (EFA). More children are enrolled in formal education than at any time in history. Participation in early childhood care and education is rising, the gender gap in primary education is narrowing and literacy is on the increase. However, efforts must be redoubled if we are to reach the EFA goals by 2015. Indeed, some 72 million children remain out of school, 759 million adults – two thirds of whom are women – lack literacy skills, and learning outcomes remain low in many countries. As the EFA *Global Monitoring Report 2010* on "Reaching the marginalized" shows, disparities remain a major problem in many countries, requiring solutions that specifically target disadvantaged groups.

3. The global financial and economic crisis, and concomitant decline in household and government revenues, threatened to jeopardize public and private investment in education. To date, evidence shows that many governments have managed to protect their education budgets, with many adopting counter-cyclical measures such as "stimulus packages" featuring additional investment in education and training. However, in the context of decreased revenue and probable decline in government budgets, it remains necessary to continue monitoring developments in 2010 closely to ensure that education continues to be safeguarded.

4. UNESCO played a major role in maintaining education high on the world's agenda through the organization of four world conferences that brought together ministers, key decision-makers, civil society representatives and stakeholders to share experiences and determine the way forward. These conferences, held on the topics of inclusion, education for sustainable development, higher education and adult learning, were an important step towards developing a shared holistic vision of the EFA agenda that encompasses all the levels and settings of education.

5. Addressing the priorities and needs of Africa has mobilized a large part of the Education Sector's resources, with the aim of supporting the implementation of the Action Plan for the Second Decade of Education for Africa (2006-2015) and the achievement of the EFA goals in the region. Through stronger and more effective partnerships with the African Union Commission and the Regional Economic Communities (RECs), UNESCO provided technical support and developed capacity in the areas of literacy, basic education, technical and vocational education and training (TVET), higher education, teachers' professional development, education management information systems (EMIS), ICTs in education, and HIV/AIDS and education.

6. Within the framework of the Gender Equality Action Plan 2008-2013, UNESCO advocated for girls' education and gender equality, and supported Member States in integrating gender perspectives in education policies and practices. Priority was given to five thematic areas: literacy, teachers, secondary education, technical and vocational education and training, monitoring of the right to education, and HIV/AIDS and education.

Biennial sectoral priority 1: Leading education for all (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP)

MLA 1: Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships

Achievements

- Coordination among the EFA convening agencies improved and commitment to education enhanced (impact of the financial crisis on education monitored; decision-makers mobilized through advocacy actions; public's awareness enhanced through Global Action Weeks and EFA campaigns, knowledge on multistakeholder partnerships enhanced).
- Global and regional actions in favour of EFA had a greater impact owing to strengthened cooperation with partners (e.g. active participation in the United Nations Girls' Education Initiative (UNGEI), joint activities with the United Nations Children's Fund (UNICEF) on child-friendly school models, participation in FTI leading to hosting of FTI secretariat, reactivation of the Regional Education Project for Latin America and the Caribbean (PRELAC), cooperation with the African Regional Economic Communities (RECs), etc.).
- Good practices shared through South-South cooperation (e.g. creation of a regional framework on education for sustainable development (ESD), interregional exchanges on HIV/AIDS and education); strengthened cooperation with the G77 and China and contacts with UNDP's special unit on SSC have helped raise the visibility of the UNESCO South-South Cooperation Fund in Education.
- Commitment to the Decade of Education for Sustainable Development (DESD) enhanced and a draft strategy for the second half of the Decade developed.
- Support mobilized in favour of literacy at regional and global levels within the UNLD.
- Human rights and intercultural education promoted through participation in the World Programme for Human Rights.

Challenges/lessons learned

- The Strategic Programme Objectives (SPO) evaluation found that increasing informal contacts between the EFA convening agencies achieved better results than the formal Global Action Plan process.
- While increasing South-South cooperation as an implementation modality of activities in education has been successful, mobilizing additional resources for the South-South Cooperation Fund in Education remains a challenge.
- Hosting the new Fast-Track Initiative (FTI) structure and accompanying its transformation following its recent evaluation will be a challenging process.

MLA 2: Development of a global framework and networks for capacity development in planning and management of education systems

Achievements

- Progress towards identifying common approaches to capacity development in educational planning and management has been made (development of operational guidelines and methodological guide).
- Technical expertise and practice-oriented tools developed on educational planning and management made available (e.g. through web-based portal (E-MAP) on planning and

financing in Asia-Pacific, OpenEMIS and the UNESCO-established Interagency Network on Education Simulation Models).

- Cutting-edge knowledge on educational planning, financing and management widely disseminated.
- Ministry of education staff trained in educational planning and management, including through distance learning.
- Capacities for monitoring education systems performance strengthened (e.g. for mid-Decade assessments and EMIS country studies).

Challenges/lessons learned

- Work on capacity development approaches should be pursued, to be complemented by the development of resources and guidelines on specific issues in educational planning.
- Identify ways by which such tools can be shared more widely with EFA stakeholders and development partners in order to enhance coherence and harmonization of action and ultimately make a more effective contribution at the country level.

Biennial sectoral priority 2: Fostering literacy and quality education for all at all levels and through both formal and non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs, SIDS as well as the most vulnerable segments of society, including indigenous peoples, and education for sustainable development.

MLA 3: Promote policy dialogue, research, set norms and standards

Achievements

- The 48th session of the International Conference on Education (ICE) “Inclusive education: the Way of the Future” (Geneva, November 2008), led to consensus on inclusive education as a key strategy for achieving EFA.
- The World Conference on Education for Sustainable Development, “Moving into the Second Half of the United Nations Decade” (Bonn, March-April 2009) highlighted the need to strengthen links between ESD and Education for All, mobilize greater funding and re-orient curricula to address sustainability issues, as well as to further sensitize on ESD issues through the media.
- The 2009 World Conference on Higher Education (WCHE): “The New Dynamics of Higher Education and Research for Societal Change and Development” (Paris, July 2009) mobilized Member States to enhance investment in higher education in Africa.
- The Sixth International Conference on Adult Education (CONFINTEA VI): “Learning and Living for a Viable Future: the Power of Adult Learning” (Belém, December 2009) generated renewed commitment and formulated action points for adult education and literacy.
- Policy dialogue promoted in other areas of education, including secondary education, TVET and early childhood care and education, and international legal instruments translated into national policy and legislation.
- Good practices collected, policy briefs prepared and studies published on education and multilingualism, and tools developed to promote literacy in local languages; a Special Account for the International Fund for the Promotion of Languages and Multilingualism

was established. Member States are encouraged to make voluntary contributions to this Special Account.

Challenges/lessons learned

- Transforming the momentum created by the four world conferences into sustained actions in these areas throughout the next biennium is a challenging task for UNESCO. The conferences' recommendations and major outcomes have inspired UNESCO's future work and follow-up action, as reflected in the Education Sector's Programme and Budget for 2010-2011 (35 C/5).
- Strengthening the Sector's function as a laboratory of ideas, both for developed and developing countries, increase UNESCO's global relevance and leadership role in education.

MLA 4: Provide capacity development and technical support to assist national efforts in achieving the Dakar goals

Achievements

- Policy-makers mobilized and better informed through the Literacy Initiative for Empowerment (LIFE), preparatory regional conferences for CONFINTEA VI, recommendations of the UNLD mid-term review and the Literacy Portal.
- Resources in favour of literacy increased in five African countries as a result of advocacy efforts.
- Review of progress and challenges in adult learning in Asia-Pacific triggered launch of national initiatives such as a five-year flagship literacy programme in India.
- Access to more reliable information on the non-formal sector increased through development of management information systems (NFE-MIS) in several countries.
- Support provided for the development of professional standards and accreditation instruments, career guidelines and institutional structures for the teaching profession.
- Awareness raised on teacher status and careers through celebration of World Teachers' Day, media campaigns, UNESCO prizes, dissemination of research and sharing of good practices.
- Policy diagnosis tool for the preparation of subsector action plans developed through TTISSA and presented at the Bamako+5 conference.
- National policy reviews on early childhood care and education (ECCE) undertaken in all regions; the Regional Network for Early Childhood (ARNEC) created in Asia-Pacific.
- TVET programmes better adapted to labour market demands in Africa through development of national and regional qualifications frameworks developed in partnership with RECs.

Challenges/lessons learned

- After four years of implementation, TTISSA coordination will be moved to the Regional Bureau for Education in Africa in order to strengthen country-level impact.

- The newly established UNESCO (category 2) regional centre for ECCE is expected to play a key role in expanding the provision of ECCE in the Arab States.
- UNESCO's new strategy for TVET will be translated into country-level action. The increased emphasis on TVET foreseen for 2010-2011 should support this process.
- UNESCO carried out an evaluation of the Asia-Pacific Centre of Education for International Understanding (APCEIU). The review concluded that APCEIU's programmes and activities (e.g. capacity-building and the development of teaching and learning materials related to EIU) are generally appreciated by the Member States. The workshops are considered relevant and well-conducted and the materials appropriate to classrooms around the region. On this basis, the Organization should envisage strengthening its partnership with the APCEIU, as a category 2 centre under its auspices, and consider the renewal of its agreement with the host country.

Addressing the needs of Africa

Achievements

- TTISSA diagnostic tool for understanding and improving teacher issues and policies developed, and validated by Member States and partners.
- Comprehensive reform of basic education systems initiated through the Basic Education in Africa Programme (BEAP); curriculum framework and teacher training identified as entry points to rolling-out of nine-year basic education systems in Africa identified.
- Network of African parliamentarians for education launched.
- Regional conference on higher education and studies led to establishment of an international task force and a commitment from Member States and the African Union to update the Arusha Convention.
- National literacy budgets increased in five countries and policies revised to take literacy into account through advocacy, technical assistance and capacity development of ministry staff.
- Advocacy in favour of TVET leads to its identification as a priority in regional strategies.
- Quality of evidence-based education plans improved through support to sector analyses, quality assessments of national statistics systems, and capacity development of government officials and partners.
- HIV/AIDS issues integrated into national education policies and plans.

Challenges/lessons learned

- Integrating literacy, teachers and HIV/AIDS issues into national education budget frameworks and medium-term plans is difficult in many countries.
- Need to establish effective and coordinated actions at the level of the RECs in TVET.
- Revision of the Arusha Convention will promote coordinated action in quality assurance in higher education.

Promoting gender equality

Achievements

- Ministries of education supported through network of gender focal points (GENIA).
- Research on key issues in gender carried out and disseminated.
- Technical support provided to Ministries to introduce gender budgeting into national education plans.
- Ministries of education and curriculum developers supported to analyse how gender inequality is embedded in the curriculum and methodology guide published.
- Participatory training methodology for designing gender-sensitive reading materials for use in non-formal education developed.
- Handbook for teachers developed on stopping violence in schools, with a strong gender component.
- Twenty-two LIFE countries used a gender-lens perspective in needs assessment exercises to identify strategic gaps.
- International advocacy work undertaken through active participation in UNGEI and the Forum for African Women Educationalists (FAWE).

Challenges/lessons learned

- Strengthened involvement of UNESCO in UNGEI in Asia-Pacific through implementation of joint activities should be extended to other regions.
- The human rights expert workshop held in the Arab region on the legal and policy implications of gender equality was successful in enhancing understanding of these issues and in highlighting ways to integrate gender legislation into education policy; similar initiatives should be facilitated by UNESCO.

Intersectoral platform: HIV and AIDS

Achievements

- Clearing house on HIV/AIDS function developed to include more than 200 HIV/AIDS-related tools and publications.
- Booklet on essential characteristics of effective HIV prevention developed to inform programming.
- Joint initiative led in partnership with UNAIDS Secretariat, UNICEF, UNFPA and WHO to produce voluntary and non-mandatory “International Technical Guidance on Sexuality Education”.
- Capacity of Member States to design, implement and assess efficient education, communication and information strategies and programmes for HIV prevention developed, in particular through EDUCAIDS in 52 countries.

Challenges/lessons learned

- Due to sensitivities regarding HIV prevention education in certain countries, it is essential to explore different entry points for HIV/AIDS education. Networks such as the Network of Young TV Producers on HIV/AIDS have provided a forum for collaboration with a wide range of stakeholders.
- Need to strengthen linkages between the health sector and other sectors (including education and culture).

Intersectoral platform: Education for Sustainable Development (ESD)

Achievements

- National capacities strengthened to develop policies integrating sustainable development issues and practices into all levels of education through interdisciplinary work, and ASPnet good practices published.
- Case studies and recommendations for water education developed in regional workshops, Tertiary Water Education Grants Programme launched as a means to strengthen human resources working on water issues, and support provided to Fifth World Water Forum (Istanbul, March 2009).
- ESD policies reviewed from the perspective of cultural diversity and intercultural dialogue in eight countries from different regions and opportunities for future action identified.
- Policy discussions organized on climate change education and awareness of the linkages between gender and climate change enhanced.
- 100+ media professionals trained in responding on sustainable development issues using the UNESCO toolkit “Media as Partners in ESD”.

Challenges/lessons learned

- Enhancing the public’s understanding of the complex dimensions of ESD continues to be a challenge that needs to be addressed.

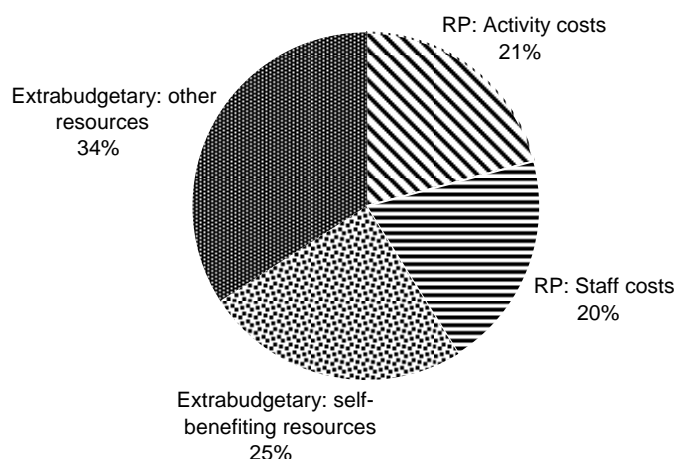
Resources

7. In managing for results, Major Programme I made use of the following:

- **Regular programme budget: \$109,981,000**
 - Activity costs: \$55,672,000
 - Staff costs: \$54,309,000
 - Staff establishment: 257 regular posts, including 200 professionals, 29 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).
- **Extrabudgetary funds: \$156,786,000**
 - Self-benefiting extrabudgetary resources: \$65,781,000
 - Other extrabudgetary resources: \$91,005,000

Distribution of total expenditure

MP I - Education



Conclusions and lessons for the future

8. UNESCO's Education Sector is moving in the right direction. Concrete progress has been made in most countries towards achieving the EFA goals and there is new emphasis on developing holistic education policies, plans and practices that integrate cross-cutting themes (such as education for sustainable development and HIV/AIDS), better targeting excluded populations and expanding provision of education beyond formal primary schooling. This is an important step forward that can be attributed in large part to the momentum created by the Organization through its numerous advocacy actions, high-level world conferences on education and active engagement in country-level coordination processes.

9. As the 2010 GMR demonstrates, UNESCO and its partners are expected to redouble efforts in favour of the hardest-to-reach. The Organization's achievements in 2008-2009, together with the unfavourable global economic context and the recognition that achieving Education for All by 2015 requires a significant scaling up of commitment, has led the Education Sector to review its programming approach. Over the last two biennia, the Sector has taken action to increase its country-level impact by concentrating resources on fewer activities, engaging in "upstream" work and strengthening capacity-development activities. This has been accompanied by greater decentralization of resources, the attribution of more technical backstopping and programme monitoring responsibilities to the four Regional Bureaux for Education, and the better alignment of activities with national priorities through the development of UNESCO Education Support Strategy (UNESS) documents.

10. Efforts were also made to align extrabudgetary funding with regular programme activities, so as to increase efficiency and impact. Progress was made towards promoting basket funding, in particular through the capacity-building for EFA (CapEFA) programme. This facilitated alignment of extrabudgetary-funded activities with national priorities and needs, in line with the Paris Declaration on Aid Effectiveness.

11. This approach has been successful in increasing UNESCO's credibility and impact on the ground. The adoption of a Programme and Budget for 2010-2011 (35 C/5) that sets out a reduced number of expected results and four clearly defined priority areas for action will enable the

Organization to significantly scale up its support to EFA. Furthermore, concentration of additional regular programme and extrabudgetary resources on 20 out of a total of 36 Member States that have been identified as furthest from achieving the EFA goals will be critical in accelerating progress in countries most in need. In future biennia, and on the basis of results observed during 2010, it may be advisable to extend this additional support to more “EFA-challenged” countries.

12. Furthermore, despite the welcome improvements in coordination of EFA partners described in the SPO evaluation conducted in 2009, a new impetus is required. UNESCO will need to step up its efforts and reaffirm its role as global leader of EFA. In particular, it must find ways to revitalize the global and regional coordination mechanisms, better mobilize in-country partnerships and increase participation in United Nations reform processes to accelerate national progress towards the achievement of EFA. This work will be a crucial part of preparations for the Millennium Development Goals Summit in September 2010.

13. Finally, UNESCO will further expand its role as intellectual leader in education. Building on the outcomes of the Ministerial Round Table on Education held during the 35th session of the General Conference, which identified areas for policy development, the Organization is reflecting on how to better respond to and anticipate new challenges – such as the impact of climate change on education – and support Member States to move beyond a narrow vision of EFA. Scaling up work on quality in education would be an important means of demonstrating UNESCO’s relevance to both developing and developed countries.

Examples of major achievements and challenges in carrying out each of UNESCO’s five functions		
Laboratory of ideas	Achievements:	<ul style="list-style-type: none"> • Stakeholders have access to cutting-edge research and publications on innovative approaches to education and cross-cutting issues such as peace education; gender equality; human rights, intercultural and citizenship education; ESD; ICTs in education; work and entrepreneurship education • Decision-makers have better understanding of education issues and ways to address them (e.g. knowledge on factors determining success in primary schooling in Latin America and the Caribbean increased through Latin American Laboratory for Assessment of the Quality of Education and its Second Regional Comparative and Explanatory Study (SERCE)
	Challenges:	<ul style="list-style-type: none"> • Ensuring that research feeds into policy-making
Standard setter	Achievements:	<ul style="list-style-type: none"> • Right to education in Member States promoted and better monitored through advocacy, support to the development of coherent and systematic measures for implementing conventions, and development or review of national legislation and policies • Progress made towards better implementation of the UNESCO/ILO Recommendations concerning the Status of Teachers following enhanced monitoring and publication of joint UNESCO/ILO studies • Recognition of higher education qualifications improved through support to the African Union to revise the Arusha Convention and endorsement of the final draft of the revised 1983 Asia-Pacific Regional Convention on Recognition of Higher Education Qualifications

	Challenges:	<ul style="list-style-type: none"> • Developing Member States' capacity to monitor and report on the implementation of the education-related conventions • Reflecting States' obligations in national legal systems and education policies, strategies and programmes
Clearing house	Achievements:	<ul style="list-style-type: none"> • Policy-makers have easier access to different education simulation models through UNESCO-established Inter-agency Network on Education Simulation Models (INESM) • Curriculum developers benefit from sharing of best practices through communities of practice (IBE) • Flagship reports such as the Global Report on Adult Learning and Education (GRALE) • Wider public has better access to information through education websites on various themes (ESD, ICTs in education, HIV/AIDS education, etc.)
	Challenges:	<ul style="list-style-type: none"> • Work towards consolidating the different clearing houses (websites, databases, knowledge portals) is still required to prevent duplication and increase synergies and coherence
Capacity-builder in Member States	Achievements:	<ul style="list-style-type: none"> • National capacities to monitor EFA improved as demonstrated by the completion of regional mid-Decade assessments and reviews in Asia-Pacific and Arab States • Progress made towards identification of common approaches to capacity development in educational planning and management • National educational planners and managers benefited from advanced training and professional development opportunities offered by IIEP • Capacity in all educational subsectors developed, e.g. in literacy, with support to 20 LIFE countries to conduct in-depth situation analyses and development or review of national action plans and policies in 12 LIFE countries
	Challenges:	<ul style="list-style-type: none"> • Translation of common capacity-development approaches in planning into user-friendly tools will continue in 2010 • Ensuring sustainability and effectiveness of all capacity-building activities requires careful planning and monitoring
Catalyst for international cooperation	Achievements:	<ul style="list-style-type: none"> • Education specialists, policy-makers and development partners brought together in four world conferences in education to engage in policy dialogue and set the agenda for future cooperation in inclusive education, adult learning, higher education and education for sustainable development • South-South Cooperation Fund in education established
	Challenges:	<ul style="list-style-type: none"> • Translating recommendations and declarations into concrete follow-up action and shared responsibilities

MAJOR PROGRAMME II – NATURAL SCIENCES

Major trends and developments

14. During the 2008-2009 biennium, measures addressing the recommendations of the Overall Review Committee for Major Programmes II and III were implemented as the initial phase of a process that would extend through the entire period of the Medium-Term Strategy (2008-2013). MP II reduced the number of its activities, focused on a few select priority areas consistent with the 34 C/5 programme priorities, and set in motion the phasing out of marginal downstream activities. Concurrently, emphasis was placed on upstream work and advocacy in all areas of intervention. Programme actions were mainly directed towards providing policy advice, building related institutional and human capacities, enhancing data collection and analysis, organizing, applying and sharing scientific knowledge, and promoting best practices in a way that helps member countries as well as partners work more effectively towards sustainable development.

15. Special attention was given to responding to the needs of Africa, notably through support provided to the implementation of the recommendations of the African Union on science and technology for development (Addis Ababa Summit), and to promoting gender equality, both through a gender mainstreaming approach and through gender-specific actions. With reference to SIDS and indigenous peoples, focus has been increasingly placed on enhancing science policy development through exploration of local strategies and knowledge on climate change, biodiversity management, and educational processes.

16. A major feature of programme implementation was also the stepping up of efforts to mobilize STI in support of the national development objectives set out in United Nations common country programmes (UNDAFs), and more particularly in the framework of the “Delivering as One” approach at the country level. At the regional and global level, the main thrust of programme interventions was on foresight, policy dialogue and normative action to address new and emerging challenges.

17. Overall, sound progress was achieved in the pursuit of Strategic Programme Objectives (SPO) 3, 4 and 5, with highlights being the launch of the third United Nations World Water Development Report (WWDR-3), UNESCO’s lead role, together with UNEP, in the start-up phase of the Regular Process for global reporting and assessment of the state of the marine environment, progress in addressing adaptation to global climate change under the intergovernmental and international scientific programmes (IHP, IOC, MAB, IGCP), the launches of the International Year of Planet Earth (IYPE, 2008) and of the International Year of Astronomy (IYA, 2009), the World Science Forum – Budapest+10, and the provision of science, technology and innovation policy advisory services to many countries, notably in Africa.

Biennial sectoral priority 1: Promoting research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation

MLA 1: Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses

Achievements

- Knowledge base relating to the impacts of global change on river basins and aquifer systems enhanced in all regions.
- IHP HELP seminars on governance responses to climate change organized in three regions.

- The International Conference on Groundwater and Climate (Kampala) contributed to improved understanding of the impact of climate and development on groundwater in Africa.
- The International Conference on Water Scarcity, Global Changes and Groundwater Management Responses (California), convened by UNESCO and the University of California Irvine, issued the Irvine Action Framework indicating key actions needed to address the water-energy-food crises, with emphasis on governance, education, capacity development and groundwater management.
- Lead role entrusted to UNESCO for the water-related adaptation component of the United Nations joint initiative on the China Climate Change Partnership Framework.
- Experimental drought monitor for Africa tested and validated by African users under NEPAD/AMCOW.
- An international conference on integrated water resources management, organized in partnership with key South African institutions, created a platform for developing country practitioners to share experiences and provided an opportunity for dialogue between developing countries' experiences and the developed world as well as donors on the latest lessons and implementation experiences that can shape new concepts or require existing ones to be adopted.
- Integrated Water Resources Management (IWRM) Guidelines at River Basin Level, developed in collaboration with the Government of Japan and other partners, and widely distributed.
- International Sediment Initiative (ISI) global information resource portal and data exchange centre launched by IRTCES, together with the publication of an IHP technical series on erosion, transport and deposition of sediments.
- UNESCO's capacity-building efforts in water sciences in Member States enhanced with the admission of six new centres to the network of water-related category 2 centres under the auspices of UNESCO.
- Five regional workshops on strengthening water education discussed regional strategies and formulated recommendations to enable effective water education at all educational levels.
- Training of trainers workshop on urban water governance conducted at the Fourth World Urban Forum and new approach to foster "green" urban water management developed.
- IHP Water Quality Expert Group established to identify strategies to prevent and control water pollution.
- Capacity-building efforts of developing countries and countries in transition in the fields of water, environment and infrastructure supported through UNESCO-IHE postgraduate and tailor-made training programmes and through applied research focusing on MDG-related topics: four fully accredited 18-months Masters' Programmes offered by UNESCO-IHE, with 190 students graduating in 2008 and 156 in 2009; more than 100 Ph.D. fellows registered at UNESCO-IHE at the end of the 2008-2009 biennium, of which 18 graduated during the period; some 1,300 professionals trained in short courses; and over 500 scientific publications produced, of which a growing percentage (about 50%) in peer-reviewed scientific journals.

- Conclusion of a new cooperation agreement between UNESCO and the Government of the Netherlands, with increased core funding to maintain the UNESCO-IHE Institute for Water Education as a category 1 institute until the end of 2013 for the continued training and re-training of water science specialists from developing countries.
- UNESCO-IHP assistance acknowledged by the 63rd session of the United Nations General Assembly (Resolution A/RES/63/124 on the Law of Transboundary Aquifers) for the valuable scientific and technical assistance rendered to the International Law Commission, thus providing the basis for the elaboration of a convention.
- UNESCO's commitment and leadership role in promoting science, education and capacity-building to address global water challenges reasserted at the Fifth World Water Forum, notably through the launch of the third edition of the United Nations World Water Development Report (WWDR) by the Director-General and the co-coordination of Theme 6 of the Report: Education, Knowledge and Capacity Development.
- Capacities in ecosystem management strengthened through ERAIFT, with 25 African specialists from nine countries trained in integrated land and resources management, and through 20 MAB Young Scientists Research Awards to researchers from 17 countries (of note, women represent three-quarters of award-winners).
- Financial sustainability of ERAIFT for 2009-2013 secured through agreements with the EC and steps for the launch of a similar institute in West Africa initiated, thus enhancing the prospects for increased numbers of trained personnel for forest conservation and management in Africa.
- New educational kits on drylands as well as policy briefs on biodiversity and related issues enhanced awareness related to these issues and advanced the work of conventions (UNCCD and CBD).
- Phase two of the project on Sustainable Management of Marginal Drylands initiated.
- Two category 2 centres on Karst landscapes and space technology for cultural and natural heritage set up in China.
- IYPE and IYA raised awareness of the importance of Earth sciences and astronomy and gave new impetus to efforts to increase interest in science education and enrolments in science programmes, as exemplified by the UNESCO Earth Sciences Education Initiative for Africa.
- UNESCO-space agencies Open Initiative significantly expanded, with the number of national space agencies contributing exceeding 20.
- Enhanced cooperation and coordination of biosphere reserves with existing international programmes and initiatives, and increased use of the WNBR as experimental spaces and learning sites for sustainable development (under the framework of the UNDES D), in line with the recommendations of the Madrid Action Plan.
- New network of coastal and small island biosphere reserves, focusing on climate change and sustainable development, launched under the auspices of Spain and the Republic of Korea.
- Significant financial resources attracted by MAB and IGCP for national ecosystem and natural resources management in the Delivering as One countries, particularly Rwanda and United Republic of Tanzania.

- South-South cooperation agreement on humid tropics ecosystems supported, linking the UNESCO Chair for Sustainable Development in the Federal University of Pará (Belém, Brazil), ERAIFT and the Indonesian MAB National Committee.

Challenges and lessons learned

- Increasingly complex in-house publication procedures, leading to publication delays and increased costs.
- Need for improved media coverage of major publications such as the WWDR.
- Lack of competitiveness and gender balance in the job market for water management professionals.
- Shortage of both infrastructure and trained human resources available to accomplish the water-related MDG targets, in many Member States.
- Information and awareness-raising about brain drain to more well-paying fields
- Enormous power of International Years to galvanize interest and support in international science and science education and UNESCO's role in these.

MLA 2: Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services.

Achievements

- Three-year start-up phase of the Regular Process for Global Assessment of the Marine Environment including socio-economic aspects (Res. UNGA 60/30) jointly conducted with UNEP and concluded with the launch of the “Assessment of Assessments” (AoA) report and its Summary for Decision-Makers (SDM) on 31 August 2009 during the meeting of the Ad Hoc Working Group of the Whole (United Nations headquarters, New York).
- Important contributions made to various global and national assessment and monitoring reports supporting scientific understanding and management of the oceans.
- Immediate gaps in satellite coverage addressed thanks to Member States' cooperation.
- Policy-relevant information on impacts of climate change on marine ecosystems and coastal zones contributed by UNESCO/IOC through a major science meeting, the second “Ocean in a High CO₂ World” symposium (Monaco, October 2008).
- Support provided to African Ministers within the framework of the African Ministerial Conference on the Environment (AMCEN) for developing a shared vision for future climate change agreements that incorporates both scientific evidence and political consensus, and for their participation in UNFCCC COP-15.
- Knowledge translation interventions tailored for vulnerable coastal communities implemented, notably through a GEF-funded project on Adaptation to Climate Change in Coastal Zones benefiting five neighbouring coastal countries in West Africa and jointly led with UNDP.

Challenges and lessons learned

- Lack of basic infrastructure in programme locations in many developing countries.
- Decline in national contributions to the Global Ocean Observing System (GOOS) that provides essential data for climate modellers, with the possible outcome that initial targets and goals may not be reached; it is critical to revitalize multilateral engagement in support of global ocean observations.

MLA 3: Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems

Achievements

- Indian Ocean and Pacific Ocean tsunami early warning systems coordinated and consolidated: Tsunami National Warning Centres operational in the Indian Ocean, in Australia, India, Indonesia, Malaysia and Thailand.
- Development of similar early warning systems for tsunami and other ocean-related hazards expanded to the West coast of Africa, the South Pacific, the Mediterranean Sea, the North-East Atlantic and the Caribbean.
- Interim regional tsunami advisory services provided for the Caribbean and the Indian Ocean which are scheduled to have in place regional warning centres by 2010-2011.
- Networking and partnerships on the assessment of natural hazards and on risk reduction approaches promoted in the context of the International Strategy for Disaster Reduction (ISDR).
- Support provided to knowledge-sharing among earthquake specialists and to capacity-building for earthquake risk reduction through specialized workshops in the Mediterranean and South Asia regions as well as through the recently established International Platform for Reducing Earthquake Disasters (IPRED).
- The First World Landslide Forum, co-organized by UNESCO, raised attention on a global scale for landslide risk reduction.
- Advocacy work carried out for the integration of disaster risk reduction into educational programmes in countries vulnerable to natural hazards and for the safe construction and retrofitting of school buildings to withstand natural hazards.
- Active participation in the process of preparation and launch of the first Global Assessment Report on Disaster Risk Reduction (GAR), a collaborative biennial effort undertaken by ISDR system partners to guide policy formulation.

Challenges and lessons learned

- Continuous support for a small, efficient yet dispersed secretariat needed to develop and maintain regional stakeholder and local community buy-in in tsunami mitigation programmes.
- Further collaboration deemed desirable between Headquarters and field offices to increase regional and national capacity development, and also between MPs I and II to enable the mainstreaming of disaster risk reduction into education systems.

- Partnerships with authoritative regional institutions are critical for strengthening regional networks and capacity for disaster risk reduction, but extrabudgetary fundraising to foster such partnerships remains a challenge.

Biennial sectoral priority 2: Strengthening national and regional research and innovation systems, capacity-building, the use of technologies and scientific networking, and encouraging the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication.

MLA 4: Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering

Achievements

- Twenty two Member States (seventeen in Africa and five in Europe) supported in STI policy formulation, implementation and monitoring¹ and related capacities enhanced.
- A UNESCO workshop under the umbrella of the One United Nations Programme in Rwanda identified achievements and gaps concerning STI and its contribution to the MDGs in Rwanda and formulated recommendations that will guide the Government to re-programme national S&T activities under the UNDAF in support of national development strategies.
- First field research project under the Climate Frontlines project documenting local climate change observations and adaptation strategies initiated.
- Dialogue fostered among diverse stakeholders in the Arctic (from indigenous peoples to scientists and policy-makers) by the international expert meeting on Sustainable Development of the Arctic in the Face of Global Climate Change (Monaco).
- Participatory governance of S&T systems promoted through two regional forums of scientists, parliamentarians and civil servants (Brazzaville and Mombasa), resulting in the creation of a network of parliamentarians, the Eastern Africa Parliament for Science and Technology for Development Network, as a means to secure the leverage of parliamentarians in mobilizing STI for development.
- Regional Plan of Action for Science and Technology for the Arab States elaborated in partnership with ALECSO.
- Member States supported in their efforts to improve their statistical and analytical capacities through regional workshops in Africa (Botswana, Kenya), South-East Asia (Cambodia) and the Arab States (Egypt) (in cooperation with UIS).
- Capacities built for the development, management and governance of S&T parks through two national training workshops (Algeria and South Africa) and an international training workshop (Republic of Korea), in collaboration with the International Association of Science Parks.
- Three pilot projects launched in Egypt, Kenya and Indonesia to build capacity for promoting science-industry partnerships.

¹ Including two Delivering as One countries: proposals formulated by UNESCO for the reform of the entire science sector in the United Republic of Tanzania were endorsed by the Government and integrated into the One UN Programme; STI system of Albania was reformed and a new STI Strategy for 2009-2015 adopted.

- Multistakeholder reflection and dialogue on STI policies and strategies promoted and enhanced, notably on the occasions of the World Science Forum – Budapest+10 and the World Science Day for Peace and Development.
- South-South cooperation supported through the G77+China Ministerial Round Table on “Structure, Organization and Funding of Scientific Research: the Role of the State”.
- ICGEB-TWAS-UNESCO/IBSP Joint Project in Basic Molecular Biology launched to increase capacities in cutting-edge molecular biology and genomics on problems of general relevance to developing countries and to stimulate South-South and North-South-South cooperation in research.
- SESAME building officially handed over to the Centre in a “soft” inauguration in the presence of the Director-General, and first step towards the installation and testing of the unique research facilities of the Centre with the installation of the microtron.
- Fourth Frontiers of Chemical Sciences meeting on science and education with a concomitant focus on science for peace hosted by SESAME was attended by scientists from 13 Middle Eastern countries and other nations, including seven Nobel laureates.
- UNESCO life sciences programmes recognized as the foundation for capacity-building in health-related professions at the Global Ministerial Forum on Research for Health in Bamako (co-organized in partnership with WHO, the World Bank and other partners), the outcome of which was a call for action on research needs underpinning health.
- Access to scientific data under the CERN/IBSP partnership for the establishment and networking of electronic libraries and repositories for African universities and scientific institutes improved through training.
- Education in physics and mathematics improved at national level through training activities undertaken in collaboration with regional networks, including ICPAM-CIMPA, ICTP, ICMI-IMU and IUPAP, and publication of the second edition of the Active Learning in Optics and Photonics Training Manual.
- Knowledge-sharing in renewable energy reinforced in Asia through lectures broadcast to regional universities and specialized research networks.
- Development of regional/national renewable energy policies promoted through four regional/national expert meetings in Africa and the Arab States.
- One Member State, the Comoros, supported for the development of a national renewable energy policy.
- Support provided to the 2008 World Engineers’ Convention.
- International workshop on Innovation for Development organized in partnership with OECD.
- Policy work relating to research and innovation for development and engineering education carried out with the UNESCO Chair on Problem-Based Learning in Engineering.
- Chair on Research Management and Innovation Systems established at Lund University, Sweden.

Challenges and lessons learned

- Requests for STI policy assistance largely exceed the resources available for this purpose within UNESCO; determined efforts are needed to secure more external funding to complement regular programme resources.
- The success of the conference, "Sustainable Development of the Arctic in the Face of Global Climate Change" belied the challenge of the underlying geopolitics. The event's main lesson learned was its unifying intersectoral capacity and the growing recognition of the global implications of changes anticipated in the Arctic region, giving UNESCO a clear mandate for work in this area, bringing to bear all its fields of competence.

Addressing the needs of Africa

Achievements

- UNESCO Action Plan developed and implemented in response to the AU action platform for science and technology, in full consultation with major stakeholders, thus facilitating a participatory process.
- Policy advice provided to 17 Member States out of 22 which have submitted formal requests to UNESCO through their governments to assist them in carrying out national science policy reviews or formulation.
- More than 100 policy-makers trained in S&T policy formulation, including in the use of S&T indicators.
- More than 50 parliamentarians introduced to the issues of STI policy legislation in training sessions conducted both in the continent and at the International Centre for South-South Cooperation in Kuala Lumpur.
- Decision to create a network of science parliamentary committees adopted.
- Elaboration of an African S&T indicators facility supported through capacity-building, in cooperation with UIS.
- UNESCO-OECD-IDRC international workshop on "Innovation for development: Converting knowledge to value" examined the role of innovation in development and the ways in which knowledge and R&D, especially in science, engineering and technology, contribute to innovation, with particular reference to social and economic development addressing basic needs and the MDGs, notably in Africa and LDCs.
- Conference of Vice-Chancellors, Provosts, Deans of Science Engineering and Technology (COVIDSET 2009) on the theme "Science, Engineering and Technology Research and Deployment for Development in Africa" (Kampala) supported jointly with ANSTI.
- Regional project on "Engineering Needs and Numbers in Africa" initiated to help develop indicators and policy regarding more precise needs for engineering in the Southern African Development Community (SADC).
- Development of a UNESCO toolkit on "Asset Management in Engineering".
- Nine advanced workshops organized in collaboration with specialized partners in life sciences and biotechnology.

- International Brain Research Organization (IBRO), with support from UNESCO, conducted capacity-building activities in six African countries in areas such as neurodegenerative diseases and behavioural neuroscience, as part of a programme to build capacity in the neurosciences in Africa.
- Advanced Training School programme on the molecular and cellular basis of infection, in partnership with the International Union of Biochemistry and Molecular Biology (IUBMB), the International Centre for Genetic Engineering and Biotechnology (ICGEB) and UNCTAD, reinforced capacity in biochemistry and molecular biology (Cape Town).
- Practical science education promoted through five microscience workshops in several countries in Africa, and adaptation of UNESCO microscience teaching and learning materials to suit national needs.
- Regional workshops on leadership, proposal-writing and team-building organized in coordination with regional subsidiary bodies (IOCEA – Central Eastern Atlantic Ocean Region; IOCWIO – Western Indian Ocean Region, and IOCINDIO – Central Indian Ocean Region) for scientists and directors of national marine science institutes.
- Training conducted in the use of decision support tools for coastal management, resulting in seven projects implemented in IOCWIO, one of which is an EU-funded project in the United Republic of Tanzania addressing sustainable coastal livelihoods through participatory management.
- Training aimed at inundation mapping and natural disasters risk assessment and management provided in IOCWIO through COAST-MAP-IO.
- Support to African ministers and negotiators in preparation for UNFCCC COP-15, including expert advice and coordination of a team of African experts at COP-15.
- Four-year project on Adaptation to Climate Change in Coastal Areas of West Africa (ACCC) initiated with training of experts in mangrove and dune restoration and in climate change in coastal zones in the five participating countries, contributing to better understanding and management of shoreline change induced by climate variability.
- Network concerned with “Harmful Algae in North Africa” initiated, and training conducted in marine biotoxins.
- Network of National Oceanographic Data and Information Centres strengthened with 40 institutions from 25 countries, African Marine Atlas developed, training on OceanDocs African e-repository conducted, as part of the ODINAFRICA project under the IODE programme.
- Development of the African Sea Level Network included establishment of 15 stations, also contributing to the Global Ocean Observing System in Africa (GOOS-AFRICA) which supports international networks such as GEO, and GCOS for Climate Change.
- Coordination of the Indian Ocean Tsunami Warning and Mitigation System, involving countries from IOCWIO, through inundation modelling, implementation and testing of tsunami warning and emergency response systems, and seismic monitoring implementation.
- Three field projects on youth and HIV/AIDS in SIDS completed under the Youth Visioning programme in the following countries: Guinea-Bissau, Madagascar, United Republic of Tanzania (Zanzibar), with support from UNAIDS-UBW.

- Concept note drafted and shared with ICHARM for regional project: “Enhancing the resilience of sub-Saharan African countries against hydro-climate disasters”.
- Preparation of methodologies and guidelines for flood-mapping in West Africa, in collaboration with AGRHYMET.
- Experimental drought monitor on Africa developed to provide near-real-time monitoring of land surface hydrological conditions based on modelling, supported by observations.
- Results of remote sensing capacity-building projects in TIGER compiled, reviewed and edited for publication, serving as a showcase of how satellite information can help in water management in Africa.
- Research network of hydrogeologists of volcanic areas in three countries of East Africa strengthened.
- Development of case studies, best practices and recommendations, and enhancement of South-South and North-South-South networking and cooperation through: the Second African Regional Meeting of the IHP National Committees (South Africa); the Third International Conference on Managing Shared Aquifer Resources in Africa (Libyan Arab Jamahiriya); the International Conference on Groundwater and Climate Change (Uganda); the UNESCO Regional Workshop on Water Education in Africa (Sudan); geophysics and field work in the Kenya Rift Valley; groundwater management (Benin); water-related programmes at the Kenya Water Institute; Water and Climate Risk Management: Managing Hydroclimatic Risk in the Water Sector (Ethiopia); and Water and Sanitation (Ghana).
- Regional and national expert meetings organized in Togo and Guinea to share experiences and best practices on the use and application of solar energy systems in Africa, benefiting 55 participants.
- First session of the African annual summer school on solar energy held in Mali, benefiting 20 participants.
- Development of national renewable energy policies and strengthening of related capacities promoted through the organization of national workshops in Nigeria and Niger.
- Renewable energy policy for the Comoros finalized.
- Pilot project on the use of renewable energy sources for development implemented in Zanzibar.
- African Congress on Biotechnology, jointly organized with the Libyan Biotechnology Research Centre (Tripoli, Libyan Arab Jamahiriya), promoted links and networking in biotechnology in Africa and addressed capacity-building needs of the region.
- Special issue of the *Asian Biotechnology and Development Review* entitled: Biotechnology in Africa published with UNESCO support.
- ERAIFT trained 25 Africans specialists at MA and Ph.D. levels and secured funding for its operations up to 2013 with a grant in the amount of €4.22 million from EC.

Challenges and lessons learned

- Need to keep parliamentarians engaged in STI issues, which will require recurrent information sessions due to turnover of personnel and conflicting priorities between ministries.
- Similar awareness-raising also planned in the next biennium in relation to African coastal zone management.
- Decline in science education enrolments is a serious concern, hence the proposal for two new initiatives for Africa, both dependent upon extrabudgetary funding, one in Earth science education and one in engineering education.
- IOC intends to address the paucity of data in Africa through simple techniques of collecting adequate data.
- IHP intends to address the scarce funding for water management by forging new partnerships and developing existing ones.
- “Strengthening African Science” will be granted a flagship status for extrabudgetary funding in the next biennium.

Promoting gender equality

Achievements

- Fifteen international UNESCO-L'Oréal Fellowships awarded yearly to doctoral and post-doctoral women to allow them to pursue their research in host laboratories outside their home countries.
- The L'Oréal-UNESCO Awards for Women in Science recognized outstanding women researchers who have contributed to scientific progress and provided them with the means to pursue their engagement.
- Training Manual on Gender and Climate Change.
- Increased enrolment of women in UNESCO-IHE courses.
- Increased participation of women in all training activities in the sciences.

Intersectoral platforms: Science education

Achievements

- Identification of priority science education needs under way in the regions through consultations, workshops, regional expert meetings, and via review of literature and major reports.
- Activities addressing policy guidance issues and capacity-building in science and technology education carried out (e.g. Earth Science Education for Africa), as well as activities concerned with the promotion of basic sciences and engineering, ecological sciences, ethics education and science journalism.
- Conflict and post-conflict environments.

Intersectoral platform: contribution to the implementation of the Mauritius Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

Achievements

- New edition of the *Sandwatch* manual developed, focusing on practical field exercises demonstrating climate change impacts, adaptation and sustainable development options in coastal areas.
- First meeting on climate change-related migration organized for the SIDS of the Pacific by the Asia-Pacific Migration Research Network, jointly with UNESCO.
- Twenty field projects on youth and HIV/AIDS in SIDS completed with support from UNAIDS-UBW under the Youth Visioning programme.
- Technical assistance provided to the Mauritius with respect to sustainable development policies and practices, in the context of *Maurice Île Durable*.
- Intersectoral approach to education for sustainable development (ESD) in the Pacific, developed with emphasis on strengthening curriculum relevance in SIDS, endorsed by the Pacific Education Ministers; work on ESD mapping initiated.
- New World Heritage sites in SIDS Member States inscribed or nominated during the current biennium, and Intangible Heritage Convention ratified by several SIDS.
- Training events to strengthen scientific understanding of climate processes among media professionals held in SIDS, including training of 40 journalists in the Pacific.

Intersectoral platform: UNESCO action to address climate change

Achievements

- Emerging collaboration on a Global Framework for Climate Services supported jointly with WMO as co-conveners of the United Nations cross-cutting area on knowledge base and presented at UNFCCC COP-15.
- Mitigation of and adaptation to climate change promoted through enhanced education and public awareness, including the first UNESCO International Seminar on Climate Change Education held in close collaboration with the ISPs on SIDS and ESD, through support from Denmark.
- Significant progress made in assessing UNESCO's greenhouse gas emissions and evaluating options for emission reductions and offsets.

Challenges and lessons learned

- Climate change will be granted flagship status for extrabudgetary funding in the next biennium to overcome the challenge of the limited resources available for the operations of the platform.
- Climate change work at the international level is embedded in UNFCCC processes that are sometimes very complex.

Resources

18. In managing for results, Major Programme II made use of the following:

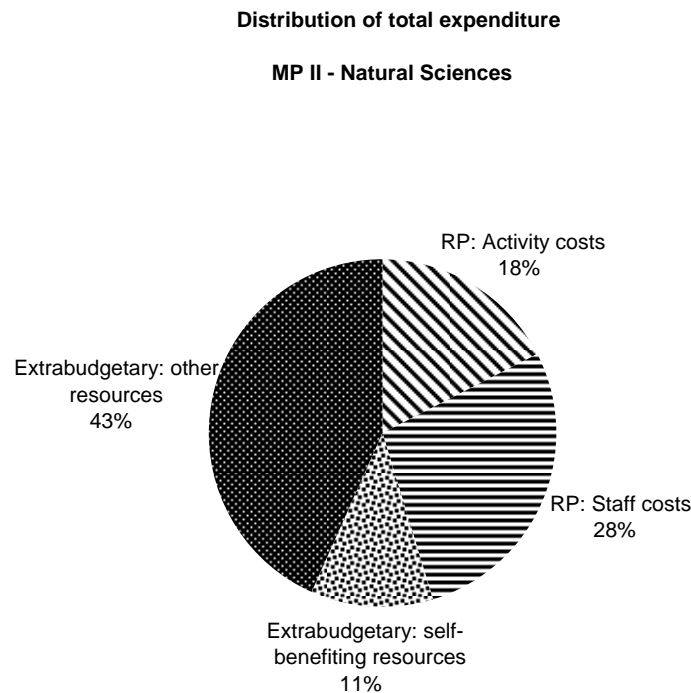
- **Regular programme budget: \$58,496,000**

- Activity costs: \$22,773,000
- Staff costs: \$35,723,000

Staff establishment: 167 regular posts, including 113 professionals, 11 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$70,872,000**

- Self-benefiting extra-budgetary resources: \$14,797,000
- Other extrabudgetary resources: \$56,075,000



Conclusions and lessons for the future

19. In conclusion, sound progress was made towards achieving MP II strategic objectives during this first biennium. Under SPO 3, “Leveraging scientific knowledge for the benefit of the environment and the management of natural resources”, all expected outcomes, including the global monitoring reports on the state of freshwater and of the oceans, are on track. Under SPO 4, “Fostering policies and capacity-building in science, technology and innovation”, several Member States have been assisted with STI policy and with renewable and alternative energy policy, particularly in the Africa region, while global monitoring of S&T capacities is on track. With regard to renewable energy, given the very limited resources available for this programme, including in terms of workforce, activities in this area have been redirected to concentrate on policy work (global policy dialogue, policy formulation and related capacity-building) to achieve maximum

impact. Additionally, IBSP activities were streamlined and focus now on a limited number of priority actions undertaken on a cost-sharing basis with partners such as IAEA, IBRO, ICGEB, ICTP, TWAS and national institutions participating in the IBSP projects. Finally, under Strategic Programme Objective 5, “Contributing to disaster preparedness and mitigation”, excellent progress has been made in relation to tsunami early warning systems, while the recent devastating earthquake in Haiti demonstrates how relevant IPRED is, along with the need to expand the regions it covers. UNESCO continued also to play its part in the implementation of the Hyogo Framework for Action on Disaster Resilience (2005-2015), with emphasis on raising awareness and advocating for consideration of school safety and disaster risk reduction integration as part of school curriculum in disaster-prone countries.

MP II – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions		
Laboratory of ideas	Achievements:	<ul style="list-style-type: none"> • Raising awareness of civil society and policy-makers on innovative issues such as transboundary water issues, and integrating cultural diversity in Integrated Water Resources Management (IWRM). • Deepening the understanding of the likely impacts of global changes and resulting adaptation options in river basin and aquifer systems, including coordination across IHP Programmes on developing such strategies. • Articulation of the concept of biosphere reserves as learning laboratories for sustainable development as part of the Madrid Action Plan for Biosphere Reserves (2008-2013). • The World Science Forum (Budapest + 10) focused on “Knowledge and Future” with reference to the critical role of science regarding the formation of our future. The Forum not only marked the tenth anniversary of the first World Conference on Science, organized in partnership with the Hungarian Academy of Sciences and the Hungarian Government and ICSU to promote the quality of the dialogue on the new roles and challenges of scientific knowledge, but also looked forward to give a strategic vision of the future of science in the global society of the twenty-first century. A “retrospective” plenary surveyed the achievements both in the field of science and that of science policy since the 1999 World Conference on Science. The “moving forward” plenary looked into the long-term prospects of science and concurrent policy challenges during the coming years. In both sessions, leading scientists (including Nobel Laureate scientists), science policy-makers and decision-makers from all over the world delivered the keynote lectures.
	Challenges:	<ul style="list-style-type: none"> • In the area of water, a main challenge is the necessary focus on targeted information to improve understanding, measurement, simulation, and management of data
Standard-setter	Achievements:	<ul style="list-style-type: none"> • The IOC twenty-fifth Assembly adopted the TEOS-10 formulation of the Thermodynamics and Equation of State of Seawater to replace the existing EOS-80 UNESCO standard. The conductivity method, or “Practical Salinity Scale”, has been used by marine scientists since 1978. UNESCO incorporated the scale

		<p>into the 1980 equations for calculating the density of seawater. Now, a more accurate way of identifying “Absolute Salinity” has been devised and incorporated into a Thermodynamic Equation of Seawater. The new equation is set to become the next oceanographic standard as of 2010, after becoming an industrial standard in 2009 for building seawater desalination plants. The thermodynamic equation will also make climate models even more accurate than at present.</p> <ul style="list-style-type: none"> • UNESCO-IHP advisory role for the elaboration of the Law of Transboundary Aquifers adopted by the 63rd General Assembly of the United Nations in December 2008 acknowledged in Resolution A/RES/63/124 on the Law of Transboundary Aquifers: scientific and technical assistance rendered to the International Law Commission provided the basis for the elaboration of the convention. • Integrated Water Resources Management (IWRM) Guidelines at River Basin Level produced as a contribution towards the World Water Assessment Programme (WWAP). The principles and concepts of IWRM have been widely recognized, but the implementation of IWRM is not satisfactorily progressing in many basins. The Guidelines should be seen as an instruction manual that synthesizes practical methodologies for IWRM to help implement IWRM at the river basin level. • Substantive inputs provided to global conventions dealing with biodiversity, climate change and desertification, and active participation in current United Nations dialogues concerning the establishment of an Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES).
	Challenges:	<ul style="list-style-type: none"> • With regard to IWRM, main challenges are the receptiveness of diverse water sectors concerned and the optimization of the impact of the initiative with regard to reaching the media and government actors.
Clearing house	Achievements:	<ul style="list-style-type: none"> • Thirty-two ministers as well other national delegations and participants from multilateral organizations attended the first Ministerial Round Table on Oceans, during the 35th session of the UNESCO General Conference, to discuss and highlight the vital role of oceans in understanding climate change, in providing ecological services to human well-being, notably coastal communities, as well as the role of UNESCO IOC in supporting global governance of the oceans. • World Water Development Report (WWDR), a flagship product of UN-Water, prepared by the UNESCO-led and hosted WWAP. • Groundwater Resources Map of the World (1:25 000 000) published under the World-wide Hydrogeological Mapping and Assessment Programme (WHYMAP). • Compendium of the major floods around the world with a

		<p>focus on their magnitude, meteorological causes and socio-economic impact developed by the International Flood Initiative (IFI), in cooperation with IAHS.</p> <ul style="list-style-type: none"> • Partnership with Nature Publishing Group pursued on “Nature Education”, a free-of-charge online facility of quality science learning resources. • <i>Atlas of Great Apes</i> issued in French-language version. • Launch of the Internet forum: “On the Frontlines of Climate Change: A global forum for indigenous peoples, small islands and vulnerable communities”. The Climate Frontlines forum explores the climate change experiences of communities living in small islands, the circumpolar Arctic, high-altitude zones, desert margins and other vulnerable environments. The Frontlines Forum builds upon the success of the Small Islands Voice global Internet forum, which engaged people interested in small island issues in an online debate, reached more than 50,000 people worldwide over a period of six years, and connected islanders from the Caribbean and the Atlantic, Indian and Pacific Oceans. • Sandwatch is a grassroots network of schools and community groups working together to monitor and conserve local beach and nearshore environments and to build resilience to climate change. Sandwatch contributes to UNDESD, providing a practical “hands-on” approach for integrating the values inherent to sustainable development into all aspects of learning. Sandwatch groups in the Caribbean Sea, Indian Ocean, Pacific Ocean, Africa, and other regions share their experiences and data through the Sandwatch website or through <i>The Sandwatcher</i>, which is published several times a year in English, Spanish and French language editions. A Sandwatch climate change database, presently under design, is intended to provide an inventory of beach data against which climate change impacts can be assessed from 2010 onwards.
	<p>Challenges:</p>	<ul style="list-style-type: none"> • The main challenge with respect to the World Water Development Report is the optimization of its impact by reaching the media in order to enhance the dissemination and awareness of its findings.
<p>Capacity builder in Member States</p>	<p>Achievements:</p>	<ul style="list-style-type: none"> • UNESCO-IOC capacity-development efforts reach all strata of society, from directors of marine science institutes to tsunami-prone communities in SIDS. IOC programmes are implemented in all developing regions, with special emphasis on Africa and SIDS when so applicable. Capacity-development initiatives include: training workshops in fundraising and decision support tools; robust networking and the training of data and information managers, with a long-term commitment through ODINAFRICA; training of scientists in identifying threats from harmful algal incidents; monitoring of sea level for routine and long-term climate change studies and for identifying ocean-based hazards; and training of institutions and civil society in monitoring, informing, or

		<p>acting on warnings from tsunami service-providers.</p> <ul style="list-style-type: none"> • The thrust of UNESCO-IHP capacity-building interventions is on IWRM and groundwater; water and global change, including climate risk management; erosion and sediment management; water and sanitation; rainwater harvesting; conflict resolution and transboundary water management; sustainable urban water management; and water quality. • Water education capacities of 1,518 teachers and facilitators of 7 Member States enhanced via training under the UNESCO-IHP/WET joint programme, “Water and Education for the Americas and the Caribbean”. • UNESCO Tertiary Water Education Grants Programme developed and launched to raise capacities of water professionals in developing countries, to foster related research and to further strengthen the links between UNESCO-IHE and IHP. • ERAIFT trained 25 M.Sc.- and Ph.D.-level African specialists in integrated land and resource management for humid tropical regions. • Within the new strategy of IBSP, focusing on cost-sharing partnerships, Africa and gender issues, launching of a series of advanced courses in the basic sciences in various African countries, in partnership with ICSU Scientific Unions, CERN, ICTP, ICGEB, TWAS and other partner organizations, with emphasis on participation of women scientists. • UNESCO organized the First African Biotechnology Conference (Tripoli, Libyan Arab Jamahiriya) that led to recommendations addressing capacity-building needs of the region. These recommendations for follow-up action were later presented and adopted at the AU’s First African Biotechnology Congress in Nairobi. • Over 1,400 scientists attended ICTP training programmes. • Training and re-training of officials in ministries of S&T in Africa regarding national STI policy review and reformulation.
	<p>Challenges:</p>	<ul style="list-style-type: none"> • A challenge to IOC capacity-development efforts is often the severe lack of basic infrastructure to run programmes on site. • Shortage of trained human resources for water-related MDG targets. Even if funding for infrastructure is available, investments in water infrastructure are often not followed by the needed investments in water education and training.
<p>Catalyst for international cooperation</p>	<p>Achievements:</p>	<ul style="list-style-type: none"> • The implementation of the open ocean module of the Global Ocean Observing System (GOOS) at 61% was reported to the UNFCCC. UNESCO-IOC coordinated the full deployment of the Argo and drifting buoy arrays by the end of 2009. Immediate gaps in satellite coverage have been addressed as well. Putting in place these ocean observing systems required high-quality international cooperation.

		<ul style="list-style-type: none">• Global real-time high resolution rainfall estimates from satellite data developed by G-WADI and CHRS (University of California) with support from NASA and NOAA. Such data is extremely critical for analysis of atmospheric and climatological conditions to produce forecasts and warnings, notably for extreme events (e.g. floods, etc.), and is increasingly being used, particularly in developing countries.• First assessment of Transboundary Rivers, Lakes and Groundwater carried out under the auspices of the UNECE Water Convention, in cooperation with various partners. The assessment aims to inform, guide and stimulate further action by Parties and non-Parties to the Convention to improve the status of transboundary waters.• The International Year of Planet Earth (2008) and the International Year of Astronomy (2009) were both major platforms for international cooperation. Both MAB and IGCP stimulated international events. The International Geopark Conferences were a major success. The Third World Congress for Biosphere Reserves in Madrid brought together, for the first time, more than 250 biosphere reserve managers and coordinators and over 500 scientists, NGO and private sector representatives, from 105 countries.• The “soft” inauguration of SESAME Centre (Allan, Jordan, 3 November 2008) marked the handing over to SESAME of its building, as well as the installation of the “microtron”, the first part of the main SESAME machine. Following an effort supported by UNESCO, Daresbury Laboratory (United Kingdom) donated five beamlines to SESAME. Over 200 scientists from 20 countries benefited from the training programme in the use of synchrotron radiation.• The World Science Fora Series organized biannually in Budapest is a unique endeavour to provide scientists, science policy-makers and political leaders from all over the world with a global platform for discussing vital issues of common interest. Over 400 scientists, political leaders, policy-makers and journalists from more than 90 countries had participated in each Forum. As it is a tradition of the World Science Fora, each Forum attracts several global science events, taking place in its venue in conjunction with the World Science Forum. At the World Science Forum 2009 in Budapest, such events included the annual meeting of the Third World Academy of Science (TWAS), a meeting of science and education ministers of the G77+China, a symposium on human dignity organized by the International Union of Academies, the governing board meetings of the World Academy of Young Scientists, the Israeli-Palestine Science Organization (IPSO) and the International Science, Technology and Innovation Center of the G77+China group, and a meeting of members of parliamentary research, science and education committees.
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	<p>Challenges:</p>	<ul style="list-style-type: none"> • Fifteen years after the first concept of a global ocean observing system was developed, thanks to the successful implementation of major GOOS elements (including sea-ice extent, sea-level and surface primary productivity monitoring from space, complemented by <i>in situ</i> networks of drifting buoys, Argo floats and tide gauges), IOC can now genuinely take claim for a working, sustained global ocean observing system. However, a decreasing level of additional contributions to the global system from national entities is being witnessed, with the potential impact that the initial targets and goals may not be reached. It is therefore critical to revitalize multilateral engagement in support of global ocean observations.
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MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Major trends and developments

20. The impact of the global financial and economic crisis increased the need for social sciences to produce an informed understanding of the complexities of the situation and the changes occurring in local and national settings. The outcome document of the conference of the United Nations General Assembly on the World Financial and Economic Crisis and Its Impact on Development in June 2009 calls for "... independent technical expertise and analysis, which would contribute to informing international action and political decision-making and fostering constructive dialogues and exchanges among policy-makers, academics, institutions and civil society".

21. Mitigating the adverse social impact on people in the most vulnerable situations has therefore become the priority of the MOST Programme, which seeks to advance informed understanding of the local and national settings and to enhance research-policy linkages in the field of social transformations. MOST contributed to fostering policy responses to mitigate the negative social consequences of the financial crisis through a series of high-level fora: first, through a parallel event jointly organized by MOST and the Human Science Research Council of South Africa within the framework of the World Social Science Forum (Bergen, Norway, May 2009); secondly, through the thematic sessions addressing the issue at the Seventh Regional Forum of Ministers of Social Development for Latin America and the Caribbean (Quito, Ecuador, August 2009); and thirdly during the ninth session of the MOST Intergovernmental Council, on 29 September 2009. During these fora, participants analysed national and international policy responses to the financial crisis, outlined policy proposals to stem the worst social effects, and emphasized the importance of continued social protection and social safety nets as well as of human rights-based approaches and cooperation among stakeholders. The ninth session of the Intergovernmental Council of the MOST Programme (September 2009) recommended supporting research networks on the impact of the crisis on the most vulnerable groups in order to provide comparative policy options and to exchange best practices concerning social policy responses. The future MOST Fora of Ministers of Social Development will compare these national responses in the framework of the Social Protection Floor initiative that figures among the nine joint crisis initiatives of the CEB of April 2009. These experiences indicate that it has become ever more pertinent to foster such participative governance, as advocated and sustained by the SHS Sector, with a view to promoting sustainable and effective responses to the crisis.

Biennial sectoral priority 1: Promoting principles, practices and ethical norms relevant for scientific, technological and social development

MLA 1: Promoting the ethics of science and technology, with emphasis on bioethics

Achievements

22. Awareness was raised among policy-makers in Member States, higher education institutions, national research systems, and the wider public on issues related to the ethics of science and technology through:

- UNESCO's International Bioethics Committee (IBC) and Intergovernmental Bioethics Committee (IGBC), which made a significant contribution to raising public awareness through their reflection and debates on human cloning and international governance, and on the principle of social responsibility and health.
- The organization of the sixteenth ordinary session of the International Bioethics Committee (IBC) (Mexico City, November 2009), which focused on finalizing the IBC Report on Social Responsibility and Health, elaborating the principle of respect for human vulnerability and personal integrity, and preparing the IBC Report on Human Cloning and International Governance.
- The expansion of the Global Ethics Observatory (GEObs), which received numerous Internet hits, searches and views, and serves over 1,800 individuals and 500 institutions worldwide.
- The translation of the principles of the Universal Declaration on Bioethics and Human Rights into educational materials through the UNESCO Bioethics Core Curriculum, which is being tested in universities in all regions.
- The work of COMEST, which helped to put the ethical implications of climate change firmly on the international agenda, and developed new concepts that have convinced Member States of the relevance of conducting a study on the desirability of preparing a declaration of ethical principles in relation to climate change, as requested by 35 C/Resolution 36, and has raised awareness with respect to the ethical challenges of nanotechnologies.

23. International cooperation and national institutional capacities in the field of bioethics were enhanced through:

- The establishment of 10 new National Bioethics Committees (Colombia, El Salvador, Gabon, Ghana, Guinea, Jamaica, Madagascar, Malawi, Oman and Togo);
- The organization of the international conference "Joint Action for Capacity-Building in Bioethics" (Mexico City, November 2009), where participants exchanged knowledge and experience on establishing and operating National Bioethics Committees (NBCs) and reflected on ways to improve collaboration in the future.
- Providing support for the establishment of regional networks so as to strengthen cooperation and networking among institutions and researchers on bioethics-related issues.
- The Interagency Committee on Bioethics, whose objective is to enhance the coordination of capacity-building activities among United Nations bodies in the field of bioethics (UNESCO is the permanent secretariat for this Committee).

Challenges/lessons learned

- It is a continuous challenge for UNESCO to identify issues and areas where the formulation of commonly shared ethical principles is feasible, and to develop the appropriate follow-up initiatives.
- Efforts made to better correlate the work of IBC and IGBC through the organization of a joint IBC/IGBC session allowed for constructive interaction, thus enhancing the impact of IBC's work in Member States.
- Effective responses to the range of issues raised by nanotechnologies require strong linkages between ethical approaches and science policies. These linkages are currently inadequate and need to be strengthened.

Biennial sectoral priority 2: Strengthening national and regional research systems in order to provide policy-oriented research on social and ethical issues

MLA 2: Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports

Achievements

- Strengthened the link between social science research and policy-making, so as to address poverty and social policy issues through the organization of Regional Fora of Ministers in Latin America, SADC, ECOWAS, East African Community, Southern Asia and the Arab States region.
- Enhanced evidence-based policy-making through the MOST online tool that allows for comparison of policy-relevant research results from worldwide sources, which not only capitalizes on research results from some 100 research reports produced by the UNESCO Forum on Higher Education, Research and Knowledge, but at the same time has five new thematic collections relating to MOST priority themes: "Research-policy linkages", "Regional integration policies", "Poverty eradication", "Gender equality" and "Prevention of youth violence".
- Strengthened national research systems to provide policy-oriented research on social and ethical issues through the framework agreement with the International Social Science Council (ISSC), 2008-2013, notably through the organization of a World Social Science Forum in Bergen, Norway (2009), and the production of the *World Social Science Report* that will be published in 2010.
- Stimulated the commitment to policies for poverty eradication, through the publication of the *Freedom from Poverty* collection in four volumes, and through the implementation of several research projects in Africa, which focused on the elaboration of human rights-based decision-making tools for national poverty reduction strategy papers.
- Strengthened efforts to address the social and human dynamics of climate change through an initiative aimed at enhancing the understanding of the impact of climate change on migration, by collecting data and learning from the actual increasing cases of environment-induced migration. (Results of such interdisciplinary research will feed policy-making and help draft sound and effective responses to the challenge.)
- Strengthened efforts to enhance youth participation in decision-making, civic engagement and social inclusion (including youth violence), notably through the development of a global strategy on youth; the organization of the tenth Youth Forum during the 35th session of the General Conference; and the implementation of projects in El Salvador,

Guatemala, Honduras and Nicaragua to promote youth development and gang-related youth violence prevention.

- 130 States became parties to the International Convention against Doping in Sport, 2005, making it the most successful convention in the history of UNESCO in terms of the speed of its development and entry into force.
- Strengthened efforts to eliminate doping in sport through the implementation of 11 projects, and through contributions received from the Fund for the Elimination of Doping in Sport (over US \$2 million received thus far).
- Enhanced linkages between research and policy at local levels for social sustainability in historic districts and the social and spatial inclusion of migrants in urban settings through the United Nations HABITAT-UNESCO project “Urban policies and the right to the city, rights, responsibilities and citizenship”.

Challenges/lessons learned

- The major challenge ahead appears to be the possibility of initiating and sustaining dialogue between researchers and policy-makers, fully embracing all stakeholders of civil society in a genuinely participatory framework. The results of this endeavour cannot be measured within the short time frame of two year programmes.
- Inter-agency cooperation (United Nations HABITAT, UNDESA, IOM) provides excellent opportunities to disseminate research results. Similarly, support of UNESCO chairs and international associations of local authorities can be used to increase the impact of UNESCO’s actions.
- MOST Online Research Policy Tool may need to be upgraded, so as to allow more partners to tap into this resource, and to add an online peer review mechanism.

Biennial sectoral priority 3: Contributing to the dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights, and the fight against discrimination

MLA 3: Promoting philosophical reflection, human rights in UNESCO’s fields of competence and the fight against racism

Achievements

- Strengthened efforts to promote respect for human rights in UNESCO’s fields of competence through the mobilization of all partners to join UNESCO in celebrating the sixtieth anniversary of the Universal Declaration of Human Rights in 2008, which concluded with the signature ceremony establishing the International Centre for the Advancement of Human Rights in Buenos Aires, Argentina.
- Strengthened human rights actions related to advancing academic reflection on the normative content and the obligations of States to respect, protect and fulfil the right to take part in cultural life, and the right to enjoy the benefits of scientific progress and its applications through joint activities organized with the Office of the High Commissioner for Human Rights (OHCHR) and the United Nations Committee on Economic, Social and Cultural Rights (CESCR), and by working to further elucidate the right to access to safe drinking water and sanitation with dedicated experts.
- In implementing the Integrated Strategy to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance, efforts to combat racism and discrimination were

strengthened through the launch of an international coalition of cities against racism and discrimination at the Third World Forum on Human Rights in Nantes, France, in 2008, linking the six regional coalitions. UNESCO's important role and work in this area was reflected in the Outcome Document of the Durban Review Conference, Geneva, 2009.

- Within the Intersectoral Strategy on Philosophy, the teaching of philosophy was promoted through regional high-level conferences organized in Africa, Latin America and the Caribbean, Asia-Pacific and the Arab States, which resulted in the publication and widespread dissemination of recommendations for improving the teaching of philosophy in each region to all concerned stakeholders.
- Efforts to foster philosophical debate in civil society on key issues in UNESCO's fields of competence were strengthened through the organization of high-profile international events to celebrate World Philosophy Day.
- Contributions to the intersectoral platform pertaining to the dialogue among civilizations and cultures and a culture of peace focused on dialogue in civil societies, namely between Israeli and Palestinian researchers and universities and the Greater Horn Horizon Forum in the Horn of Africa, which offers a novel framework for exchange among researchers and intellectuals from the region and the Diaspora, as well as policy-makers, members of civil society, business people and opinion leaders concerned by the future of the populations in the region. Furthermore, the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights, launched in 2008 in Cairo by UNESCO and the National Council for Human Rights of Egypt, will contribute to a rapprochement of the cultures in the two regions, as well as to the enhancement of South-South cooperation.

Challenges/lessons learned

- A major challenge ahead is the further integration of a human rights-based approach into all UNESCO activities and projects. Mainstreaming of human rights requires intensified in-house coordination and training. The increased cooperation with United Nations bodies, while offering immense opportunities, also raises the challenge of thorough consultations and coordination.
- Limited government attention to youth issues and engagement of young people in decision-making processes.

Addressing the needs of Africa

Achievements

- Major advancements have been made in capacity-building with a view to reinforcing research capacity in the social and human sciences in the region through the approval, by the 35th session of the General Conference, to establish the West Africa Institute in Praia, Cape Verde, for International Research on Regional Integration and Social Transformation.
- Within the framework of the IP Platform on the strengthening of national research systems, country studies with a view to integrating social and human science perspectives in science policies have been launched in Madagascar, Zimbabwe and Côte d'Ivoire.
- The General Conference also endorsed, pending final approval by the Executive Board, the proposal to establish a research and documentation centre for women, gender and peacebuilding in Kinshasa, Democratic Republic of the Congo, which will seek to increase South-South cooperation with a view to producing knowledge from the countries

concerned by international policy recommendations and assisting in the sharing of experience and the shaping of social policies.

- Within the programme on bioethics, special emphasis was put on providing technical assistance to the African region for the establishment of National Bioethics Committees in Gabon, Ghana, Guinea, Madagascar, Malawi and Togo.
- In line with the increased international and regional efforts to promote youth development in Africa, the Social and Human Sciences Sector, in consultation with the Africa Group at UNESCO and regional organizations, including the African Union, has developed a Strategy on African Youth that contributes to fostering an enabling policy environment with three strategic objectives: youth participation in policy development, entrepreneurship, and regional integration through support to the consolidation of youth networks.

Challenges/lessons learned

- Need to strengthen cooperation between the Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region (GLR) and ministries, universities, and other relevant institutions in the GLR, so as to strengthen the linkages between research and policy formulation at national and regional levels.

Promoting gender equality

Achievements

24. In line with the Gender Action Plan for 2008-2013, action focused on the impact of globalization on women's socio-economic, political and cultural conditions and rights through:

- The operationalization of the Women's Studies and Gender Research international network, which includes scholars and departments at universities in Africa, Asia, Latin America and the Caribbean, North America, Europe, and Oceania.
- The launching of a global policy-oriented research project entitled: "Gender and the financial crisis" under the general coordination of the UNESCO Gender Studies Chair of Lancaster University, United Kingdom.
- Support for research studies by the Palestinian Women's Research and Documentation Centre, which resulted in various publications.

Intersectoral platform: Strengthening national research systems

Achievements

- The Platform is working to provide recommendations and science policies on the contribution of national research capacities in the natural and social and human sciences to sustainable development through the national research system review processes, which are currently in progress in four pilot countries: Côte d'Ivoire, Jordan, Madagascar and Zimbabwe. In each case, both the natural sciences as well as the social and human sciences are reviewed with a view to providing support to Member States in implementing a coherent science policy for development.

Challenges/lessons learned

- The need for reinforcement of social and human science research in national research systems has been recognized and the Sector will have to continue to put strong emphasis on this issue.

- The opportunities and contribution of ICTs to providing access to information in the context of the national research system should be included in the review processes

Resources

25. In managing for results, Major Programme III made use of the following:

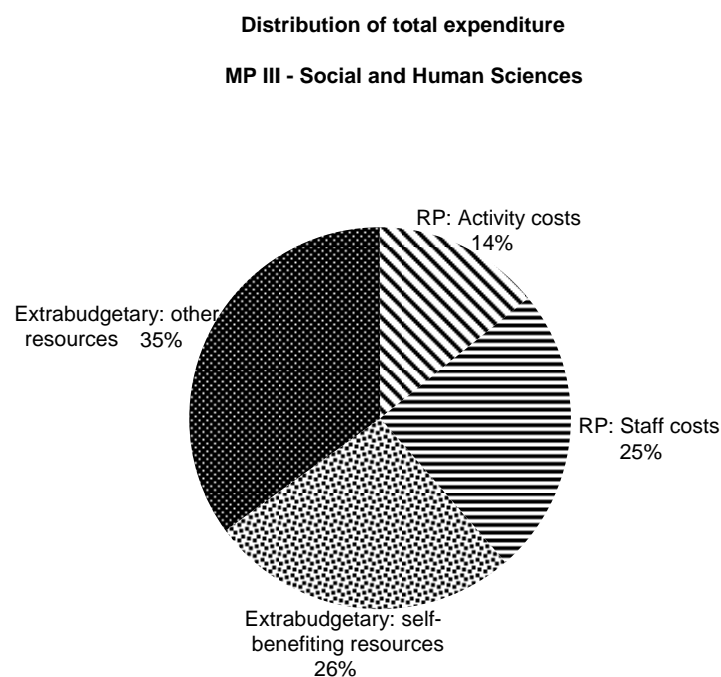
- **Regular programme budget: \$29,645,000**

- Activity costs: \$10,872,000
- Staff costs: \$18,773,000

Staff establishment: 85 regular posts, including 62 professionals, 5 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$47,045,000**

- Self-benefiting extrabudgetary resources: \$20,258,000
- Other extrabudgetary resources: \$26,786,000



Conclusions and lessons for the future

- In accordance with the Social and Human Sciences Sector's mission to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity, the Sector needs to work as a true laboratory of ideas, where thinking, foresight and innovation interact daily. The challenge is to keep up with cutting-edge developments,

while also remaining attuned to urgent social and human needs and observing rigour and excellence in knowledge production.

- In a period of multiple crises (economic, food, climate change, environmental), research-policy linkages must be strengthened so as develop informed policies that will be effective in addressing today’s complex, multidisciplinary, global challenges.
- Traditionally, the Sector is able to build on a large partnership base of policy-makers, members of the scientific community, research institutions and civil society actors. These partnerships are becoming ever more indispensable to co-produce knowledge, results and programmes on the basis of shared goals, complementary know-how and productive division of labour.

Examples of major achievements and challenges in carrying out each of UNESCO’s five functions		
Laboratory of ideas	Achievements:	<ul style="list-style-type: none"> • Contribution to the clarification of the content of the right to take part in cultural life and the right to enjoy the benefits of scientific progress and its application in cooperation with the United Nations Committee on Economic, Social and Cultural Rights • Permanent Forum of Arab-African Dialogue on Democracy and Human Rights and Greater Horn Horizon Forum • <i>World Social Science Report</i> in cooperation with the International Social Science Council • Publication of the <i>Freedom from Poverty</i> collection that analyses poverty within the framework of human rights • Within IBC, development of the ethical and legal dimensions of responsibility and its relation to health, and report on human cloning and international governance • Development of the concept of “migration without borders”
	Challenges:	<ul style="list-style-type: none"> • To initiate and sustain dialogue between researchers and policy-makers, fully embracing all stakeholders of civil society in a genuinely participatory framework
Standard-setter	Achievements:	<ul style="list-style-type: none"> • 130 States Parties to the International Convention against Doping in Sport • Analysis of the ethical issues in relation to climate change by COMEST resulted in the Resolution by the General Conference at its 35th session requesting the Director-General to prepare a report on the desirability of preparing a draft declaration on this matter
	Challenges:	<ul style="list-style-type: none"> • UNESCO needs to continue to identify issues and areas where the formulation of commonly shared ethical principles is feasible, and be prepared to start initiatives in this direction • Human rights mainstreaming within UNESCO to be enhanced

Clearing house	Achievements:	<ul style="list-style-type: none"> • Continuous development of the Global Ethics Observatory • MOST Online Research Policy Tool further enhanced
	Challenges:	<ul style="list-style-type: none"> • To cope with increased resource needs as databases grow
Capacity builder in Member States	Achievements:	<ul style="list-style-type: none"> • Country studies with a view to integrating social and human science perspectives in national science policies • Establishment of the West Africa Institute for International Research on Regional Integration and Social Transformations in Praia, Cape Verde • Establishment of the International Centre for the Advancement of Human Rights in Buenos Aires, Argentina • Establishment of national bioethics committees in 10 countries • Bioethics core curriculum for universities launched
	Challenges:	<ul style="list-style-type: none"> • Continuous reinforcement of social and human sciences research in national research systems
Catalyst for international cooperation	Achievements:	<ul style="list-style-type: none"> • Partnership strengthened with OHCHR and human rights organizations on the occasion of the celebration of the 60th anniversary of the Universal Declaration of Human Rights • Regional Fora of Ministers of Social Development held • International Coalition of Cities against Racism launched • Increased inter-agency cooperation in the fields of youth and urban development • Training in the human rights approach to programming with United Nations country teams • Coordination of the Inter-Agency Committee on Bioethics
	Challenges:	<ul style="list-style-type: none"> • Increased cooperation and coordination within United Nations bodies

MAJOR PROGRAMME IV – CULTURE

Major trends and developments

26. Throughout the past period, UNESCO has endeavoured to promote **cultural diversity and intercultural dialogue** and thus demonstrate that culture plays a crucial role *in and for* development. Owing to involvement in common country programming exercises, culture has been included in a number of UNDAFs. A “backstopping” team put in place at Headquarters has assisted the decentralized bodies, *inter alia*, to implement the 18 joint programmes funded under the “culture and development” thematic window of the UNDP-Spain MDG Achievement Fund under which UNESCO is the lead agency for 13 Goals. UNESCO has thus reaffirmed its commitment to reforming the United Nations system and has accordingly begun to devise a system-wide pilot “culture and development” knowledge management scheme that will also be based on the **revised framework for cultural statistics** adopted by the General Conference at its 35th session.

27. The first **UNESCO World Forum on Culture and the Cultural Industries** was held in Monza, Italy, in September 2009 on the theme of creativity, excellence and innovation. The Forum

was attended by representatives from the private sector, academia, policy decision-makers and artists from all over the world, and its purpose was to become a key meeting for everyone interested in the theme of “culture and development”.

28. The **UNESCO World Report *Investing in Cultural Diversity and Intercultural Dialogue*** was completed at the end of August 2009. The English version of the report and the Executive Summary in six languages were presented to UNESCO Member States on 20 October 2009. Intersectoral consultations on the draft report were held throughout the process and permanent delegations were also consulted. Owing to a shortage of human and budgetary resources its production and completion were delayed and the report can be printed and used only now, in the new biennium.

MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

29. The 32nd and 33rd sessions of the World Heritage Committee were held in Quebec, Canada, July 2008 and Seville, Spain, June 2009. The General Assembly of States Parties also met during the biennium, and two workshops were held on the future of the Convention in the light of its forthcoming fortieth anniversary. The progressive increase in the number of state of conservation reports examined during the World Heritage Committee (166 in 2008 and 178 in 2009) reflects the importance attributed to conservation, the Convention’s primary goal. The representativity of the World Heritage List was improved by the inclusion of six sites from non-represented countries, seven from under-represented regions, and four from under-represented categories. Action was undertaken to remove properties from the World Heritage List in Danger. One European site was removed from the World Heritage List. National capacities for the management and conservation of properties were strengthened through conservation and training activities in Africa, Asia and the Caribbean, and the setting up of a network of category 2 centres dedicated to World Heritage activities in several countries and regions. Cooperation was expanded with United Nations missions in post-conflict countries and countries in post-disaster situations. The protection of Historic Urban Landscapes was pursued by the decision of the General Conference at its 35th session regarding the preparation of an international Recommendation in this domain. Advocacy and support to World Heritage were strengthened through private partnerships, such as Jaeger Le Coultre for the marine programme and Trip Advisor and Google for World Heritage at large. The successful reinstallation of the Aksum Obelisk in its original location in Ethiopia became a genuine “high visibility” endeavour. Progress in scientific knowledge for the benefit of World Natural Heritage was obtained through a policy document on the Impact of Climate Change on World Heritage Properties, pilot projects for climate change adaptation at specific World Heritage sites, and fundraising for adaptive forest management in the Tropical Rainforest Heritage. In line with the recommendations of the 2009 management audit, a new structure for the World Heritage Centre was put in place during the biennium.

Achievements

- The representativity, balance and credibility of the World Heritage List were improved.
- Support was provided for improving the state of conservation of World Heritage sites, especially in post-conflict and post-disaster situations.
- Capacities for conservation and management of sites were strengthened, and a support network of regionally based category 2 centres established.
- The network of public and private partners to support World Heritage work was expanded.

Challenges/lessons learned

- The large number of decisions taken annually during Committee sessions (289 in 2009) and the corresponding lack of adequate resources hamper effective follow-up.
- The security situation in certain post-conflict countries has caused delays in the implementation of activities.
- The number of sites on the World Heritage List is increasing by more than 20 sites per year with no parallel increase in the resources of the World Heritage Fund; hence, most conservation projects at World Heritage sites are undertaken through extrabudgetary funding.

MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

30. Almost all the expected results defined for the biennium have been achieved. With 118 States Parties by the end of 2009, the Convention is becoming the major, worldwide impetus for safeguarding intangible cultural heritage. Its impact is reflected not only in the development of measures taken at the national level, but also in the participation of States Parties in its international safeguarding mechanisms. Another major contribution to enhancing awareness of intangible heritage is the interactive edition of the *Atlas of the World's Languages in Danger*, including more than 2,500 languages, launched in February 2009. Capacities in Member States have been strengthened thanks to the development and implementation of safeguarding plans, the sharing of good practices and the training of governmental and non-governmental stakeholders. In 2008, the Intergovernmental Committee incorporated the Masterpieces of the Oral and Intangible Heritage of Humanity on the Representative List, and in 2009 inscribed 76 new elements. In 2009, the Intergovernmental Committee also inscribed 12 elements on the Urgent Safeguarding List and selected three proposals for programmes and projects that best reflect the principles and objectives of the Convention. The number of requests for assistance from the Intangible Cultural Heritage Fund granted by the Committee in 2009 (14 for a total amount of US \$414,000) also shows the active participation of States Parties to the Convention in its international implementation. Cooperation among Headquarters and all field offices has been essential for the strengthening of capacities of Member States and communities in implementing the Convention, and about 80 activities financed with regular and extrabudgetary funding have almost all been decentralized.

Achievements

- The impact of the Convention on the development of measures at the national level and on the participation of States Parties was reflected in its international safeguarding mechanisms.
- Ninety elements were inscribed on the Representative List in 2008, 76 in 2009; 12 elements were inscribed on the Urgent Safeguarding List, and three programmes best reflecting the principles and objectives of the Convention optimally were selected.
- Fourteen international assistance undertakings were launched for a total amount of US \$414,000 and over 80 activities were financed with regular and extrabudgetary funding, almost all implemented by field offices.
- The interactive edition of the *Atlas of the World's Languages in Danger* was launched in February 2009.

Challenges/lessons learned

- The long-term results of ratifying and implementing the Convention for the Safeguarding of the Intangible Cultural Heritage cannot be measured within a single biennium.
- The budget at Headquarters originally allocated to strengthening Member States capacities, enhancing coordination between the 2003 and 1972 Conventions, or specifically dedicated to Gender and Africa, has of necessity been re-programmed to bolster services of the governing bodies of the Convention.
- National capacities in implementing the Convention – particularly in developing countries – need to be dramatically strengthened in order for the Convention to become fully operational and to enable States Parties to set their strategies and priorities.

MLA 3: Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries

31. Museum development was pursued through capacity-building programmes in documentation, collections management, conservation and museum management in all regions. Practical tools for preventive conservation were created in partnership with ICCROM and disseminated and tested through training in Africa and in Asia. New local language versions of the *UNESCO Cultural Heritage Protection Handbooks* were produced. A Palestinian museum policy was formulated, community museums were developed in Asia, and a regional museum network dedicated to youth was established in Europe. The effective implementation of the 1954, 1970 and 2001 international Conventions was ensured, notably through focused training programmes, educational outreach materials and sensitization efforts. Thirty-two new States Parties have adhered to the respective Conventions (1954 and Second Protocol, 1970, and 2001). Following the entry into force of the 2001 Convention on the Protection of the Underwater Cultural Heritage, two General Assembly sessions were held in 2008 and 2009 respectively. The Rules of Procedure were adopted, a Scientific and Technical Advisory Body was created (Statutes adopted, members elected), and the procedure for submitting to the General Assembly a Draft of the Operational Guidelines was also adopted. The fight against illicit trafficking included the successful development of the Cultural Heritage Laws Database with 80% of all Member States' legislation online, training and outreach activities, and the development of inventories of museum collections. Activities for the return of cultural property were also pursued, notably in Afghanistan.

Achievements

- Five new States Parties to the 1954 Hague Convention, three new States Parties to the 1954 (First) Protocol, and eight new States Parties to the 1999 Second Protocol.
- Three new ratifications of the 1970 Convention, raising the number of States Parties to a total of 119. An important publication was made available on the return of cultural objects, and numerous oral and written interviews were undertaken with local and international media on UNESCO's action in the fight against illicit trafficking.
- Capacity-building activities were undertaken for decision-makers, lawyers and museum staff, customs and police officials for heritage protection in the fight against illicit trafficking in selected countries, and several regional workshops were held on protection and basic security measures as well as the strengthening of the institutional and legislative frameworks.
- Thirteen new ratifications of the 2001 Convention in 2008/2009, allowing the Convention to enter into force on 2 January 2009. By December 2009 the Convention had been ratified by a total of 29 States Parties. Effective awareness-raising and information-sharing activities were undertaken internationally.

- Development of the Database of National Cultural Heritage Laws (currently 2,258 legislation from 177 countries); at present it receives more than 2,000 page views (website) per month.
- Numerous museum development activities were undertaken, especially with regard to the establishment of inventories and the provision of different kinds of substantial assistance to museums in a wide variety of countries across regions. Volume 4 of the *Cultural Heritage Protection Handbooks* was published and presently exists in 13 language versions.

Challenges/lessons learned

- A major challenge continues to be the high cost of the statutory obligations for the implementation of the Conventions, in particular the translation and interpretation obligations.
- The security situation has caused some implementation delays in certain countries and legal obstacles to the return of cultural property have been encountered in others.
- Alternative means of dispute resolutions for conflicts linked to cultural property have been emerging in line with the objectives set out in document 34 C/4, benefiting from UNESCO's recognized position among international, governmental and non-governmental decision-making bodies.
- Innovative action frameworks aiming to encourage intercultural dialogue in museums as a vector for social cohesion and peace were initiated.

MLA 4: Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries

32. Priority was given to implementing the Convention, the Parties to which increased from 77 to 104. At the end of the sessions of the Intergovernmental Committee, the Conference of Parties adopted in June 2009 the operational guidelines on nine Articles, in particular Article 16 on preferential treatment for developing countries. In regard to complementary mechanisms, a new strategy for the Global Alliance for Cultural Diversity was formed to encourage tri-sectoral partnerships, while eight development projects were implemented concomitantly in Africa, the Arab States and Latin America. The UNESCO-Aschberg Bursaries for Artists programme was continued, while the World Observatory on the Social Status of the Artist conducted research on the role of women in enhancing the mobility of artists. The World Anti-Piracy Observatory reached the test phase. Expected results have largely been achieved with respect to the Convention itself and measures to strengthen the complementarity of other mechanisms with the Convention. A very high level of support was provided for extrabudgetary projects. In regard to other activities aimed at enhancing cultural and creative industries for development, the revision of the UNESCO cultural statistics framework, carried out with UIS, was completed and initiatives were taken to produce methodological tools and cultural indicators drawing on extrabudgetary funds. The Creative Cities Network was significantly widened from nine to 19 members. As to the book industry, languages and translation, support was provided to Member States in revising their national publishing policies, textbooks were printed, training activities were carried out and, owing to considerable effort, more than 200,000 bibliographic records were entered into the *Index Translationum*. The recognition of excellence in crafts and design-related activities has been broadened, both geographically and by new partnerships and activities in support of craftworkers.

Achievements

- At the end of the sessions of the Intergovernmental Committee, the Conference of Parties adopted in June 2009 the operational guidelines on nine Articles, in particular Article 16 on preferential treatment for developing countries.
- Eight development projects were carried out in Africa, the Arab States and Latin America and the Caribbean as part of the Global Alliance for Cultural Diversity parallel to its revision process.
- The revision of the UNESCO Framework for Cultural Statistics was approved by the General Conference at its 35th session.
- Procedures for admission to the UNESCO Creative Cities Network were strengthened and membership strongly increased.
- Over 200,000 bibliographical notices were entered into the *Index Translationum* and the number of countries which supply national data sharply increased.
- The recognition of excellence in crafts was extended from all of Asia to several countries in Latin America, Africa and the Arab States.

Challenges/lessons learned

- The Convention was implemented rapidly and in a satisfactory manner thanks to the smooth running of the statutory bodies and despite clearly insufficient resources.
- The coherence of activities was confirmed both by enhanced information on cultural and creative industries and by new partnerships with the public and private sectors and with civil society.

MLA 5: Promoting the understanding and development of intercultural dialogue and peace

33. The final volumes of the *History of Humanity*, the *General History of Latin America*, and the *General History of the Caribbean* (in press) were published and added to already completed collections (*General History of Africa* and the *History of Civilizations of Central Asia*). This monumental work involved the intellectual cooperation of more than 1,800 eminent specialists from all over the world, a representative sample of whom attended a closing symposium held at UNESCO on 5 October 2009. Digitization of these collections for their publication on the website began. The project “The Pedagogical Use of the *General History of Africa*”, supported by the African Union, was launched in February 2009 and a scientific committee was established to supervise the development of common content for primary and secondary schools. At the same time, UNESCO implemented the “cross-referenced reading of the *History of Humanity*” aimed at showing the enrichment and interaction among civilizations and cultures. Short-term projects were implemented under the Arabia Plan and the “Intercultural Vademecum programme”, such as the project on the image of the Other in Arabo-Islamic and European textbooks. The sixth South-East Europe Heads of State Summit held in June 2008 and the seventh Summit held in June 2009 both attested once more to the importance of culture in cooperation and regional stability. Efforts to raise awareness of interreligious dialogue also continued through the UNESCO network of Chairs and cooperation with the Alliance of Civilizations (AoC), in particular in the context of the various fora and international conferences. UNESCO also supported many partners such as ISESCO, OIF, the Council of Europe and the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures. A new strategy was adopted to revitalize the Slave Route Project, extend its activities to other regions in the world and broaden its range of themes.

Achievements

- The finalization (publication) of several volumes under UNESCO's "Histories project" has been a major achievement of the biennium.
- The project "The Pedagogical Use of the *General History of Africa*" was launched in March 2009 and the related Scientific Committee established.
- A survey was undertaken to assess the state of the art of the debate on intercultural competencies across regions with a view to analysing the prerequisites for intercultural dialogue.
- Research was launched for the publication of "A scientific, philosophical, literary and artistic anthology of the Arab Islamic world and its contribution to the renewal of Western thought and culture".
- The youth workshop held during the Parliament of the World's Religions 2009 (Melbourne, Australia) formulated recommendations for a UNESCO plan of action in the area of interreligious dialogue.

Challenges/lessons learned

- The distribution (online in particular), popularization and use of the *General* and *Regional Histories* pose legal problems for which a new UNESCO strategy is required to facilitate the public's access to these works.
- It is important for UNESCO to promote this monumental and unique work that could be used to contribute to the improvement of mutual understanding.
- UNESCO must better capitalize on and publicize the experience and expertise in intercultural and interreligious dialogue that it has gained through various projects, particularly under cooperation agreements signed with its partners.

MLA 6: Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development

34. A new policy framework, along with practical implementation guidance, was developed to provide an approach for both the cultural sector and other development-related sectors. Expertise was provided to Member States to formulate, revise and update their cultural policies through the "Cultural Diversity Programming Lens", a programming tool tested in United Nations joint programming workshops. Similarly, UNESCO contributed to the goals set for the United Nations Decade of Education for Sustainable Development (DESD) – in regard to the revision of education policies to integrate the principles of cultural diversity and intercultural dialogue – by developing a draft "DESD and Culture" training module. Those principles were also reflected in programmes aimed at indigenous peoples, such as the annual sessions of the Permanent Forum on Indigenous Issues, UNESCO fellowships, and in the meeting held at UNESCO in September 2008 of the Inter-agency Support Group on Indigenous People's issues and the United Nations Permanent Forum on Indigenous Issues.

Achievements

- A new Cultural Policy Framework was developed to provide guidance in translating into policy options UNESCO's principles of cultural diversity and intercultural dialogue in development processes and in the enhancement of mutual understanding.

- Training sessions on the “Cultural Diversity Programming Lens” were organized with United Nations staff and government officials in the context of One United Nations and UNDAF processes.
- A Review of Education for Sustainable Development Policies from a Cultural Diversity and Intercultural Dialogue Perspective was prepared and prototype training on the cultural dimension of ESD carried out in six countries.
- An inter-agency paper on the theme “Development with Culture and Identity in Light of the Declaration on the Rights of Indigenous Peoples” was prepared based on input from 14 agencies for presentation at the ninth session in 2010 of the United Nations Permanent Forum on Indigenous Issues (UNPFII).
- Training tools were developed and tested on the application of culturally sensitive approaches to HIV/AIDS prevention, and policy and stakeholder reviews were carried out to identify innovative ways of integrating cultural approaches to HIV/AIDS prevention and care in national policies.

Challenges/lessons learned

- Continued efforts are required to disseminate and use the New Cultural Policy Framework in policy advice provided to Member States, as well as the exchange of information on experiences in revising and updating cultural policies.
- The workshops with development partners and government officials on “cultural diversity programming” have proved to be a successful way of integrating culture into development programmes.
- The integration of the principles of cultural diversity and intercultural dialogue into policy areas such as HIV/AIDS and Education for Sustainable Development has filled a persisting gap and efforts should be pursued.

Addressing the needs of Africa

35. National capacities for the management and conservation of properties were strengthened through various conservation and training activities and the setting up of the African World Heritage Fund as a category 2 centre dedicated to World Heritage capacity-building activities in Africa. More than one third of all activities related to the promotion and implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage directly benefited African States. Practical tools for preventive conservation were prepared in partnership with ICCROM and disseminated and tested through training sessions. Assistance was provided to strengthen community, national and regional museum networks and organizations in the region in order to strengthen the capacity of all stakeholders to protect cultural heritage and develop more sustainable museums. Twenty-five African countries have ratified the 2003 Convention and 24 African countries the 2005 Convention. Projects to develop cultural and creative industries were also implemented in the region and several regional promotion and integration activities were carried out. Since 2008, substantial extrabudgetary funding has been provided for the project on the pedagogical use of the *General History of Africa*. A scientific committee was established to supervise the development of common content for primary and secondary schools. Various activities were carried out to combat cultural, ethnic and religious prejudice, in particular under the *Slave Route Project*. UNESCO also supported several events to commemorate the abolition of the slave trade, and several publications and information/educational materials were completed or initiated for that purpose, including an interactive atlas on the African Diaspora in the world and a project for the preservation of the heritage of African liberation. Expert advice was also provided to African countries to formulate, revise and update their cultural policies by means of the “Cultural Diversity Programming Lens”.

Achievements

- Four African properties were inscribed on the World Heritage List, three countries submitted their first Tentative List, and nine countries revised their Tentative Lists.
- More than 100 African professionals were trained in the field of heritage management or traditional conservation techniques. Conservation activities contributed to the preservation/restoration of the integrity of sites inscribed on the List of World Heritage in Danger in several African countries.
- “The pedagogical use of the General History of Africa” project was formulated in coordination with the African Union; the common content which will be developed under the project can change the way in which African history is taught by shedding light on Africa’s contributions to the progress of humanity.

Challenges/lessons learned

- The potential Outstanding Universal Value of nomination files under preparation must be assessed very carefully along with the strengthening of capacity-building activities in regard to the World Heritage nomination process.
- Regular coordination and cooperation with the African Union must be ensured in the implementation of the *General History of Africa* project.
- Political commitment on the part of education ministers to the incorporation of the common content developed under this project into school curricula is important.

Promoting gender equality

36. National capacities for the management and conservation of properties were strengthened through conservation and training activities in Africa, Asia and the Caribbean, with the active participation of women in training communities. Gender-related aspects were an essential element in the preparation and implementation of all activities linked to the promotion and implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage. Owing to the recognition of excellence in crafts and design-related activities, there was an increase in support initiatives for women craftworkers and designers whose professionalization and promotion were encouraged through specific training workshops and the showcasing of some 100 examples of new talent at international festivals. Gender equality was explicitly addressed in Viet Nam’s Gender Analysis conducted at museums in three provinces. Special attention was paid to needs identified by NEPAD in regard to gender equality and action to combat HIV/AIDS through subregional workshops. An action plan to strengthen the role and contributions of women in intercultural dialogue is being drawn up on the basis of experience gained from activities carried out with women’s organizations.

Achievements

- Projects were implemented with the participation of local communities, including women, in several countries in Africa and Asia, notably in the context of the development and/or promotion of sustainable tourism.
- Gender-related aspects were taken into account in the preparation and implementation of all activities, and in particular in safeguarding projects focusing on transmission of knowledge and practices related to intangible cultural heritage.

Challenges/lessons learned

- Initiatives in line with the Gender Equality Action Plan (GEAP) encountered difficulties, which seem to be rooted in the way gender equality is integrated into programmes during the preparation of work plans.
- No targeted research or specific pilot project was developed during the period under consideration.
- Participation of women in training related to World Heritage is uneven and very low at the managerial level (with consequences for benchmarks). Figures concerning the community training component are not available.

Intersectoral platform: Languages and multilingualism

Achievements

- Most efforts under the languages and multilingualism intersectoral platform were concentrated on the implementation of the International Year of Languages 2008 and on the publication of reports, the first of which was published in February 2009 on the occasion of International Mother Language Day celebrations and was updated in June 2009.
- As follow-up action on the Year, particularly in terms of language-related data, an initial compilation of national language policies was produced, the *Atlas of Endangered Languages* published in February 2009. A third edition is being finalized and the *World Bibliography of Translation (Index Translationum)* is being updated.
- Operational activities on multilingual education were carried out, including promotion, information, and training workshops. Strategic advice on national book policies in Africa and Latin America and the Caribbean, consistent with national language policies was provided, and data on the status of and trends in the number of indigenous language-speakers was collected as bases for recommendations and guidelines for a standardized methodology for the safeguarding of endangered languages.
- In the field of multilingualism and cyberspace, stakeholders were mobilized through consultation meetings, held in May 2008 and 2009, on the World Summit on the Information Society (WSIS). Cooperation with the Internet Corporation for the Assigned Names and Numbers (ICANN) has been initiated in the field of Internet access for non-Latin languages and scripts and publications on this specific topic have been finalized.

Challenges/lessons learned

- The celebration of the International Year of Languages demonstrated the key role played by the creation/development of appropriate awareness tools.
- Civil society and local associations proved highly responsive and active during the celebration of the International Year; the concrete impact will need to be assessed during the forthcoming biennium and beyond.
- One of the key challenges will be to continue, in the long term, to provide quality information for the high visibility of the *Atlas of Endangered Languages*.

Intersectoral platform: Contributing to dialogue among civilizations and a culture of peace

Achievements

- The cross-reading of the *History of Humanity* was the key thematic focus of the first round table organized on the occasion of the completion of the *General and Regional Histories* (UNESCO, Paris, 5 and 6 October 2009).
- All volumes of the *History of the Civilisations of Central Asia* as well as Volumes 3 to 5 of the *History of Humanity* (in French) were placed on the UNESCO Histories website.
- The preparation of common pedagogical content for use by African primary and secondary students has been undertaken and a related regional conference scheduled for mid-2010. Forty-two African ministers of education have designated focal points within their ministries and support has been extended from different African Union bodies.
- The preparation of the report “Status and Prospectus on Intercultural Skills” has advanced; two out of the five planned regional studies were completed with the final version of the comparative analysis foreseen for March 2010. The related questionnaire on “intercultural skills” was launched online in June 2009.
- The *Stopping Violence in Schools* guide for teachers was published in autumn 2009 and widely distributed, including on the occasion of World Teacher’s Day (5 October 2009).
- An interregional and interfaith study has been undertaken with a view to analysing present interreligious dialogue practices among youth worldwide (November 2009). The youth workshop held on 6 December 2009 in Melbourne at the Parliament for the World’s Religions will form the basis for the elaboration of a UNESCO Plan of Action.
- The second Global Forum on the Power of Peace was held in Bangkok, Thailand (28-30 October 2009) and attended by 170 participants, including NGOs, academics, the private sector, government officials, activists and students.
- The Preferred Partnership Agreement between UNESCO and Rhodes University (Grahamstown, South Africa) was established with a view to collaborating with its pilot programme, a centre for conflict-sensitive reporting, which is foreseen to be replicated in different parts of the world.
- The media literacy training material and an educational resource kit for teachers prepared under the “World Heritage in Young Hands” initiative were completed at the end of December 2009.

Challenges/Lessons learned

- The cross-reading/reference history approach should be applied to other *General and Regional Histories* with the parallel setting up of an editorial committee and identification of appropriate funding.
- The “Intercultural Skills” report and related questionnaire has profited considerably from dynamic and frequent intersectoral exchanges and collaboration, but has also suffered some delay due to internal decision-making procedures (Platform vs. Programme).
- The PPN initiative is highly dependent upon extrabudgetary funding; the sustainability of the media literacy training components will depend upon their introduction in related curricula.

Resources

37. In managing for results, Major Programme IV made use of the following:

- **Regular programme budget: \$56,478,000**

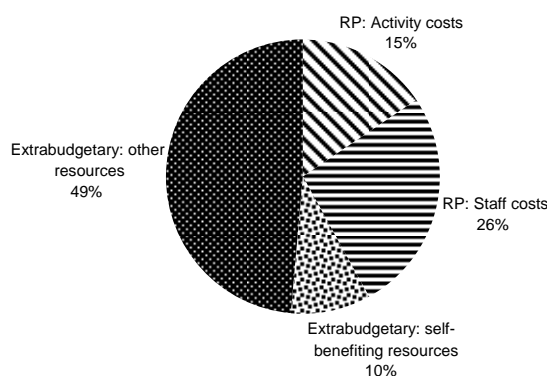
- Activity costs: \$20,964,000
- Staff costs: \$35,514,000

Staff establishment: 164 regular posts, including 115 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$78,752,000**

- Self-benefiting extrabudgetary resources: \$12,968,000
- Other extrabudgetary resources: \$65,784,000

**Distribution of total expenditure
MP IV - Culture**



Conclusions and lessons for the future:

38. During the biennium, the Culture Sector faced two challenges. The first concerned the significant imbalance between its regular programme resources and those linked to extrabudgetary funding. The latter have increased considerably, in particular for action in support of the integration of culture into national development strategies and into United Nations joint programming. One noteworthy example is a contribution of \$96 million for the cultural thematic window of the UNDP-Spain MDG Achievement Fund, including \$38 million administered by UNESCO. The Culture Sector's considerable standard-setting machinery, which is one of UNESCO's unique functions in terms of setting international cultural standards, is not provided with sufficient extrabudgetary resources to discharge the Conventions' statutory operational workload and still relies largely on the good will of the States Parties. If the International Assistance Funds for the 1972, 2003 and 2005 Conventions do not receive sufficient voluntary contributions, the effective operation of these Conventions at the national level will be jeopardized.

39. The second challenge concerned action to raise awareness and integrate the cultural dimension as an essential component to sustainable development at the national level in the context of United Nations joint programming exercises. Great efforts were made in the last biennium, in

particular by providing additional financial and human resources to several field offices involved in joint programming exercises, and the development of operational tools to that end. The major challenge ahead will be to ensure a systematic and reactive field presence in view of the growing number of countries taking part in the preparation of UNDAFs in years ahead.

MP IV – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions		
Laboratory of ideas	Achievements	<ul style="list-style-type: none"> • A reflection process has been launched on the future of the World Heritage Convention in the context of its coming fortieth anniversary in 2012. • The international debate about the nature and value of intangible cultural heritage has expanded substantially and alternative means of dispute resolution for conflicts linked to cultural property are emerging. • UNESCO developed a new “Cultural Policy Framework” to provide guidance in translating cultural diversity and intercultural dialogue principles into policies for development processes.
	Challenges	<ul style="list-style-type: none"> • The evolving nature of the concepts related to the protection and conservation of World Heritage. • The development of convincing evidence in support of mainstreaming ICH in development strategies. • Broadening cultural policies so that they embrace not only the culture sector per se, but also the integration of culture in other policy and development areas.
Standard-setter	Achievements	<ul style="list-style-type: none"> • Recommendation concerning the conservation of Historic Urban Landscapes under development. • Parties to the 2005 Convention increased from 77 to 104 and the operational guidelines for nearly all of its articles were approved.
	Challenges	<ul style="list-style-type: none"> • Development of an instrument, which allows investment in World Heritage cities without compromising their Outstanding Universal Value. • Rapprochement between the 2005 Convention and other complementary international mechanisms.
Clearing house	Achievements	<ul style="list-style-type: none"> • Development of a global database containing all statutory documents, World Heritage processes and publications. • Inclusion of a further 200,000 entries in the <i>Index Translationum</i> and expansion of the pool of State contributors. • Preparation by UNESCO of an inter-agency paper on the theme “Development with Culture and Identity in Light of the Declaration on the Rights of Indigenous Peoples” (ninth session of UNPFII).
	Challenges	<ul style="list-style-type: none"> • Proper maintenance of the information management system, strengthening of its functionality and expansion of its scope. • Articulation of the United Nations Declaration on the Rights of Indigenous Peoples with UNESCO international standard-setting instruments in the field of culture.
Capacity-builder in Member States	Achievements	<ul style="list-style-type: none"> • A network of category 2 centres dedicated to World Heritage activities has been created in order to build regional capacities.

		<ul style="list-style-type: none"> Improved conditions in support of Member States' strategies, owing to the revision of UNESCO's framework for cultural statistics. Building capacities of United Nations staff, government officials and social actors to apply culturally sensitive approaches to HIV/AIDS prevention and care through the development and use of training tools.
	Challenges	<ul style="list-style-type: none"> Capacity-building is a long-term investment and its benefits are often realized in ways that may not be directly identifiable within a given intervention. An interdisciplinary approach will be required so as to identify and acquire the skills needed in these new fields of action, in particular with the assistance of the "Cultural Diversity Programming Lens" tool.
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> UNESCO's position at the centre of an international network of international, national and non-governmental actors dedicated to the fight against illicit trafficking of cultural property and problems of its restitution has enabled fruitful inter-State collaboration. US \$1 million has been pledged for the future <i>International Fund for Cultural Diversity</i> and for partnerships with research centres and organizations in the area of international cultural cooperation. International cooperation has advanced with regard to the management of multicultural societies, in particular concerning the memory related to the slave trade and slavery.
	Challenges	<ul style="list-style-type: none"> The growing demand for new cooperation agreements and new UNESCO Chairs on dialogue among cultures raises conceptual, logistical and financial problems.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Major trends and developments

40. During the reporting period, UNESCO stepped up its efforts to attain the overarching objective of building open, inclusive and participatory knowledge societies, by enhancing universal access to information and knowledge and fostering pluralistic free and independent media and infostructures. The Programme pursued a two-fold strategy articulated through two biennial sectoral priorities: **Fostering free, independent and pluralistic communication and universal access to information and Promoting innovative applications of ICTs for sustainable development.**

41. Overall, progress has been achieved in raising awareness about freedom of expression as a basic human right and in the application of related internationally recognized legal, ethical and professional standards. Freedom of expression and freedom of information are increasingly recognized by the international community, serving as a policy framework for numerous media and ICT development strategies and for projects implemented in Member States, in collaboration with professional organizations, media NGOs, regional bodies, donors, and the larger United Nations system. These principles and standards are also laid out in work in the context of the follow-up to the World Summit on the Information Society (WSIS).

42. UNESCO's contribution to the WSIS follow-up – both as implementing agency of the Declaration of Principles and Plan of Action and as coordinator and facilitator of six of the WSIS

Action lines – has yielded positive results during the course of the biennium. Keeping up the momentum gained in the first two phases of the Summit, particularly in times of economic crisis and depleting budgets, remains a key challenge, but the Organization has continued its commitment to support Member States through policy advice and capacity-building in bridging not only the digital divide, but also the more complex “knowledge divide” which is at the very core of its mandate.

Global priorities: Africa and gender equality

43. Guided by WSIS outcomes and African Union (AU) priorities for the continent, new partnerships have been established with regional organizations and networks and the private sector to allow increased mobilization, input and resources for the development of media and infostructures. Collaboration with the AU and the European Union (EU) has led to the recognition of media as an important factor in the achievement of sustainable development and joint activities continued in the run-up period to the 2010 EU-AU Summit. UNESCO’s Gender Equality Action Plan provided the road map for action seeking to empower women through access to information and knowledge and promote their equal share in economic, social, cultural and political development. A strong commitment to ensuring gender-responsive approaches in national information policies, media development projects and capacity-building activities helped to increase learning opportunities for women, improve gender-sensitive reporting, and broaden the participation of women in decision-making processes, especially at the community level.

MLA 1: Promoting an enabling environment for freedom of expression and freedom of information

44. Freedom of expression and press freedom were bolstered through the worldwide celebrations for the World Press Freedom Day and the award of the UNESCO/Guillermo Cano World Press Freedom Prize. These events were widely covered by international media, as were the international conferences held on “Freedom of Expression, Access and Empowerment” (Mozambique, 2008) and “Media, Dialogue and Mutual Understanding” (Qatar, 2009) and the High-Level Symposium on Freedom of Expression” (UNESCO, Paris, 2008), giving high visibility to UNESCO’s efforts in this respect.

45. Providing policy advice to Member States on legal and regulatory frameworks for fostering public service media – both broadcast media and the Internet – was a key component of the programme. UNESCO continued to advocate the free flow of information with regard to new digital Internet media, and this is also an essential part of the WSIS follow-up. At the 2009 Internet Governance Forum (IGF) in Egypt, UNESCO attracted substantial attendance and backing for events focusing on freedom of expression and the freedom of information. In many countries, the approach followed combined the policy level with the facilitation and coordination of concrete implementation in the form of institutional capacity-building, working together with national authorities, judiciaries, civil society and professional organizations. The adaptation of standards and guidelines suggested by UNESCO is a litmus test of their practical utility.

46. The promotion of the safety of media professionals remains a critical concern. The Organization has become one of the main interlocutors of governments and journalist associations to ensure better safety for media professionals through advocacy and institutional capacity-building, paying tribute to over 100 journalists killed while exercising their profession over the last two years. Action has also been taken through the oversight mission newly assigned to the IPDC Intergovernmental Council to reduce impunity in cases of crimes against journalists. Work on the development of ethical and professional standards for media professionals has expanded. The establishment of media accountability systems based upon self-regulation was underlined by UNESCO as crucial in providing fair and accurate information to the public.

Achievements

- Awareness of freedom of expression and press freedom increased among decision-makers, media professionals and the public at large.
- Policy advice, advocacy and capacity-building provided to Member States on legal and regulatory frameworks, including for the transformation of State broadcasting into public service broadcasting, helping to ensure educational, scientific and culturally diverse programming.
- Institutional capacity-building supported through dissemination of key texts in many languages; regionally updated repositories on freedom of information, ethical and professional standards and self-regulation-based media accountability systems; and an online manual for investigative journalists.
- Protection of journalists consolidated as an integral part of the overall United Nations humanitarian programmes; safety guides for journalists translated and distributed in all regions.
- More than 20 media organizations worldwide supported to reinforce ethical and professional standards for media professionals; codes of ethics adopted by five professional organizations; media accountability systems promoted in five countries.

Challenges/lessons learned

- The free flow of information is an inherent feature of the Internet, but this is a complex issue that UNESCO is exploring, in particular with regard to privacy, security, and social networking tools. UNESCO's efforts in this area are coordinated with the Office of the High Commissioner for Human Rights, as part of its ongoing collaboration with the Special Rapporteur on Freedom of Opinion and Expression.
- The Accra Agenda for Action and the collaboration between the AU and the EU have contributed to the recognition of the media as an important factor for development and their inclusion in the international development agenda. Efforts should be pursued to ensure that free and pluralistic media are placed more centrally in development programmes.
- A global culture of safety in journalism is a prerequisite for any media development programme, requiring institutional backing and donor support. Collaboration with both the International Federation of Journalists and the International News Safety Institute is key if these activities are to have a successful impact.

MLA 2: Fostering universal access to information and the development of infrastructures

47. UNESCO's support to the strengthening of policy frameworks for access to and the preservation of information has reaped positive results. Cooperation among stakeholders was enhanced at the third international Memory of the World (MoW) Programme Conference in 2008, which also led to concrete recommendations for best practices for the preservation of documentary heritage. Initiatives such as the World Digital Library launched in cooperation with the United States Library of Congress, helped to increase the availability of culturally diverse and multilingual information, in line with the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.

48. Ethical dimensions of the Information Society were debated at a series of regional workshops held in Africa, Asia and the Pacific, Latin America and Europe, which examined, *inter alia*, a proposal for a code of ethics. The Asia-Pacific meeting agreed on a set of priorities for the region.

The importance of universal online access to public and government-held records has been further promoted and a comparative analysis was conducted in Latin America and the Caribbean to assess the application of the “Policy Guidelines for the Development and Promotion of Governmental Public Domain Information”.

49. Overall, progress has been achieved in the implementation of the WSIS Action Plan. Resources devoted to meeting the WSIS goals were increased and a renewed dynamic was provided by the new WSIS Forum format, allowing for more interactive exchanges among stakeholders, to include topics such as ICT and climate, ICT and the financial crisis, the launch of the open-source based community online platform,¹ and the enhanced cooperation of facilitators. UNESCO’s participation in the Multistakeholder Advisory Group of the Internet Governance Forum (IGF) has allowed increased recognition of the principle of “openness” and the need for adequate mechanisms to ensure multilateral, transparent and democratic Internet governance. UNESCO is also working closely with the Internet Corporation for Assigned Names and Numbers (ICANN) following the cooperation agreement to provide linguistic expertise for the implementation of country code Internet domain names in non-Latin scripts.

50. The outreach of the Information for All Programme (IFAP) was enhanced through policy advice and through the establishment of IFAP National Committees, the first Consultation Meeting of IFAP National Committees taking place in Moscow in 2009. The Information Society Observatory launched by IFAP provides building blocks for the development of national policy frameworks and strategies, allowing online access to up-to-date information on the five IFAP priority areas.² Partnerships were essential in increasing the impact of activities aimed at fostering universal access to information. Similarly, international partnerships for youth have been enhanced through community youth-oriented initiatives, paying particular attention to youth in conflict and post-conflict situations and to persons with disabilities.

51. Overall, access to ICTs has improved in many parts of the world with greater affordability driving ICT penetration even in the least developed countries. However, ICT integration in education continues to face numerous challenges, including the lack of appropriate policy frameworks, lack of access to infrastructure, insufficient local language content and capacity among teachers. Few countries have adopted a holistic approach to integrating ICT at all levels of education and governments often lack the necessary resources to deploy ICT in education systems. Private-sector engagement is therefore indispensable to envisage large-scale and nationwide deployment of ICT infrastructure and services.

Achievements

- Ten new MoW National Committees and one Regional Committee in Africa; 38 new inscriptions included in the MoW register; the World Digital Library provides online access to material from 19 countries in more than 40 languages.
- Regional assessment meetings were held in Africa and the Arab States to monitor progress in the implementation of the WSIS Action Plan; increased advocacy for principles of openness and freedom of expression and multilingualism in the context of Internet governance.
- IFAP impact and outreach increased; five new National Committees set up, of which two in Africa; toolkit for the formulation of national Information Society policy frameworks made available to policy-makers; information literacy indicators developed; 10 “training-the-trainers” workshops on information literacy supported; capacities of 500 librarians, archivists, teachers and information professionals enhanced worldwide.

¹ www.wsis-community.org

² The five priorities of the Information for All Programme are: information literacy, information preservation, information ethics, information for development and information accessibility.

- The UNESCO ICT Competency Framework for Teachers provides a basis for students to develop ICT skills, while improving teacher skills to enhance the learning experience for students.
- Access to quality digital learning resources and tools for teachers and students was enhanced through the Open Education Resources (OER) initiative. The UNESCO Open Access (OA) to Scientific Information initiative has contributed to enhancing access to high-quality digital scientific resources, which is critical for sectors such as education, health and environmental sustainability.
- Major ICT initiatives were undertaken in the Arab States, including the national ICT project for capacity-building in the Libyan Arab Jamahiriya, and cooperation with the category 2 regional centre for ICT in Manama, Bahrain. New cooperation platforms have been launched to enhance capacities of information managers and infostructure-building in ICTs. New alliances were also built for increased use of digital technologies in Central Asia.

Challenges/lessons learned

- Cooperation with a variety of partners including with the private sector and IT industry, is essential given the level of investments required for large-scale deployment of ICT infrastructure nationwide. To ensure ICT integration in education, UNESCO's action should focus on three key areas: policy advocacy; access to educational resources; and provision of benchmarks and guidelines for establishing ICT adoption standards within education systems.
- Experience gained in implementing policies for the use of ICTs for development (ICT4D) has highlighted the importance of low-cost computers being tailored to specific users' needs.

MLA 3: Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media

52. Progress was achieved, through the International Programme for the Development of Communication (IPDC) with regard to the development of free, independent and pluralistic media in all regions, especially in LDCs and SIDS. The number of contributors and the size of contributions to the Programme have increased since the last biennium, enabling the launch of far more projects than the initial benchmarks.

53. The introduction of the UNESCO Media Development Indicators (MDIs) endorsed by IPDC in 2008 enabled the Organization to set global standards for media development. Covering both new and traditional media, and embodying all key Action Lines of the WSIS Action Plan, the MDIs provide a key tool for multistakeholder assessments on the progress made in this respect, while identifying gaps. Jointly with UIS, an MDI pilot data-gathering exercise has been launched in 20 countries with a view to producing an annual statistics report (as of 2011) to monitor media development trends at global and national levels. Further standard-setting action was undertaken to improve the quality of journalism training through the widely acknowledged UNESCO Model Curricula for Journalism Education.

54. Communication for sustainable development was promoted further through inter-agency collaboration at both global and country levels, including efforts to integrate C4D components in national development plans and joint initiatives on science communication and HIV/AIDS. Considerable interest was witnessed at the first International Conference on Broadcast Media and Climate Change (2009), organized in partnership with the United Nations Environment Programme (UNEP). The Conference led to the adoption of the Paris Declaration for an Increased Public Awareness of Climate Change and a commitment by all stakeholders, including major

broadcasting associations and unions, to improve the quality and quantity of content related to climate change through capacity-building, networking and programme exchanges.

55. The ability to understand and critically evaluate the functions and conditions of media in a democratic society was considered as a demand-side capacity-building need. UNESCO contributed to the 2008 consultation which led to the adoption by the European Parliament of a resolution recognizing the importance of media literacy and UNESCO's role in promoting media education.

Achievements

- Development of free, independent and pluralistic media supported in 71 Member States through IPDC, including 26 regional and 107 national media development projects totalling \$3.7 million; 43 national and 2 regional projects implemented in Africa totalling \$1,321,800, and 19 projects in 18 SIDS totalling \$498,700.
- MDIs are increasingly recognized by all partner organizations and United Nations agencies and used in CCA and UNDAF documents, making them an integral part of inter-agency and multistakeholder collaboration on media, democracy and good governance programmes; comprehensive assessments based on these indicators have been carried out in 4 countries.
- Fifty-four journalism school institutions in 44 countries assisted in the adaptation of the UNESCO Model Journalism Curricula; capacities of 12 potential centres of excellence in journalism education in Africa and 9 potential centres upgraded; training of more than 1,300 media professionals and trainers – including some 600 women – in Africa, Asia and the Pacific and Latin America and the Caribbean supported.
- Opportunities for community access and participation were expanded by setting up and strengthening community radio and Community Multimedia Centres (CMCs) in 34 countries.
- Capacities of 230 media trainers in 56 countries built, using the UNESCO manual, *Media as Partners in Education for Sustainable Development: A Training and Resource Kit* (2008), to create a core group of media trainers in this field. Production skills, content and capacities improved within the framework of UNESCO's Global Network of Young TV Producers on HIV/AIDS, enabling the production of more than 100 short documentary films on HIV/AIDS from 74 countries.
- Media and information literacy (MIL) capacities of more than 75 teacher educators from 45 teacher training institutions were enhanced in three regions; *Guidelines for broadcasters on Promoting User-Generated Content and Media and Information Literacy* were produced; a publication entitled *Mapping Media Education Policies in the World*, highlighting best practices in this regard was produced in partnership with the United Nations Alliance of Civilizations and the European Commission.
- The eleventh United Nations Inter-Agency Round Table on Communication for Development (2009), co-organized by UNESCO, emphasized the need to position institutionally C4D in the United Nations system and strengthen monitoring and evaluation of C4D activities; studies conducted in five countries explored the possibilities of integrating C4D approaches and practices into CCA and UNDAF documents.

Challenges/lessons learned

- While new technologies have provided significant change in societies, traditional media continue to be the principal shared space for inclusive national dialogue. Efforts to foster

free, independent and pluralistic media with high professional standards, therefore remain extremely relevant.

- Limited regulatory policies for broadcasting remain a challenge for the development of free, pluralistic and independent media, and significant reorientation is needed in many countries in order to introduce policies that empower community radio and community media.
- More advocacy is needed for C4D to become an integral part of national development plans.

MLA 4: Strengthening of the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas

56. Over the last five years, UNESCO has built a comprehensive strategy for assistance to media in conflict and post-conflict areas, which was translated, in the second half of 2009, into assistance programmes in several conflict countries. Most of these were financed through extrabudgetary funds and building on local capacity and joint United Nations collaboration. Action focused not only on traditional and digital media, but also on the consolidation or restructuring of libraries and archives, as well as on online-based educational services in this environment.

57. Efforts were stepped up to support stabilization, reconstruction, reconciliation and peace-building challenges. The programme has increasingly focused on youth groups and women's networks and this has proved to be efficient in local rural communities. Following the Power of Peace Network (PPN) Conference in Bangkok, in 2009, a large number of youth and peace organizations joined the network and contribute regularly to its activities. The Organization's assumption that media, and increasingly ICTs, can serve as platforms for cultural self-expression, mutual understanding and tolerance has proved correct and the ongoing activities have been linked with those of the Alliance of Civilizations led by the United Nations.

58. Work has continued to develop a strategy for the role that local media can play in disaster prevention and immediate post-disaster situations, where access to information plays a critical role. Building the preventive capacities of local and community media to contribute to the provision of life-saving information is essential because of their knowledge of the languages of the affected populations and their familiarity with the cultural and political setting. The Organization is in close contact with the United Nations humanitarian cluster system, including CEDAC, to see how this can be integrated into future Flash Appeals and Early Recovery programmes.

Achievements

- Media in open- and post-conflict situations were supported in Afghanistan, Central African Republic, Côte d'Ivoire, Democratic Republic of the Congo, Iraq, Lebanon, Liberia, Nepal, Palestinian Territories, Rwanda, Sierra Leone, Somalia, Sudan and Uganda, including through contributions to CCA and PRSP.
- Capacity-building activities for conflict-sensitive reporting undertaken; specific training curriculum developed in conflict-sensitive reporting; pilot projects established in Bangladesh and in the Caribbean region to build the prevention capacities of local media; joint programmes for conflicting groups developed.
- Role of media and ICTs strengthened as platforms for dialogue and peace-building; Boundless Prize supported in collaboration with several European, Middle-Eastern and North African broadcasters; the Power of Peace Network (PPN) supported.

Challenges/lessons learned

- The United Nations Delivering as One initiative has provided UNESCO with a good opportunity to assert its leadership in the areas of media development and freedom of expression, especially in conflict and post-conflict situations. A useful and flexible system of collaboration with the main United Nations organizations active in this field (OCHA and UNDP), as well as international, regional and local media development and press freedom organizations, has enabled the Organization to be active in many countries despite limited resources. A new and positive development in this field is the growing application of the triangular South-South-North model for capacity-building.
- Increasingly UNESCO is invited to participate in the immediate action in post-disaster and post-conflict situations, where information plays a critical role. Building the prevention capacities of local media is critical in this regard.

Addressing the needs of Africa

59. Partnerships with regional organizations and networks to enhance the role of media and ICTs as levers for sustainable development were strengthened, especially during the preparatory process of the 2010 African Union Summit, "ICT in Africa: Challenges and prospects for Development". Awareness-raising of the importance of freedom of expression and freedom of information has resulted in recognition in the Accra Agenda for Action, as well in the outcome documents of the meeting on media and development held jointly by the AU and the European Commission, in Burkina Faso in 2008, of the important role that free media plays in development, democracy and dialogue.

60. Efforts were pursued to support free, independent and safe reporting in the post-conflict environment. In partnership with the International Conference for the Great Lakes Region and International Media Support (IMS), UNESCO commissioned media assessments in the 11 Great Lakes countries to draw up regional media capacity-building strategies. Capacity-building initiatives were also undertaken as a follow-up to the 2007 study, *Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa*. The Science and Technology Commission of the AU welcomed UNESCO's initiatives in this area and the preparation of a Memorandum of Understanding is under way to establish further cooperation.

Achievements

- Public awareness of the importance of freedom of expression and press freedom increased through WPFD and WFPF celebrations in more than 20 African countries.
- Following the study on media legislation in Africa, workshops and seminars were held on legal requirements for press freedom and policy advice was provided for national media legislation resulting in improved press acts, broadcasting standards and policies.
- Capacities were built in conflict-sensitive reporting, including through the African Reporting for Peace programme.
- Comprehensive assessments of national media landscapes conducted through UNESCO MDIs; MDIs promoted in Mozambique, Rwanda, Uganda and the United Republic of Tanzania to support the integration of C4D in CCA and UNDAF documents.
- ICT competency standards for teachers were applied and capacity-building initiatives enabling institutions to provide high-quality journalism training were undertaken.

- Community access and participation were expanded through IPDC support for a further 19 CMCs, bringing the total number of CMCs in Africa to 79. In 2008-2009, IPDC supported 45 projects in 20 countries for a total amount of \$1,321,800.
- Policy-makers advised on legislation, transparent licensing and discounted tariffs for licensees for community radio at two regional meetings.

Promoting gender equality

61. In line with the WSIS Declaration of Principles and UNESCO's Gender Equality Action Plan, activities focused on the identification of the gender equality dimensions of media and ICTs and on ensuring the full participation of women in achieving sustainable development. Community media was particularly effective in giving voice to women and girls while ensuring their active participation at all levels of the development of society, especially decision-making. During the biennium, particular attention was paid to ensuring the maximum participation of women in all training workshops supported by UNESCO.

62. Targeted actions were taken to raise women's awareness of freedom of information. Special attention was given to women in situations of global tension and armed conflicts by promoting their involvement in conflict resolution, peace-building, and reconstruction. Gender equality dimensions in the media were further addressed through two major conferences: the international Conference on Ethics and Gender (2009) which focused on bringing equality in the newsroom; and the International Conference on Broadcast Media and Climate Change which underlined the role of women on the front line of climate change and urged further action for targeted science communication policies.

Achievements

- Guidelines on gender equality in media organizations and gender-sensitive reporting were disseminated and ground-breaking global research was produced examining the structure of the news media industry from a gender perspective in 66 countries.
- The involvement of women and women's rights organizations and networks in activities related to freedom of expression and freedom of information legislation and policies in relation to women's empowerment and human rights was actively promoted, including through specific country case studies.
- Management capacities of women community media workers were enhanced – in Africa, almost 100 workers were trained.
- Cooperative approaches were supported to promote the safety of female journalists, especially in conflict and post-conflict environments.

Intersectoral platform: Fostering ICT-enhanced learning

63. The Platform facilitated the integration of ICTs into the teaching and learning process by supporting the formulation of new approaches to knowledge dissemination and utilization, including new models of open and distance learning (ODL) and the development of standards, strategies and best practices, resources and capacities.

Achievements

- Capacity of ministries and quality of teacher-training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards.

- Access to education and learning in Member States expanded through ICT tools; information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres.
- Education/training “communities of practice” formed to build knowledge and access to open and diverse educational resources at all levels.
- Digital libraries of open educational resources developed for quality life-long learning (e.g. open courseware and digital learning objects); role of ICTs in support of Education for All (EFA) goals reinforced.

Resources

64. In managing for results, Major Programme V made use of the following:

- **Regular programme budget: \$31,817,000**

- Activity costs: \$13,809,000
- Staff costs: \$18,008,000

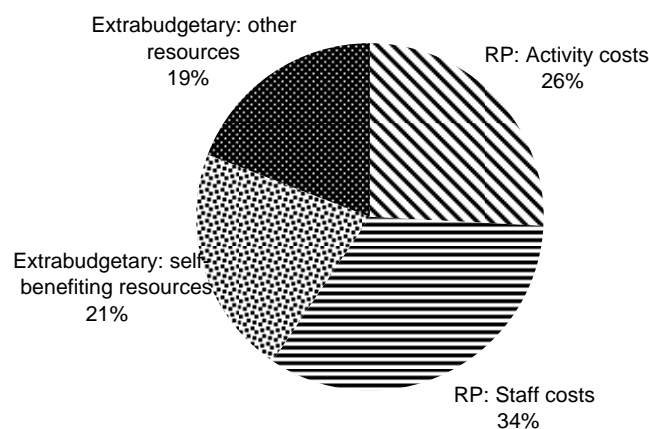
Staff establishment: 89 regular posts, including 64 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$21,756,000**

- Self-benefiting extrabudgetary resources: \$11,544,000
- Other extrabudgetary resources: \$10,212,000

Distribution of total expenditure

MP V - Communication and Information



Conclusions and lessons for the future

65. Communication and information are at the core of the development of learning societies, empowering individuals to fully exercise their rights and benefit from their fundamental freedoms, to enhance development, democracy and dialogue. UNESCO should highlight this by supporting countries in yielding the benefits of communication and information through a concerted action within the United Nations system and in close collaboration with the donor community and the major regional development organizations, to work towards a rich and diverse media landscape, high professional and ethical standards, and the widespread use of information and communication technologies, from radio to mobile media and the Internet.

66. The free flow of information is as important as ever, and the Organization should continue to ensure that every citizen has access, targeting in particular the marginalized and vulnerable, to enable societies to explore opportunities and to reap the benefits.

Examples of major achievements and challenges in carrying out each of UNESCO's five functions		
Laboratory of ideas		<ul style="list-style-type: none"> Building on the potential of media and ICTs for promoting peace and tolerance, the Power of Peace Network (PPN) provides an innovative platform for interactive exchange on peace-building initiatives.
		<ul style="list-style-type: none"> Ensuring the sustainability of the network.
Standard setter	Achievements	<ul style="list-style-type: none"> Media development indicators (MDIs) are recognized as a main standard-setting tool and applied to monitor and assess media development trends and gaps in national media systems. Setting standards through the model curricula for journalism education at the tertiary level and for media and information literacy (MIL) to enrich teacher-training curricula.
	Challenges	<ul style="list-style-type: none"> MDIs should play an increased role in helping to assess gaps in media development. More resources are required for building capacities of journalism educators in higher education institutions.
Clearing house	Achievements	<ul style="list-style-type: none"> The International Freedom of Expression Exchange (IFEX) is the lead documentation centre for all kinds of violations of press freedom and freedom of expression with correspondents in 175 countries. The WSIS Community Online Platform provides a forum discussion, exchange of ideas and networking, with contributions from a wide range of stakeholders and individuals from all regions.
	Challenges	<ul style="list-style-type: none"> Finding the resources to continue to strengthen the IFEX network. Ensuring active participation of stakeholders in WSIS processes, activities and initiatives, including the common development of projects among the multistakeholder team for each Action Line.
Capacity-builder in Member States	Achievements	<ul style="list-style-type: none"> The IPDC supported 26 regional and 107 national media development projects in 71 countries. These relate to freedom of expression, community media and training of media professionals, amounting to a total of \$3.7 million. Opportunities have been expanded to improve access to information and empower marginalized communities through community radio and CMCs. Institutional capacities built in many Member States on issues related to media law, regulatory frameworks, professional and ethical standards, conflict-sensitive reporting and overall issues related to the role media can play for dialogue, reconciliation and peace-building.

	Challenges	<ul style="list-style-type: none"> • Further efforts are needed for CMC fundraising initiatives, partnership-building, and preparation and implementation of projects. • Media development should be better integrated into the overall United Nations development and peace-building programmes by establishing a global campaign on the role of media and ICTs for the three Ds, development, democracy and dialogue.
Catalyst for international cooperation	Achievements	<ul style="list-style-type: none"> • Multistakeholder cooperation of broadcast media to report and raise awareness on climate change through the organization of the first International Conference on Broadcast Media and Climate Change (Paris, September 2009).
	Challenges	<ul style="list-style-type: none"> • Broadcast media in many developing countries does not have sufficient financial and human resources to produce quality content regarding climate, environment and other relevant science-related issues.

UNESCO INSTITUTE FOR STATISTICS (UIS)

67. UIS continues to reinforce efforts to improve data quality at the international and national levels. This entails a range of different initiatives, including: the preparation of “data plans” in close consultation with national statisticians to facilitate international reporting; the implementation of a new internal Data Quality Monitoring Framework; and the regular review and refinement of survey instruments and indicator frameworks.

Achievements

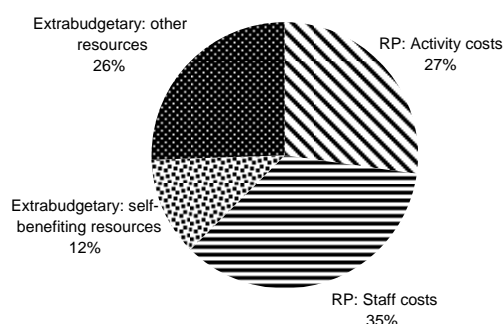
- As a result of these diverse activities, the timeliness of UIS education data has improved. In 2009, more than 65 countries reported data ahead of the current reference year. Education data are also more complete, especially in terms of global tertiary data and education finance statistics in sub-Saharan Africa.
- UIS continues to be the main education data source for international reports, such as the *EFA Global Monitoring Report*, *The Millennium Development Goals Report* and the *Human Development Report*. In addition to providing statistical tables and analysis, UIS takes a leading role in maintaining and improving education monitoring frameworks and indicators for the MDGs and EFA.
- The UIS presented an interim report to the 35th session of the General Conference on the revision of the International Standard Classification of Education (ISCED), which was positively received. UIS will continue to work with international experts and national statisticians to improve ISCED and its implementation in order to improve the comparability of its data.
- The Institute is now preparing the main assessment of the Literacy Assessment and Monitoring Programme (LAMP) after completing pilot tests in five countries. A second wave of countries, notably Jordan, Paraguay and Viet Nam, are actively implementing LAMP.
- UIS presented the 2009 UNESCO Framework for Cultural Statistics to the General Conference, and it was favourably received. The Institute is working at the national and regional levels to begin implementing the framework.
- Based on consultation with international experts, UIS produced a *Guide to Measuring Information and Communication Technologies (ICT) in Education*. This guide is a key element in a set of pilot survey instruments, which will be tested by a group of diverse countries in 2010.

- UIS also finalized a methodology for measuring research and development (R&D) in developing countries, which will be published as an annex in the OECD's *Frascati Manual*, which is considered to be the standard for reporting data in this field.

Challenges and lessons learned

- It is important to note the trade-offs between improving data quality and completeness: higher standards can imply less available data.
- Through its regional advisers and field staff posted in UNESCO field offices, UIS has expanded its field presence in order to work more closely with national statisticians. Nevertheless, the growing demand for data on fragile States poses a major challenge.

Budgetary execution overview
Distribution of total expenditure
UNESCO



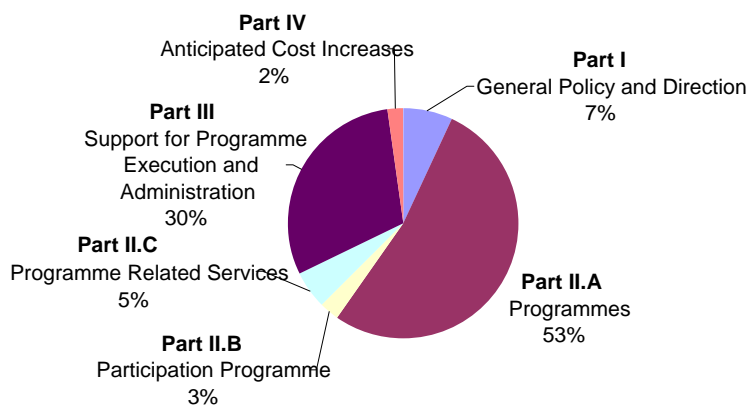
Staff costs: Costs for staff on established posts.

- *Activity costs:* Costs associated with an activity and included in the financial provisions made specifically for that activity.
- *Self-benefiting extrabudgetary resources:* Funds outside Member States' assessed contributions and intended for the implementation of activities for the benefit of the funding source.
- *Other extrabudgetary resources:* Funds outside Member States' assessed contributions and intended for the implementation of activities benefiting recipients other than the donor.

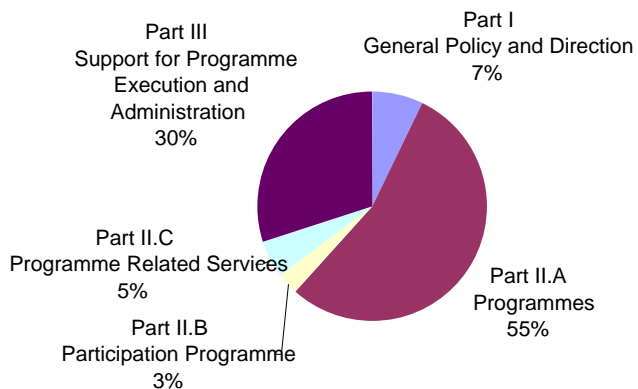
Regular programme execution by parts of the budget 2008-2009

Part of the budget		34 C/5 Approved		Expenditure as at 31 December 2009	
		(in thousands of US dollars)	%	(in thousands of US dollars)	%
Part I	General Policy and Direction	44,213	7.0	46,234	7.2
Part II.A	Programmes	332,236	52.7	350,262	54.6
Part II.B	Participation Programme	18,800	3.0	18,829	2.9
Part II.C	Programme-Related Services	32,398	5.1	34,314	5.3
Part III	Support for Programme Execution and Administration	189,622	30.0	192,254	30.0
Part IV	Anticipated Cost Increases	13,732	2.2	-	-
Total		631,000	100.0	641,892	100.0

Regular programme resources by parts of the budget
34 C/5 Approved



Regular programme expenditure by parts of the budget
as at 31 December 2009



PART II – SUMMARY AND CONCLUSION

68. **Background:** This part of the report contains the findings of the verification exercise undertaken by the Internal Oversight Service (IOS). These findings include key issues emerging from the analysis of the implementation of the programme and budget and the results achieved during 2008-2009 (34 C/5) as presented in Part I. It also includes a brief analysis of progress made in addressing the key challenges highlighted in the previous C/3 document. Finally, the report presents suggestions for improving C/3 reporting in the future. Part II is thus divided into three main sections: (i) verification findings; (ii) progress in addressing key challenges identified in document 35 C/3; and (iii) conclusions.

69. **The verification process:** The main purpose of the verification process was: (i) to verify that the information submitted for the 36 C/3 document by sectors and services was accurate; and (ii) to determine whether the expected results of document 34 C/5 were achieved. The methods employed during the verification process included a desk review of the submissions made by sectors and services, discussions with staff involved in producing the submissions, and a review of relevant empirical evidence from external evaluations completed during the biennium.

70. **Sampling:** The verification was undertaken on the basis of a random sample selected from all MLAs contained in document 34 C/5 with a view to ensuring that the sample included at least: one MLA for each Major Programme, one Category 1 institute, one Central Service and one Intersectoral Platform. Under two Major Programmes, activities addressing UNESCO's two global priorities, Africa and gender equality, were also selected for verification.

Main Findings

71. **Results-based orientation of the C/5 document continues to improve.** With each successive C/5 document, overall RBM practice has been improving as demonstrated by more clearly articulated expected results, performance indicators and benchmarks. The C/5 document (Programmes and programme-related services – Part II of 34 C/5 Approved) contains 25 Main Lines of Action, 313 expected results and 461 performance indicators. These figures include Priority Africa, Intersectoral Platforms and all category 1 institutes. Ninety-three percent of all expected results have performance indicators and 40% of the performance indicators have benchmarks. A few sectors in particular have been successful in developing benchmark targets, e.g. more than 75% of the indicators have benchmarks in Communication and Information, Culture and Natural Sciences. In comparison, document 33 C/5 contained 80 MLAs, 585 expected results, with only approximately 50% of the expected results having performance indicators.

72. As part of the ongoing improvements in RBM practice, **the expected results are now a good reflection of UNESCO core functions.** The verification found ample examples of results related to capacity-building, policy development and clearing-house function.

73. **RBM training and self-help tools are helping to strengthen RBM practice.** BSP offers RBM training as part of UNESCO's institutional training for new staff and also continues to deliver targeted training to Headquarters and field office staff. In the 34 C/5 period, a significant number of Headquarters and field office staff received RBM training. As a result of ongoing RBM training, a number of focal points have been established in various locations to provide staff with support and guidance as required. In addition to direct training, a suite of self-help tools (e-learning modules) and guidelines are made available to all UNESCO staff and Permanent Delegations on BSP's website. Collectively, these measures help to further the application of RBM across the Organization.

74. **Achievement of results:** The verification examined the extent to which the 56 expected results in the sample were achieved. The verification found, in nearly all cases, achievements that were contributing to the attainment of the expected results. The achievements most easily verified were categories of outputs such as policy guidelines and strategies developed, networks

established to share research results, ministry officials and teachers trained, etc. The achievements identified were important building blocks necessary to bring about the level of change called for in the expected results. To give one concrete example, efforts to strengthen national capacities in educational planning and management included technical assistance and training to develop Educational Management Information Systems (EMIS) in Member States, assistance to reconstruct education systems in post-conflict and post-disaster situations, and advanced-level training of educational planners.

75. The answer to the question of whether the expected results have been *fully* achieved is more complex due to the absence of baselines and proper benchmark targets for a number of expected results. Moreover, prominent areas of UNESCO work such as capacity development, normative action, and shaping and influencing policy formulation, are complex processes. The verification exercise alone does not allow us to determine to what extent the expected results have been met.

76. In order to provide greater assurance that progress is being made towards the achievement of the expected results, the verification was complemented by empirical evidence coming from external evaluations completed during the biennium.

77. Despite the evidence of progress towards achieving the expected results of document 34 C/5, several key challenges relating to programming, results-based monitoring and reporting were identified during the verification.

78. **Reporting emphasizes activities and outputs.** Despite the progress made in the overall articulation of expected results in the C/5 document, further progress in results-based reporting is needed. All elements in the verification sample include numerous examples of activity and output-based reporting. The output-based reporting is explained to some extent by the large number of output indicators against which the sectors are reporting. The content analysis of the sampled elements shows that approximately 44% of the performance indicators relate to outputs or processes, and are mostly quantitative.

79. A selected set of examples from the elements sampled include the number of countries having received technical assistance, the number of UNESCO Chairs established, the number of scientific and policy research studies on river basins conducted, the number of regional forums of ministers on social development held, and the number of men and women trained.

80. Despite the relatively high number of output indicators, the sectors and services find it very challenging to accurately monitor and report at this level. In most cases, the verification of the MLA assessment forms showed that the contributions did not report fully on, for example, the total number of individuals trained, the total number of studies undertaken, etc., as called for in the given performance indicator. The challenge is heightened, in part, by the weak use of formal systems to collect and compile monitoring data.

81. **Systematic monitoring remains weak.** Very few examples were found to demonstrate that monitoring data is collected through the use of data collection tools such as interviews, surveys, questionnaires, or observation (the means of verification), from pre-identified target beneficiary groups (the sources of verification), and at an agreed-upon frequency. There is a strong tendency for the monitoring data to come from UNESCO programme specialists, not the beneficiaries, hence the strong emphasis on activity and output-level monitoring and reporting. Introducing the concept of obtaining monitoring data from beneficiaries (users) more widely into monitoring systems at the field office and Headquarters level will provide programme specialists and managers with more reliable data on the quality and usefulness of UNESCO's work.

82. **Absence of baselines and benchmarks make measuring progress difficult.** Although there has been marked improvement over time by including performance indicators and benchmarks into successive C/5 documents, a key challenge is the identification of baselines

which describe the situation at or before implementation. Furthermore, the programming information needs to clearly identify the benchmarks i.e. the target that is expected to be achieved.

83. Challenges associated with compiling the monitoring data and producing the EX/4 – C/3 report. All staff interviewed pointed out that the process necessary to compile, analyse, and synthesize the information into the EX/4 – C/3 Main Line of Action Assessment Forms was quite lengthy. The non-availability of SISTER for reporting purposes compounded the difficulties experienced by the sectors in completing their contributions to the report, resulting in monitoring data and an analysis of that data not always being readily available. Therefore, instead of the responsible unit in the sector at Headquarters simply accessing the tool containing the monitoring data and analysis in order to synthesize information and generate the results-based report, often the process starts from scratch with programme specialists, or field offices, compiling information and submitting their individual reports.

84. Monitoring capacity- and policy development-related expected results. As mentioned above, an important share of the C/5 performance indicators are focused at the output level. The verification showed that greater efforts will be required at the time of programming to identify appropriate indicators for monitoring capacity- and policy development-related expected results. In doing so, attention should be given to the feasibility and potential costs involved in gathering such indicators.

85. Cost-effectiveness and sustainability. In comparison to the 35 C/3 exercise, the MLA forms provided far greater coverage and information on both issues. Despite the terms being clearly defined in the RBM guidelines, the quality of the contributions received suggests that staff are not always clear on what is being requested. The sectors receive information at the project level and are faced with the challenge of aggregating the information in order to say something meaningful at the level of the Main Line of Action. Unable to aggregate the numerous individual submissions, the sectors provide a couple of illustrative examples. If the Organization wants to monitor the cost-effectiveness of interventions and their sustainability, greater attention needs to be given to these aspects at the project design stage, i.e. when developing the annual work plans.

86. Progress in follow-up to challenges presented in the 35 C/3. There are several challenges identified in document 35 C/3 which reappear in the 36 C/3 exercise. The Organization will need to pay particular attention to these challenges in order to enhance C/3 reporting in the future. (i) Greater efforts are needed to describe the baseline situation, especially with respect to capacity-development-related results. In their absence, it is very challenging to monitor progress towards meeting expected results. (ii) Although improving, efforts will need to be increased to provide guidance and tools for the monitoring and analysis of cost-effectiveness. (iii) There are few details relating the achievements of the C/5 to the achievement of the expected outcomes of the C/4. A more systematic approach is needed for monitoring and reporting achievements on the expected outcomes of the C/4.

Conclusions

87. The verification showed that progress has been made towards the achievement of the 34 C/5 expected results; reported achievements of activities and outputs were verified. The exercise was supplemented by a review of completed external evaluations. As shown in Part II, results-based monitoring and reporting are not without important challenges. There continues to be an emphasis on activity- and output-based reporting. Perhaps most importantly, a more systematic approach to monitoring progress at the outcome level is needed. Addressing these challenges will further improve the quality of the information contained in future C/3 reports, thereby strengthening its usefulness as a decision-making tool and strengthening the practice of results-based management in the Organization.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

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REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

ADDENDUM

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

The addendum presents salient developments in field offices' (45) participation in United Nations common country programming exercises and the main results achieved with regard to UNESCO's insertion in ongoing country programming processes.

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AFRICA

UNESCO Office in Abuja

1. UNDAF II focuses on four major priorities: (i) Governance and accountability; (ii) Productivity and employment; (iii) Social service delivery; and, (iv) Reduction of the risk of crisis and conflict. The United Nations contribution to the implementation of UNDAF is estimated at US \$1.056 billion, although considerable funding gaps are envisaged. UNDAF II covers six selected states and the Federal Capital Territory (FCT).

2. As one of the 14 United Nations agencies resident in Nigeria that signed the UNDAF II document, UNESCO has actively participated in the planning and implementation of UNDAF Nigeria. UNESCO's participation encompasses three main levels: UNCT team, Programme Management Team (PMT), and participation in the implementation of UNDAF in two selected states. As member of the PMT, the Abuja Office participated in the development of joint programming activities and annual work plans (AWP) for the implementation of UNDAF II for the six selected states and the Federal Capital Territory (FCT). UNESCO is the lead agency in the UNDAF priority area of transforming social service delivery in one of the six states identified. The Office also led the inter-agency group constituted by the RC to finalize the Monitoring and Evaluation (M&E) Framework. Lastly, UNESCO Abuja is expected to provide technical support for a comprehensive and integrated Education Management Information System (EMIS) in two selected UNDAF states, Adamawa and FCT, as its specific contribution to the implementation of the UNDAF II annual work plans for 2010.

3. Nigeria is the largest and the most complex country in Africa comprising 36 States which are sometimes referred to as 36 countries! This poses serious challenges to UNESCO's work in Nigeria. With its limited human and financial resources, the Office has been stretched to the limits in ensuring a minimum level of representation and participation in joint United Nations fora and programmes.

4. The need to strengthen professional staff and orient them to broad issues in development and poverty alleviation and to enhance their capacity to link UNESCO's programme interventions to the UNDAF agenda in a meaningful fashion is also manifest. The fact that UNESCO programme and budget cycles are shorter and are not in synchronization with United Nations programmes and funds, which are in the forefront of the UNDAF process, pose difficulties for UNESCO, not least in making financial and other commitments to joint programmes, even though our financial commitments to UNDAF II are miniscule. The forthcoming preparation of Strategic Programme Frameworks (SPFs) for each of the four programme interventions in UNDAF II affords us an opportunity to position UNESCO to receive its fair share of pooled funds for implementation of different aspects of the programme. Predictable support from Headquarters, particularly from the 2% fund, would enhance both quality and quantity of our participation in the implementation of UNDAF II in Nigeria.

5. A serious challenge is posed by the planned move in UNDAF II for joint programmes in six selected States in the Nigerian Federation. In the absence of UNESCO's presence in the field, due to its mandate as an upstream intellectual agency that provides policy advice and technical assistance mainly at the federal level, the scope for making direct programme interventions at state level will remain rather limited. Nevertheless, the Organization is contributing by providing policy advice, informed sector analysis and supporting innovation and experiments, where feasible. Our recent work on Education Policy Planning Simulation (EPPSIM) in a few States in support of UNICEF, DFID and WB provides us with an opening to intervene in other States.

UNESCO Office in Accra

6. Ghana: The Office contributed to the mid-term review exercise of the UNDAF, to the celebration of various United Nations days (World Press Freedom Day, World Water Day, World

Day for Cultural Diversity and Development, World Day for the Remembrance of Slavery and its Abolition, World Teachers' Day, World Women's Day) and led the preparation and publication of a joint United Nations study on the response of the education sector to HIV and AIDS in Ghana.

7. Liberia: The Monrovia antenna participated in various inter-agencies meetings and was involved in the implementation of the UNDAF and its annual review. The Accra office also provided support for the development of a joint United Nations programme on youth.

8. Benin: The Benin antenna participated in various inter-agencies meetings. The Office actively contributed to the finalization of the UNDAF (2009-2013), advocating also for an explicit consideration of science issues.

9. Cote d'Ivoire: The Office actively contributed to the preparation of the UNDAF (2009-2013).

10. Togo: The Office attended the heads of agencies retreats.

UNESCO Office in Addis Ababa

11. The UNDAF (2007-2011) has five key strategic areas: (i) Humanitarian response and recovery and food security; (ii) Basic social services and human resources; (iii) HIV/AIDS; (iv) Good governance; and (v) Enhanced economic growth. The UNDAF strategic key areas leave a very narrow space to education as a whole, with almost no room for secondary, technical, and higher education, which might hamper capacity-building (human resources). This is to be rectified progressively. Climate change and gender are likely to come in as key areas for the next UNDAF

12. Currently, UNESCO is member of the gender technical working group, contributed substantively to the gender mainstreaming plan of action and the periodical gender audit exercises, and is an active partner of the United Nations Girl's Initiative (UNGEI).

13. With regard to culture, the Government of Ethiopia has a strong commitment to use culture for socio-economic development, particularly cultural tourism. The Office, with support from Headquarters, contributed to building capacities of governmental and non-governmental institutions in this regard. The Office also initiated the execution of a project entitled "Harnessing Diversity for Sustainable Development and Social Change", and aimed at alleviating poverty and harnessing the immense cultural, as well as natural diversity of Ethiopia towards sustaining the country's development and social progress. This project, funded by the Spanish MDG Funds, is being implemented in close collaboration with UNDP and the Ministry of Culture and Tourism.

14. In the area of the sciences, the Office contributed to the country programme outcomes of both Ethiopia and Djibouti through a capacity-building workshop on climate change and water resources management, "Hydro climatic risk assessment", where more than 30 scientists were trained. UNESCO also carried out a study on the aquifer recharge for the towns of Oueah and Arta in Djibouti, with a view to advising on a sustainable utilization of groundwater for providing potable water (MDG 7) and promoting the development of the area.

UNESCO Office in Bamako

15. Guinea: The first main line of action of UNDAF for 2007-2011, namely the improvement of governance and reinforcement of institutional and human capacities, aims to (i) increase decentralization/deconcentration and citizen participation, (ii) strengthen public financial systems, (iii) enhance aid efficiency and effectiveness, and (iv) build State capacities. UNDAF's goal is to ensure that at least 30% of pre-school-aged children, 90% of school-aged children and 50% of teenagers (between the ages of 13-18) and adults (between the ages of 19-49) – in particular girls and women – enjoy their right to quality basic education.

16. UNESCO participated with technical and financial partners in the development of the Education Sector's sectoral programme, which improved the inclusion of the Organization's

approach. UNESCO contributed to UNDAF goals by formulating a literacy and non-formal education policy and national action plan, by providing technical support for the organization of the National Education Conference held for the purpose of evaluating the education system and by building institutional capacities to develop teacher-related policies under the capacity-building for the EFA project. To that end, UNESCO concentrated on initial and in-service teacher training in cooperation with UNICEF.

17. Under partnership with UNDP, UNESCO also supported an awareness-raising campaign on citizenship and the culture of peace, with civics as a cross-cutting theme, broadcast for six months by national rural, community and private radio stations, which created tolerant and disciplined attitudes and behaviour within communities.

18. In regard to forms of action, the United Nations system gives priority to the poorest regions (Central Guinea, Upper Guinea, and the Guinea Forest Region). A pilot project for the regionalization of the MDGs is under way in the Guinea Forest Region (in Nzérékoré). For this reason, since 2009, in-service teacher training activities, conducted with UNESCO's support, have been carried out mainly in the Nzérékoré and Kankan regions.

19. The following entry points for future cooperation and possible joint programmes with other United Nations agencies are planned: literacy and non-formal education (with UNDP and UNICEF); improvement of teachers' standards of living (with ILO); development of teacher policies (with UNICEF) and the inclusion of marginalized groups in the education system (with the ILO, UNICEF, UNDP and WFP).

20. Mali: UNESCO contributed to UNDAF mainly through the formulation of the joint United Nations support programme for the promotion of human and gender rights in Mali and the drafting of the 2010-2012 United Nations system common strategy for the promotion of gender equality in Mali.

21. The Government of Mali and United Nations agencies designed the programme for the promotion of human and gender rights in Mali in order to promote knowledge and implementation of human rights. The joint programme, based on UNDAF Effect No. 1, is geared to achieve the Millennium Development Goals (MDGs) and ensure that commitments made in the framework of the United Nations Millennium Declaration are met. The programme is a priority line of action in the National Growth and Poverty Reduction Strategy Framework (GPRSF) entitled "Promotion of Democratic Governance and Public Freedoms" and designed to promote knowledge and enforcement of human rights as a benchmark in the formulation of national and local public policies that are general in scope or aimed at specific targets. The purpose of the programme is to build the capacities of government bodies and civil society organizations.

22. The United Nations 2010-2012 common strategy for the promotion of gender equality in Mali supports the recently formulated 2009-2018 national gender equality policy and its three-year action plan. UNESCO plays a leading role in the human rights and gender thematic group, which had been mandated to formulate the strategy, with technical support from the United Nations Development Fund for Women (UNIFEM).

23. Niger: To support the implementation of the 10-year education development programme (PDDE), the national education strategy, UNDP and UNESCO jointly implemented a literacy and teacher training project in Niger. The project contributes to the following UNDAF effect: "vulnerable populations have access to good quality basic social services and are involved in controlling population growth". Pursuant to that UNDAF effect, UNESCO held a vocational education round table for technical and financial partners, which was attended by all agencies of the United Nations system and other technical partners (countries' delegations, institutions, funding agencies, State institutions, the government, representatives of the diplomatic corps and international organizations accredited to Niger, Niger's private sector and civil society representatives). The main goal of the round table was to secure partners' firm commitment to providing substantial additional funding for

the implementation of the vocational education programme. A detailed programme has been formulated to ensure that follow-up action is taken.

24. The following entry points have been considered for future cooperation and any programmes implemented jointly with other United Nations agencies: joint HIV programme designed to build youth capacities in regard to HIV (with UNAIDS) and capacity-building under the “implementation support for non-formal education and teacher training policies” component (with UNDP, UNICEF and the World Bank).

UNESCO Office in Brazzaville

25. UNESCO is the lead agency for the education component of the UNDAF framework. The Office therefore supports and coordinates activities relating to education sector policy formulation, in particular support for education ministries engaged in national education-sector strategy appropriation and validation exercises. Following a massive influx of refugees from the Democratic Republic of the Congo into the Likouala department in the northern part of the Republic of Congo, the Office is also coordinating the UNCT’s education thematic group’s activities in regard to emergency education. In that connection, the Office has developed a strategic partnership with UNICEF in respect of education and with FAO in respect of environmental issues. It is to be noted that the country has just reached the HIPC completion point, which affords an opportunity to fund some social sector components, including education.

26. The Office has also contributed to the formulation of the national gender policy within the purview of the gender thematic group which is currently discussing the desirability of drawing up a joint United Nations system gender programme.

27. In the context of the formulation of the joint United Nations programme to combat HIV/AIDS, the Office has played an important role in achieving the integration of a cultural approach into HIV/AIDS prevention and treatment. This joint programme was signed on 19 February 2010 by United Nations system agency heads and the Minister of Health. The Office has also supported ministries of education in countries belonging to the Central African Economic and Monetary Community (CEMAC) and the Economic Community of Central African States (ECCAS) in developing harmonized curricula on HIV/AIDS as part of a subregional project. These curricula are now being used in schools in Congo.

28. Culture and science are two of the country’s priority fields that are not yet sufficiently reflected in the UNCT country programming. The Brazzaville Office wishes to capitalize on the opportunity afforded by the celebration of the International Year for the Rapprochement of Cultures (CLT), on the one hand, and the International Year of Biodiversity (SC), on the other, to promote these two themes. The Brazzaville Office will rely on its privileged partnership with ministries responsible for areas coming within UNESCO’s fields of competence.

29. The major challenge facing the Office is the shortage of human resources, which prevents it from being present in the various United Nations system team exercises. The Office has only one education professional (NPO). The Office has developed partnerships with ministries for the secondment of experts to monitor specific issues. However, the possibility of assigning a Science and/or Culture programme specialist (NPO) to the Office should be examined. In that connection, Headquarters support (including under 2% DaO funds) for capacity-building (ALD and consultants) would be welcome.

UNESCO Office in Dar es Salaam

30. Currently, the office is involved in UNCT and Joint Programming in Tanzania, Madagascar, Comoros, soon to be followed by Seychelles and Mauritius. The biggest programme continues to be education. However, increasingly, culture and CI are reflected in the One Programmes/UNDAF. Science and technology has become critical in the development discourse in Tanzania, especially

its linkages to economic development. Environment related issues are strong areas of interest of most of the Indian Island Ocean States, especially the SIDS – Comoros, Mauritius and Seychelles.

31. Tanzania: Tanzania has presented a unique opportunity in Africa for UNESCO to produce visible results in terms of the much needed alignment of UNESCO's programmes and funding more closely to national priorities. UNESCO Dar es Salaam was actively involved from the beginning in elaborating strategies and approaches guiding the common programming exercises in Tanzania. UNESCO Dar es Salaam participates in the Interagency Planning Committee (IAPC) and in the joint programming working groups that elaborate the work plans for the joint programmes. UNESCO contributes to eight joint programmes and is managing agent of one: education.

32. UNESCO Dar es Salaam is also assuming leadership for the Education Sector working group preparing the analysis providing the basis for the next One Plan, 2011-15. UNESCO's contributions in the ongoing education sector reform are valued and, within the Development Partners Group (DPG) on education, the agency is seen as a leader in this area. UNESCO hosts the DPG secretariat and has contributed substantively to the national EFA agenda through the EMIS programme.

33. UNESCO also leads in the elaboration of science, technology and innovation components of the joint programme on wealth creation and employment creation through designing with the government activities that enhance the economic functions of science, technology and innovation. In this way, UNESCO has provided technical advice through a study for the inclusion of science, technology and innovation into the ongoing review of the PRS documents for the mainland and Zanzibar. The role of science, ICT and knowledge as a basis for development, and the need for improved human and institutional capacities, are well articulated in the Vision 2025 of Tanzania and also in the PRS document. UNESCO is recognized as the lead in this sector and is expected by development partners to lead the drive to strengthen capacities in this sector. A thematic group has been set up within the Government Division of Labour on Innovation and Technology to bring out more clearly issues relating to the application of science, technology and innovation, including ICT for development. UNESCO is co-chairing the thematic group with Finland.

34. Furthermore, culture is gradually gaining more visibility not just in terms of its contribution to tourism and economic development but also as a shaping force for development, and as a key component for a robust strategy for sustainable development. A guideline on culture mainstreaming has been prepared by UNESCO Dar es Salaam for the upcoming United Nations Development Assistance Plan (UNDAP, 2011-2015) sector working groups. UNESCO's role in the United Nations Communication Group is also noteworthy, as the special role of UNESCO in the Communication and Information sector has been recognized and funds have been given to UNESCO for specific activities in recognition of its competence in the field of communication for development.

35. Madagascar: UNESCO is represented on a regular basis in the UNCT by the National Programme Officer and participates in some of the joint working groups (HIV/AIDS, education, communication and gender). UNESCO has participated in the updating of the current UNDAF for Madagascar. Joint activities are planned with UNFPA for fighting gender-based violence through communication (likely to also be extended to Comoros). UNICEF is discussing a partnership with UNESCO on EMIS for a short term capacity-building activity with the aim of improving the statistics system and capacities of the Ministry of Education. UNESCO is also exploring with UNICEF partnering in the area of early childhood education.

36. Comoros: UNESCO is involved and reflected in the One United Nations Plan in the Comoros, and has been requested by the UNCT to lead on the Education programme. This is a real challenge as we are non-resident in Moroni and have serious communication problems with the country. Most likely as done in Madagascar and Zanzibar, a national programme officer who can facilitate UNESCO's actions at the country level and respond to emerging opportunities by

alerting Dar es Salaam Office would be needed. Encouraged by the Resident Coordinator, UNESCO has prepared a project proposal for a \$300,000 project on peace education for high school students, which is now being submitted to the Peace Consolidation Fund (FCP). The proposal is likely to be approved.

37. Stand-alone UNESCO activities: The EMIS programme of the UNESCO Dar es Salaam office started as a stand-alone project supported by funds from the European Union (EU) but is incorporated now into the joint programming in Tanzania, and is contributing substantively to evidence-based planning in the education sector in Tanzania by enabling education planners to base their projections on solid evidence. In the education sector development plans currently being drafted in by the government, the outputs and outcomes of EMIS work are being extensively used. UNESCO has received requests to also extend the work of EMIS in its other cluster countries namely, Madagascar, Comoros and Seychelles. The EMIS work has attracted the attention and collaboration of other United Nations agencies and multilateral development partners.

UNESCO Office in Harare

38. Botswana: Following the development of the UNDAF in late 2008, the Government of Botswana has developed in 2009 a Plan of Operational Programme (GoB-POP), which stresses the need to find alternative ways to fuel the economy as the diamond industry begins its decline process and, consequently, emphasizes “economic diversification” as a priority.

39. In light of the above, UNESCO will contribute to the GoB-POP in the area of culture with a view to supporting the development of creative and cultural industries based on the Botswana’s national culture policy, thus also contributing to diversify the economy. In the sciences, UNESCO’s inputs are focused mainly on the use and wise stewardship of water resources and STI policies.

40. The communication challenges faced during 2008, which were hindering NRAs participation, were fully overcome during 2009 as the RCO office gained extra support in terms of human resources, as was suggested in the One United Nations Road Map. However, limited involvement of certain sectors of the government in the One United Nations process remains a challenge. Furthermore, despite Botswana’s efforts to implement the Dao approach, the limited presence of donors will most probably hamper the possibilities of funds flowing into the One United Nations process. The government has been vocal on its concern about donors “abandoning” Botswana as it enters the middle-income-country category.

41. Malawi: is a self-starter country within the United Nations reform. It has been recognized as a non-official pilot country since it began moving simultaneously with the pilots. In 2009, UNESCO was allocated some resources from the One Fund for activities in the areas of education and HIV and AIDS.

42. Zambia: After discussing whether to wait for the national planning document to be ready in order to ensure the UNDAF’s alignment to the Sixth National Development Plan (SNDP), the UNCT decided to go ahead with the preparation of the new UNDAF, considering that despite efforts to align United Nations documents to national plans, the cycles are hardly the same and that the situation in Zambia is unlikely to change in the short term. UNESCO fully participated in the development of the UNDAF, despite the particular challenge posed by the turnover of the NRA coordinator.

43. Zimbabwe: Due to the socio-political environment around the two elections in 2008, agencies concentrated mainly on stand-alone agency activities and a few joint activities not necessarily under the UNDAF (2007-2011) umbrella. Government somehow disengaged from the process and has only re-engaged in June 2009. After reviewing the situation to determine whether the current UNDAF is still applicable for the remainder of its period, the UNCT concluded that it can continue to form the basis of United Nations action in the country.

UNESCO Office in Kinshasa

44. The Country Assistance Framework (CAF) covering the period 2007-2011 is based on the priorities set in the Poverty Reduction Strategy Paper (PRSP, 2007-2009). CAF is a process through which a number of donors developed a common strategic approach to economic assistance in the Democratic Republic of the Congo in the post-electoral period. It is noteworthy that the country team operates as an integrated UNCT/MONUC (United Nations Organization Mission in the Democratic Republic of the Congo) body. Integration has a great influence on the activities and forms of operation chosen by the country team. Most joint programmes (11 to date) have therefore been implemented in the east of the country, a key MONUC field operation and a region of the country where the needs – essentially humanitarian – are greatest. Eighty percent of the staff and most of the country team's programme resources are currently concentrated in the east of the country, where education could be a future UNESCO entry point.

45. Some 15 thematic groups have been established by the government to coordinate CAF, to which the various technical and financial partners contribute. UNESCO takes part in the thematic groups on culture, media, information, education, social protection, gender, urban poverty and HIV/AIDS. UNESCO did not participate in joint programmes implemented at the Country Team level, but contributed to CAF's aims by producing and circulating statistical yearbooks for the entire education system for 2006-2007 and 2007-2008 by writing a document on the slave trade that will be adapted for use in the school curriculum, by producing a documentary calling for the inclusion of Pygmies, by conducting a national survey in conjunction with UNICEF in order to draw up a national policy paper on radio broadcasting, and by developing (in conjunction with UNDP) training courses on participatory communication for provincial parliamentarians and ministers, who have to date been trained by UNDP in three provinces and by UNESCO in three others.

UNESCO Office in Libreville

46. The UNESCO Office, as all other agencies of the United Nations, has faced exceptional constraints linked to the political transition. This situation resulted in particular in a delay in the payment of the government's contributions to programmes and in the slowdown – even the non-implementation – of activities, owing primarily to the unavailability of national partners. On the whole 2009 was a difficult year in which the government and United Nations agencies could not carry out activities as scheduled.

47. Despite the tough economic context, the Office contributed to the establishment and/or consolidation of several development tools (school map, training of trainers, education statistics and a national literacy plan). Owing to the support provided jointly by UNESCO (project leader), UNFPA and UNICEF to the education and economy ministries, the 2008 education statistics were validated for the first time in the country's history and a school map was drawn up for two communes selected by the United Nations Country Team for pilot projects. Furthermore, in order to achieve the MDGs, several road maps have been drawn up by United Nations agencies, including those concerning the reduction of infant mortality (UNESCO, WHO, UNFPA and UNICEF) and education statistics (UNESCO, UNFPA and UNICEF).

UNESCO Office in Maputo

48. The two strategic documents guiding all United Nations work in Mozambique are the PARPA II (National Action Plan for the reduction of Absolute Poverty, 2006-2009) and the UNDAF (United Nations Development Assistance Framework, 2007-2009). UNESCO Maputo has contributed in the development of both and is currently involved in their evaluation. The Government of Mozambique has recently approved an extension to the UNDAF (UNDAF Extension 2010-2011) which will bridge United Nations activities until the next PARPA is approved. UNESCO is participating in the implementation of five of the 13 joint programmes in Mozambique: (i) Promotion of women empowerment and gender equality; (ii) Promotion of youth self-employment activities;

(iii) Capacity-building of civil society organizations; (iv) Support decentralization and; (v) Strengthening actions against HIV/AIDS.

49. Special mention should be made of the close collaboration between UNESCO and UNICEF on capacity-building for civil society communicators and the support given to the Ministry of Education and Culture (MEC) on the reform of the education and information management systems and monitoring learning achievements. UNESCO has been also working closely with ILO on HIV and workplace policies. There is currently discussion about a possible new Joint Programme advocated by UNESCO concerning the World Heritage site, Ilha de Moçambique. The feasibility study, funded by UNESCO, was conducted in 2009 and involved, amongst others, UNDP, UNAIDS, FAO, UNIFEM, WHO and UN-HABITAT. The added value of UNESCO in these joint programmes has been first and foremost its recognized strengths in the specialized fields of education (especially literacy), vocational training, the socio-cultural approaches, communication, and cultural heritage. It is with UNESCO's advocacy and the receptivity of the country that the UNCT is moving more and more towards adopting sociocultural approaches to various areas of programming.

50. Joint programmes and joint programming have significantly improved the communication between United Nations agencies and encouraged them to better align their activities by identifying each agency's strengths and agreeing on a division of labour. Joint Programmes have improved UNESCO's visibility amongst partners and stakeholders, made them more aware of its mandate and increased others' participation in UNESCO's fields of action. Joint programmes and joint programming have also been an important ways to mobilize more financial resources.

51. However, challenges remain in developing a One Programme which would be truly inclusive and would reflect the richness of the expertise of the whole United Nations family, including specialized agencies and NRAs. The lack of a common vision is at times reflected in difficulties in harmonizing methodological approaches when integrating cross-cutting issues or in finding a common approach to programme execution. There is also constant tension between moving towards the One United Nations approach and maintaining the focus on individual agency mandates. The time committed to the work related to the One United Nations is not always consonant with each agency's resources. The high levels of United Nations staff rotation also tend to slow down some of the processes.

UNESCO Office in Nairobi

52. Kenya: In December 2007, the UNCT completed the UNDAF 2009-13. After the post-election crisis of January-March 2008, the UNDAF results matrix was revised. UNESCO participated in the process. Unlike previous years, the current UNDAF is aligned with the Kenya vision 2030. Furthermore, in order to be effective, the UNCT Kenya had decided to concentrate on a few joint programmes. These are: gender equality and women's empowerment; youth empowerment and employment; HIV/AIDS; and food security and nutrition. UNESCO is active in two of the programmes: HIV/AIDS and Gender. All the joint programmes (except HIV/AIDS) suffer from lack of funds, which means that agencies only participate with their own resources. Since UNESCO has no designated funds in Gender, the organization was only involved in the programming exercise and project development. The Office was also involved in the preparation of the Kenya National AIDS Strategic Plan for 2009/10-2012/13. Apart from the above mentioned joint programmes, UNESCO and UNICEF have also commenced work on a peace education project.

53. It is noteworthy that programmes implemented by the Office in the area education focused on the following strategic areas of support, all directly responding to strategies and results contained in Kenya Education Sector Support Programme (KESSP), the education sector's plan to materialize Vision 2030: strengthening the planning, monitoring and evaluation of the education system through EMIS; enhancing the education sector responses to HIV and AIDS; improving the quality of education for peace programme; and strengthening literacy development through advocacy and technical support to strategic planning. With regard to the sciences, the Government

has identified mainstreaming of gender in STI as a serious concern and it is likely that UNESCO may be called upon to assist in the development of a gender policy for the science and technology sector.

54. Rwanda: The UNDAF and the subsequent Common Operation Document (COD) are aligned with the national Economic Development and Poverty Reduction Strategy (EPDRS) policy paper. Although UNESCO is an NRA in Kigali, the organization has participated, from a distance, in many UNCT activities in Rwanda. In 2008-09, the Director of the Nairobi Office visited the country eight times and participated in five UNCT meetings. UNESCO also sent several programme-related missions to Rwanda to enable the organization to fully participate in the implementation of the “One Programme”. UNESCO is working closely with several United Nations agencies on various activities. In addition, it has an MOU with WFP and UNICEF to share office facilities. The UNESCO antenna office is based in WFP, while the education project officers are in the UNICEF building.

55. In the 2008-2009 biennium, all UNESCO’s activities, whether stand-alone or joint programme activities, were derived from the “One Programme”. In this regard, all of UNESCO’s activities in Rwanda were in support of government priorities. The Organization carried out programme activities in five thematic areas: governance, HIV/AIDS, education, environment and social protection.

56. In the field of education, UNESCO implemented joint programmes in education management and information systems and the Organization is the chair of the UNDAF outcome sub-theme group on quality education. UNESCO’s education programme focused on bringing the organization back into the education theme group as an integral and major partner in its work, while working with the Ministry and the National Commission to operationalize a major extrabudgetary programme on Capacity Development for Education for All (CapEFA) initiative in literacy. Re-establishing UNESCO’s position in a One United Nations pilot country took substantial time, efforts and resources and yielded positive results, solidifying the foundation for 2010 implementation of aforementioned CapEFA project.

57. Rwanda has recently declared English as the medium of education in the country. This will require English language courses for the teachers who currently teach only in French. UNESCO may be requested to develop intervention programmes to facilitate the change-over. Furthermore, in 2010, Rwanda will commence a new nine-year basic education programme which may have implications for the demand for various teaching/learning resources.

58. With regard to the sciences, UNESCO supported the Rwanda Environmental Management Authority to assess the biodiversity value of Lake Kivu, within the framework of the UNDAF theme on the management of environment and natural resources. Training was provided to the National University of Rwanda to undertake the biological inventories and assess the socio-economic situation. Technical support was also given to the Ministry in charge of science and technology for the project on creation of a Rift Albertin Centre of Excellence for Biodiversity and natural resources management. The feasibility study has been completed.

59. It is anticipated that climate change issues as well as activities relating to the access to water supply (especially ground water) will dominate in the country in the near future. UNESCO may also be called upon to assist in the planning process for the implementation of the science policy which the organization helped to develop in 2007.

60. In the field of culture, the Office undertook a series of activities to support the development of the craft sector in Rwanda. This included: (i) research by the National Museum of Rwanda on various craft techniques and their relevance today, (ii) the national consultation meeting to discuss a strategy for the further development of the craft sector, and (iii) the preparation for a weaving training at Kigali Central Prison. These activities, which were informally coordinated with UNIDO as one of the lead agencies for the theme group, “Social Protection and Economic Growth”, laid a firm ground for participating in one of the joint activities of the One United Nations Programme for 2010.

61. In the area of communication and information, the Office was involved in joint programming activities leading to joint activities within the Rwanda CAP2010, with focus on building the capacity of Rwandese media to: (i) cover the national elections in August 2010; (ii) promote civil education about the anti-corruption programmes of the Ombudsman's Office and (iii) assess the capacity of community tele-centres to deliver decentralized government online services.

62. Uganda: The new UNDAF (2010-2014) for Uganda was launched towards the end of 2009 and will guide the joint programme activities for the next four years. UNESCO is a non-resident agency in Uganda and strives to follow the activities of the UNCT through email communications. In 2008, arrangements were made with the Resident Coordinator of the UNCT to allow the Secretary-General of the Uganda National Commission for UNESCO to participate as an observer in some UNCT meetings. These arrangements, in addition to the email, have enabled UNESCO to monitor discussions on joint programme activities.

63. In 2009, UNESCO participated in HIV/AIDS joint programme development and was assigned an activity to implement with UNAIDS co-sponsors. UNESCO's component of the joint programme was implemented in collaboration with the Uganda National Commission for UNESCO and the Ministry of Education. In this connection, it is worth mentioning that the UNESCO project on HIV/AIDS education sector responses, supported by Japan through its Funds-in-Trust programme for capacity development, is yielding extremely positive results in that the project implementation is not only ahead of schedule but is also gaining additional partners to work with (e.g. Belgium) to scale up the project's outreach and achievements. As a UNAIDS co-sponsor in charge of prevention education, UNESCO made considerable investments to fulfil its mandate, which was highly appreciated by all UNAIDS co-sponsors, as much as the government.

64. Somalia: The Organization does not have an office in Somalia. The Nairobi Office covers activities in Somalia through the PEER projects. All the United Nations agencies accredited to Somalia are based in Nairobi where the UNCT meets regularly. There is no UNDAF for the country. However, in 2006 a Joint Needs Assessment (JNA) was carried out and serves as a development assistance framework for the United Nations. Given the volatile political situation in Somalia, the above-mentioned activities (except those for the education programme under PEER) were undertaken with Somali experts, institutions and communities outside Somalia.

65. UNESCO has a major programme in education in the country. The UNESCO Programme for Emergency Education Rehabilitation (PEER) carries out many education activities in Somalia, including training, provision of learning materials and supervision of examinations. The project has many offices in Somalia. These serve as *de facto* antenna for the organization.

66. In the field of culture, the Organization undertook several activities for the rehabilitation of Somali culture. These include (i) support for the Halabuur Centre for Somali Culture based in Djibouti, (ii) an extrabudgetary project (jointly with the National Museums of Kenya) on safeguarding performing arts, and (iii) the translation of handbooks on the protection of movable heritage. A contribution was made to the International Year of Mother Language by supporting the translation of the reference materials about museum management into Somali.

67. In the area of communication, the Office supported the establishment of two campus radios at East African University and Hargeisa University between 2008 and 2009. These universities are in the Puntland and Somaliland self-governing territories. In addition to offering practical experience to journalism students at the two universities, these radios will contribute to humanitarian information flows, which has been a priority for the Somalia action plans in recent years

68. Eritrea: UNESCO has no office in Asmara. The Organization's activities are implemented from the Nairobi office. The distance between Nairobi and Asmara and the absence of direct air links makes it difficult to send UNESCO missions to the country. The Nairobi Office follows the UNCT meetings and other activities through the Internet. In the 2008-2009 biennium, UNESCO

sent missions to identify project activities in science and culture. Furthermore the Director of the Nairobi Office visited Eritrea and had discussions with the UNCT and government officials on programme activities.

69. The current planning document for the UNCT in Eritrea is the UNDAF 2007-2011. Unfortunately, education is the only UNESCO mandate area that features prominently in the UNDAF. UNESCO has a lead role for higher education

UNESCO Office in Windhoek

70. This report highlights achievements in country programming for each of the cluster countries. Of necessity, the achievements to date are mostly of a process nature since joint programming has only just commenced with the roll-out of the various UNDAFs. Worthy of note also is the MoU between UNDP and UNESCO which facilitated the participation of officials of the National Commissions of Swaziland and Lesotho in selected UNCT meetings dealing with programmatic issues in UNESCO's areas of competence. Involvement of the Office in United Nations common country programming is serving to expand appreciation of UNESCO's competence in education, the sciences, culture, and communication and information among sister United Nations agencies. It has thus been possible for UNESCO's areas of competence to be increasingly included in common country programmes in the cluster countries. However, a major challenge for UNESCO is that of capacity constraints associated with being a NRA in four of the five cluster countries.

71. Angola: The new UNDAF document covers the period 2009-2013 and is articulated around four outcomes mapped as support areas: (i) social sectors (health, water, environment, sanitation and hygiene); (ii) HIV/AIDS; (iii) governance, justice and data for development; and (iv) sustainable economic development. UNESCO is active in each of the support areas, teaming up with UNDP, for instance, in promoting democratic principles via community media centres; with UNICEF in supporting the government to monitor and evaluate the implementation of the literacy strategy; and with UNFPA, UNDP, UNICEF, and FAO in capacity-building for the collection, compilation, analysis, and dissemination of data broken down by gender for the development of policies and programmes. Additionally, UNAIDS provides management support on the ground for the EDUCAIDS programme. UNESCO is also playing a lead role in education via the development of EMIS in Angola.

72. Lesotho: The UNDAF in Lesotho covers the period 2008-2012, and addresses four broad outcomes, covering: (i) HIV/AIDS, (ii) health, education and social welfare services; (iii) sustainable pro-poor economic development, and (iv) governance. Here also UNESCO is participating in all four outcome areas. For instance: (i) building capacity of CSO to design and implement evidence based interventions in the area of HIV/AIDS, jointly with UNAIDS and UNDP; (ii) supporting national institutions to provide effective delivery of Integrated Early Childhood Care and Development (IECCD), and improving quality of teaching and learning at all levels, jointly with UNICEF, and WFP; (iii) supporting capacity-building in the area of applied research focusing on Lesotho's cultural heritage, together with UNDP; and (iv) supporting the government in building collaborative capacity for consensus-based solutions to national challenges, jointly with UNDP and ILO; UNESCO also contributes in capacity-building through community media.

73. UNCT Lesotho recently took the initiative for launching a "UN-Lesotho One Fund". UNESCO will proactively engage with sister United Nations agencies in utilizing this for joint programming when the fund is established.

74. Namibia: United Nations common country programming in Namibia is anchored in both the UNDAF (2006-2010), and a series of joint programmes, through the MDG-Fund and UNAIDS. The current UNDAF has been extended for a period of two years to allow for the synchronization of the next UNDAF with the planning cycle of the government. Being resident in Namibia, the Office is fully active in United Nations country programming. For instance, the Director was recently called

upon to lead the UNDAF M&E working group, which will oversee the systematic implementation of M&E for the UNDAF.

75. There are three UNDAF outcomes: (i) HIV/AIDS response, (ii) livelihoods and food security, and (iii) capacity to deliver essential services. UNESCO is active in all the UNDAF outcomes, for instance: (i) working with UNFPA, UNICEF, UNAIDS, and WHO to support behaviour change communication and life skills prevention programmes targeting young people; (ii) working with UNDP to support capacity building in integrated land and natural resources management; and (iii) working with UNICEF to support efforts to achieve the EFA goals. In addition, two MDG Fund joint programmes were approved and launched in 2009, addressing gender equality and equity and sustainable cultural tourism. UNESCO is the lead agency for the MDG-F cultural tourism programme, working with UNEP, UN-HABITAT and ILO, and an active partner in the gender MDG-F programme with UNFPA, UNICEF, FAO, and UNDP.

76. South Africa: In the current UNDAF (2007-2010), UNESCO is partnering with several United Nations agencies in programmes such as “Enhanced skills of government and social partners to respond to the needs of the market place”. The new UNDAF roll-out has been postponed to 2012-2014. A joint evaluation of the role and contribution of the United Nations system in the Republic of South Africa finalized in early 2009 highlighted several issues to be addressed for success of United Nations efforts in the country. UNESCO is not mentioned in the report. Non-resident agencies are only addressed under the item dealing with United Nations reform. The general tone of the recommendations of the evaluation relate to developing better understanding between the government and the United Nations, as well as more flexible channels for cooperation. UNESCO is currently leading a multi-stakeholder initiative for an international conference on sports to be organized on the occasion of the FIFA 2010 World Cup tournament in South Africa. The extension of the UNDAF provides an opportunity for UNESCO’s increased engagement in preparation for the new UNDAF.

77. Swaziland: The Swaziland UNDAF document for the period 2011-2015 was completed and signed in December 2009. It covers four outcomes: (i) HIV and AIDS; (ii) poverty and sustainable livelihoods; (iii) human development and basic social services; and (iv) governance. UNESCO is supporting initiatives in two of the four UNDAF outcomes, namely: in HIV/AIDS prevention and in delivery of social services, particularly education. Sister United Nations agencies, as well as government partners, continue to look to UNESCO for leadership in statistical matters, particularly with the development of EMIS in Swaziland.

ARAB STATES

UNESCO Office in Amman

78. Cooperation under the UNDAF (2008-2012) is articulated around three key pillars, namely: (i) poverty and social services, (ii) good governance, and (iii) health and sustainable environment.

79. In line with the global United Nations reform process, the United Nations system is working on development of joint programmes amongst United Nations agencies with a view to providing assistance in a more effective and efficient manner. Notwithstanding the diversity of agency mandates and programming procedures, agreement was reached to design umbrella programmes under which agencies’ contributions would converge towards agreed objectives.

80. A first United Nations joint programme under implementation is “Adaptation to Climate Change to Sustain Jordan’s MDG Achievements” under the MDG-F environment and climate change thematic window, involving four United Nations organizations, namely UNDP, WHO-CEHA, FAO and UNESCO. Three more United Nations joint programmes are currently being developed, with UNESCO Jordan’s active involvement, as follows: (i) promoting education for sustainable development and contributing to the country poverty reduction strategy by the creation of green

jobs, jointly with UNHABITAT and UNOPS, through in particular activities aimed at improving solid waste management and introducing recycling system in selected areas of the country contributing to the safeguard of the environment; (ii) sustaining the SESAME centre through support provided for the capacity-building of qualified regional personnel, awareness-raising and educational activities involving also local communities, and the completion of some parts of the machine (jointly with IAEA and UNOPS); and (iii) disaster risk management to reinforce capacities of the National Centre for Security and Crisis Management (NCSCM) recently established by the government to enhance the country's resilience to natural and human induced hazards by improving policies, coordination, planning, information and capacities.

81. Joint UNCT collaboration Syria/Jordan: Given the commonalities in developmental and humanitarian challenges and opportunities between Jordan and Syria, coupled with the alignment of their UNDAF cycles, a joint UNCT retreat was organized in Jordan in November 2009 with the goal of facilitating learning between both UNCTs and exploring opportunities for increased partnership and knowledge sharing. The result of the retreat identified possible joint areas of cooperation. In particular, the theme of water as related to climate change was identified as the major concern shared by both countries. Other interested agencies include IOM, UNDP, UNFPA, UNIDO, WHO, WHO Centre for Environmental Health Activities (CEHA), FAO and ILO. UNESCO Jordan is taking a lead position in the mapping of United Nations activities in countries and in coordinating the elaboration of a joint strategy paper.

UNESCO Office in Baghdad

82. The Office actively participated in the development of the UNDAF (2011-2014), which is currently being finalized. The Organization is represented in all five priority areas of the forthcoming UNDAF. UNESCO is also the deputy lead for the education sector and an active member in the following sector outcome teams: agriculture and food security, governance, water and sanitation, protection, and economic recovery and diversification. UNESCO Iraq is one of the most successful agencies in obtaining government funding for projects, and this is expected to increase as the Organization is demonstrating its added value as implementing agency.

83. In 2008-2009, UNESCO has been part of 10 different new/ongoing joint projects involving twelve United Nations agencies and the World Bank. UNESCO's portion of these projects' budgets is \$23.5 million. One of these projects, the UNESCO-UNDP Rehabilitation of the Al-Askari Shrine in Samara, deserves mention as one of the most visible and important United Nations interventions in the country, as the destruction of the Shrine, in 2006, was the trigger for major sectarian conflict and its reconstruction is touted regularly by the government as a powerful symbol of national reconciliation.

84. In 2008, UNESCO took part in an independent UNCT-wide external assessment of the appropriateness, efficiency and effectiveness of projects implemented under the Iraq Trust Fund. One UNESCO project (TVET Phase II, \$3 million) was assessed. From highest to lowest ranking, the possible comments were: satisfactory, moderately satisfactory, acceptable and unsatisfactory. UNESCO's project received the following rating: efficient (moderately satisfactory), effective (satisfactory), value for money (moderately satisfactory), national ownership (satisfactory), and on track (yes). Further, the report cited UNESCO as one of three agencies "producing good independent evaluation reports" worth mentioning. As a rule, UNESCO Iraq conducts external evaluations for all projects upon completion. One of the specific criteria evaluated is how each project links to the national development plans and the United Nations country specific frameworks.

85. Regarding entry points in future joint programming, UNESCO's experience to date strongly suggests taking advantage of synergies and each agency's comparative advantage. As education covers a large spectrum, various United Nations sister agencies, such as ILO and UN-HABITAT, are linking with UNESCO to establish an improved educational system in Iraq. In culture, advantage is taken of UNDP's linkages with policy advisors, in order to help the Iraqi government

in the development of the tourism sector. CI uses UNOP's logistical expertise to work with the media sector and increase awareness of human rights. SC has built strong partnerships with UNICEF and UNDP in regard to drought mitigation. Along with UNDP, UNICEF, and FAO, UNESCO is poised to play a key role in the UNCT water strategy for Iraq, which is the top integration priority for UNAMI in 2010.

UNESCO Office in Beirut

86. Lebanon: The UNESCO Beirut Office (UBO) contributed to the development of the UNDAF for 2010-2014 and is now actively participating in the working groups established to follow-up on each UNDAF outcome. In 2009, UBO collaborated with other agencies in implementing activities seeking complementarities and tapping into each agency's expertise, jointly contributing to UNDAF outcomes. In relation to gender equality in education, the "Experts Workshop on Gender Issues in Education" was held with the active participation of OHCHR experts in promoting the right to education for women and girls as a human right. Also, UNESCO was invited to participate in the steering committee on gender-based violence led by UNFPA, due to its work on school-related gender-based violence, with a study to be launched soon, and in advocating for education to be part of the national action plan against gender-based violence. Collaboration in this area is ongoing.

87. Within the framework of the joint work plan of the United Nations Theme Group on HIV and AIDS, UBO supported UNFPA and WHO projects for the integration of HIV and AIDS education into school curricula through material production. These initiatives provided an entry point for further joint collaboration with the concerned United Nations agencies and with the government for this biennium (2010-2011), with UNESCO taking the lead in implementing capacity-building activity for school health educators on HIV and AIDS education. UNESCO has secured UBW funds (\$70,000), while UNFPA and WHO will also make contributions through their respective activities. The activity is also integrated in the recent action plan on youth and HIV and AIDS which is being drafted by the national AIDS programme. UBO, together with the ILO Regional Office and CRDP-Lebanon, is also supporting the promotion of entrepreneurship education in the education system of Lebanon, with a focus on mobilization of resources and priority areas for joint actions during 2010-2013.

88. UBO is managing a United Nations joint project (funded by UNICEF, UNDP, ILO and UNESCO) on youth empowerment and participation, in close coordination with the Ministry of Youth and Sports and United Nations agencies and in partnership with civil society organizations and youth organizations. The project has ensured a participatory approach throughout the consensus building on the national youth policy through the organization of 14 multi-stakeholder workshops and five expert roundtables. A series of communication and information activities (logo, television spot, brochure, television show) targeted young men and women, raised their awareness and urged their participation throughout the process. An interactive website and forum was created to disseminate information related to the national youth policy process, including the updated directory of national youth organizations, and to encourage online exchange among the youth. As a result, the project has produced unique knowledge on Lebanese youth in all aspects of political, economic and social spheres, which are debated extensively among experts from ministries and academia, civil society organizations and youth themselves. The knowledge will support the Lebanese policy-makers in the formulation of policies to promote youth empowerment and participation. The project also established two national entities, the National Youth Forum and the Higher Committee on the National Youth Policy, to support and monitor the policy implementation.

89. The Free and Open Source Software (FOSS) regional centre was established in partnership with the UNDP-ICTDAR programme and is hosted by Balamand University in Lebanon. The centre works in collaboration with Arab universities on awareness, training and development axis of FOSS. The centre's action plan was developed after a coordination meeting with universities from the region. The main targets of the project are academia and governments. Finally, UNESCO

participated in the development and implementation of the MDG-F inter-agency project on “Building skills for Dialogue and Communication in conflict areas in North Lebanon”.

90. Syria: Though a non-resident agency, UBO strives to mainstream UNESCO’s work in the United Nations framework in Syria through participation in UNCT meetings, UNDAF Mid-Term Review and other joint United Nations initiatives.

UNESCO Office in Cairo

91. The Office is a major player in the UNCT, and was particularly active in areas related to education, climate change and information and communication. UNESCO is also an active member of the joint team for HIV/AIDS, leading HIV/AIDS prevention activities in education institutions.

92. The National Girls’ Education Initiative, supported by six United Nations agencies, is still ongoing and is a breakthrough and a new model that reflects a non-traditional approach to the problems of girls’ education. It is in line with EFA goal 5 and links to UNDAF outcome 1.4. UNESCO provides technical support and seed money, and United Nations partners (mainly UNICEF) provided the funding. Moreover, in the context of the regular monitoring of the progress of education in Egypt, the Office conducted a review of the education system and formulated recommendations and suggestions to help Egypt reach the targets of EFA by the year 2015. This activity, which was jointly funded by UNESCO, World Bank and the Ministry of Education, is relevant to EFA goal 6 and links with UNDAF outcome 1.3.

93. Under the MDG Fund, UNESCO Cairo participated in the development of a joint project on climate change risk management in Egypt and is leading the water component. This component aims at establishing and training a core group of specialists from the Ministry of Water Resources and Irrigation. The project, which links with the PRS and UNDAF outcome 3.4, is expected to increase awareness on climate changes impacts with special focus on adaptation measures and needed actions.

94. UNESCO has been offering basic ICT skills certifications since 2003 via the international ICDL programme. In 2007, UNESCO joined hands with UNDP to facilitate the training of over 2 million government employees in Egypt through a three-year agreement. Today, the UNESCO Cairo Office conducts quality assurance services for over 300 training/certification centres in the country.

95. Finally, the Dahshur World Heritage Site project, also funded by the MDG Fund and jointly implemented with United Nations and national partners, aims at creating employment opportunities for youth and women, while promoting cultural understanding and cross-cultural exchange, and has direct links with Egypt’s poverty reduction strategy and UNDAF outcomes 1 and 3.

UNESCO Office in Doha

96. UNESCO Doha cluster office remains the only United Nations office in Qatar. The United Nations Human Rights Commission has opened an office dedicated to capacity-building, but it is still not operational. Therefore, the load of logistical and administrative supports required by United Nations agencies rests with the Office. Due to the absence of UNDP and other United Nations agencies, there is no UNCT or UNDAF in Qatar. Bahrain started a consultation process, but due to budget constraints, the Office could be represented only in some meetings. In the United Arab Emirates, all UNCT meetings mainly discussed security issues. In other countries, like Oman, Saudi Arabia and Kuwait, the Office was not invited to meetings of UNCTs and is not aware that such teams where they exist are functional.

UNESCO Office in Khartoum

97. The UNDAF is articulated around the following focus areas: (i) good governance and democracy as its basic tenet; (ii) achievements of unity through national peaceful co-existence that respect diversity and recognizes it as a source of vitality; (iii) fulfilling the right to decent and honourable life, to basic human needs and rights that responds to the legitimate aspiration of all citizens.

98. UNESCO is mainly contributing through the UNESCO-UNICEF joint project on “secondary education survey and policy formulation and plan development”. The sub-sector analysis of secondary education is ongoing and will be followed soon by the formulation of a policy and action plan for the sub-sector. The project supports the Education Sector Policy Review and will be replicated in Southern Sudan during the 2010-2011 biennium.

UNESCO Office in Rabat

99. UNESCO’s contribution to common United Nations country programming is country-specific and depends on the nature of UNCT dynamics, particularly in countries where UNESCO is not resident. It is noteworthy that UNICEF involvement in education has recently been redefined with a view to supporting upstream national education policies and strategies. This marks a radical shift away from UNICEF traditional field-based interventions at the local and school level. This new strategic orientation reflects a forward-looking vision of UNICEF top management aimed at preparing the agency to reposition itself in the changing world of international aid to education. As stated bluntly by a UNICEF education programme officer within the cluster, “We (UNICEF) will now be doing what you (UNESCO) do.”

100. Morocco: In education, UNESCO has been focused on providing technical advice and support to the central ministry departments. In the sciences, the subregional activities for the five countries of the Maghreb were carried out mainly under the North African Science Capacity-Building Programme (PMDCS), promoting the building of education capacities in science, engineering and technology. In culture, the country team worked to implement the joint culture and development programme. UNESCO, which coordinates the programme, has maintained the monthly committee meetings that take stock of the implementation of activities and make adjustments as appropriate.

101. UNESCO is the only United Nations agency that has a communication and information activities programme. The Office continues advocacy of the use of ICTs and open digital resources for development, a matter not currently pursued by UNDAF. UNESCO has also conducted joint programmes in this area, in particular with UNIFEM, in order to improve the image of women in the North African media.

102. Lastly, in regard to gender issues, the multi-sectoral programme that combats gender-based violence through the empowerment of girls and women in Morocco, financed by Spain’s MDG Fund, contributed to UNDAF Outcome D (2007-2010). UNESCO has also developed, in conjunction with various government departments and eight United Nations agencies, gender and communication activities such as building NGO and media capacities, and laying solid foundations for establishing a strategic partnership with the Ministry of Communication to include the human rights of women and children in communication activities.

103. Mauritania: UNESCO continues to have a prominent role in education as a result of strong support that has been traditionally provided by IIEP (Paris), UIS (Dakar) and Pôle de Dakar. UNESCO technical support has been greatly intensified as of 2007, with additional Rabat Office involvement through the JFIT-funded PADEM project, particularly in the area of literacy policies and strategies. The Education Sector’s new targeted focus on LDCs shall also help the Rabat Office strengthen its position, both in literacy, as well as in sector-wide educational policies, strategies and planning. Of note, UNESCO support to education reform in Mauritania has very high

visibility both with national authorities and with aid partners (World Bank, AFD, IDB, Qatar Foundation, etc.).

104. In the sciences, the “Mainstreaming Local Environment Management in the Planning Process” programme contributes to the UNDAF poverty reduction outcome by improving the access of population groups to sustainable livelihoods. The Office has also initiated activities with UNFPA and the Ministry of Social, Childhood and Family Affairs in the area of family law and has held a workshop at which findings and recommendations of the study entitled “Family Law in Mauritania: Review and Recommendations for Greater Integration of the Principles of the Convention on the Elimination of All Forms of Discrimination against Women” were released. The recommendations will be monitored by the Ministry of Social Affairs, UNESCO and UNFPA in partnership.

105. In the area of culture, two agencies have joined UNESCO in implementing the joint culture and development programme which provides for more than 40 activities to be carried out in order to achieve the Millennium Development Goals by enhancing the cultural heritage. Lastly, UNESCO’s programmes and activities on the development of free, independent and pluralist media, the promotion of freedom of expression, access to information, and communication for development contribute to UNDAF Effect No. 1 on creating an environment conducive to good governance, democracy and the rule of law. UNESCO has gained credibility from the Ministry of Communication in that regard.

106. Algeria: UNESCO technical support to the reform of school education was upstream, developing capacity of the National Curriculum Commission, the National Institute for Educational Research and key departments of elementary and secondary education, teacher training and evaluation. UNESCO continues to ensure a prominent position in supporting education policy. However, in the face of UNICEF’s aforementioned new strategic reorientation, UNESCO will sustain its prominence only through additional extrabudgetary funding.

107. Tunisia: Over the past four to five years, UNESCO intervened jointly with UNICEF in the areas of EFA monitoring, pre-school education, and retention in primary and secondary education. The relatively modest UNESCO support to education in Tunisia is not accounted for within the UNDAF, essentially as a result of a lack of participation in UNCT programming. In culture, attempts to be involved in joint programming were unsuccessful, owing mainly to our distant location and to partner agencies’ lack of interest in cultural heritage matters.

UNESCO Office in Ramallah

108. The United Nations Medium Term Response Plan (MTRP), finalized in 2009, articulates the United Nations strategy and contributions to Palestinian early recovery, reconstruction and development priorities. It is structured around five strategic areas: governance, social services, human rights, livelihoods/employment/food security and infrastructure. Under the social services area, education and culture were identified by the UNCT as priorities together with health and social protection. Education was naturally considered as a common priority by the UNCT. As for the role culture plays in achieving Palestinian priorities and the contribution the UNCT could make to that effect, the MDG-F joint programme on “Culture and Development in the oPt”, with four participating agencies, was instrumental in obtaining the inclusion of culture as a priority in the MTRP. Another decisive factor was UNESCO’s commitment to facilitate future coordination and monitoring of MTRP culture-related activities. For the implementation and monitoring of the MTRP, strategic area groups were established and UNESCO, together with WHO and UNICEF, is co-chairing the social sector group. UNESCO is more specifically responsible for the coordination of both education and culture activities of the UNCT. This responsibility put UNESCO in a good position to advocate for broader United Nations engagement in favour of our global goals in education and culture.

109. Three new joint programmes (JPs) were initiated, some with a focus on the achievement of the MDGs and some concentrating on special needs in particularly isolated and vulnerable areas especially in the West Bank. The UNESCO Ramallah Office participates in all of them. The JPs are: (i) “Culture and development in the oPt”, led by UNESCO and focusing on cultural development as a venue for social cohesion and economic development – in particular through cultural tourism – in the oPt; (ii) “Gender equality and women’s empowerment in the oPt”, also funded by the MDG-F under its “gender” window and which seeks to counter violence against women through a multi-pronged strategy. The UNESCO component of this project involving seven United Nations agencies and focuses on training and educational activities; and (iii) “Livelihood protection and sustainable empowerment of vulnerable, rural and refugee communities in the Jordan Valley (oPt)”. The project concept note was approved by the Secretariat of the United Nations Trust Fund for Human Security in late 2009. The full project proposal was submitted in February 2010 for final endorsement. Participating agencies are: FAO, UNRWA, UNIFEM and UNESCO.

110. The UNESCO Ramallah Office has also taken the lead in designing two new JPs, both in neglected geographical and thematic areas, namely: higher education in Gaza and environmental protection in the Bethlehem Governorate. By addressing specific needs within a defined geographical space, such area-based JPs are expected to create conditions for stronger and more visible impact.

111. Finally, the UNESCO Ramallah Office participated in the Gaza Flash Appeal and, subsequently, in the 2010 OCHA humanitarian consolidated appeal. Key lessons learnt from this experience were that: (i) in the field of education, the overall humanitarian response shows important gap areas, where UNESCO has a mandate: namely secondary and TVET education, higher education, educational crisis planning and management; (ii) in the field of protection, there is increased awareness on the importance of media safety and protection during and after conflicts, and UNESCO is expected to assist in these areas.

ASIA AND THE PACIFIC

UNESCO Office in Almaty

112. Kazakhstan: The UNESCO Almaty Office is a visible and credible member of the UNCT in Kazakhstan. The Office chairs the United Nations Theme Group on “Good Governance, Participatory Democracy and Human Rights” and contributed to the ongoing final evaluation of the UNDAF for 2005-2009 and to the development of the new UNDAF for 2010-2015. UNESCO also contributed a chapter to the joint United Nations-Government MDG review on MDG+, and supported UNECE in carrying out the second assessment report on transboundary rivers, lakes, and groundwater.

113. In the area of human rights, UNESCO supported training of UNCT members in human rights-based approach (HRBA) by bringing over the HRBA adviser from the Action 2 joint project in Kyrgyzstan in which UNESCO is a party. Also, upon request by the Almaty City Council, UNESCO completed the setting up of a digital human rights library.

114. Kyrgyzstan: The present UNDAF of Kyrgyzstan covers 2005-2010 but was extended pending the review and update of the country development strategy and the joint country support strategy (donor coordination strategy in which the UNCT is a member). Accordingly, the preparation of the new UNDAF will start in the second quarter of 2010.

115. In planning annual activities, UNESCO focused on supporting line ministries in improving their management, monitoring and implementation capacities. UNESCO was also a party to the Action 2 Global Project of UNDP, UNICEF, UNHCR, OHCHR, WHO, UNFPA and UNIFEM aimed at mainstreaming a human rights-based approach into UNCT work in Kyrgyzstan and at supporting

national partners, including the National Commission for UNESCO, in promoting human rights and strengthening protection systems. With UNDP, UNIFEM and UNV, UNESCO participated in the preparation of a joint project on “Voice and Accountability” which is still pending a funding decision.

116. Tajikistan: The new UNDAF for 2010-2014 has four pillars: poverty reduction and governance; clean water, sustainable environment and energy; quality basic services; food and nutrition security. UNESCO, which is the only NRA participating in the UNCT, contributed to the formulation of all three first UNDAF priorities, advocating for: democratic governance practices grounded in international standards and law; implementing development initiatives in an inclusive and participatory manner; promoting the sustainable management of the environment; combating HIV/AIDS; and ensuring wider access to pre-school education and completion of basic education by more children, particularly girls. Culture is recognized as a cross-cutting theme in the UNDAF. The new UNDAF recognizes that Tajikistan has a number of national development strategies, including the national strategy, poverty strategy, education strategy etc., but few capacities for implementation and monitoring.

117. Early childhood care and education is a key area of cooperation within the present UNDAF. Special attention is also given to girls' education bearing in mind that Tajikistan is at risk of not achieving the EFA goal on gender equality as per the national EFA Mid-Decade Assessment. In both cases, UNICEF is the closest United Nations partner. In the field of culture, the conservation and preservation works of the Ajina Tapa Buddhist Monastery, funded by the Japanese Funds-in-Trust were completed in December 2008. Being one of the most representative Buddhist complexes in Central Asia, it is on the list of potential sites to be nominated to the World Heritage List by Tajikistan, which is non-represented on the List at present.

118. Finally, the challenges faced by the Office in Tajikistan are those of a small NRA with limited core funds, limited travel funds and severe staff constraints. On another note, there is also a need to better define the role of UNESCO in the operation of new aid modalities, such as direct budget support or sector-wide approaches.

UNESCO Office in Apia

119. UNESCO contributed to the four outcomes of the Pacific multi-country UNDAF (economic development and poverty reduction; good governance, human rights and disaster risk reduction; equitable social and protection services; sustainable environmental management), including to cross-cutting issues such as gender or climate change, drawing on all its sectoral competences. UNESCO coordinates the Education Technical Working Group under outcome 3.

120. The Office participated in the annual UNCT alignment meetings bringing together all United Nations agencies in the Fiji MCT and Samoa MCT and, with support from BSP, in the annual country consultations in all LDCs (Solomon Islands, Vanuatu, Kiribati, Tuvalu and Samoa) to review activities from the previous year and develop action plans for the coming year.

121. Challenges faced include the region's geography, entailing high travel costs both within and between Pacific Island countries, and the lack of commitment from other agencies towards education, culture and science priorities.

122. Priorities for 2010 include: the end of decade EFA reporting (joint initiative with eight countries to support data gathering and analysis); sector-wide monitoring and evaluation in education to include formal, non-formal as well as technical and vocational education, EMIS, etc.; the development of an in-service teacher competency course in Kiribati (a partnership between UNESCO, UNICEF and SPBEA); the completion of a regional life-skills benchmarking exercise (a partnership between UNESCO, UNICEF and SPBEA), education for sustainable development mapping in Kiribati, Palau, Samoa and Tokelau; and understanding the wider social dimensions of climate change.

UNESCO Office in Bangkok

123. Lao People's Democratic Republic: UNESCO Bangkok is an active member of the UNCT, although a NRA. The Office participates in most of the UNCT meetings either through missions or through teleconferences. In addition, UNESCO Bangkok is closely involved in the United Nations thematic working groups on gender and on HIV/AIDS.

124. In April 2009, the Education Sector Development Framework (ESDF) was finalized and endorsed by the Minister of Education with support from the Education Sector Donor Group (ESDG) to which UNESCO contributes. In line with the Paris Declaration on aid effectiveness, coordination between the government and the ESDG is moving towards a sector-wide approach under the ESDF. Following Lao PDR's accession to the EFA Fast Track Initiative (FTI) in early 2009, the government is currently finalizing its submission for funding support from the FTI Catalytic Fund with the assistance of the ESDG.

125. In March 2009, the Lao Ministry of Education and UNESCO Bangkok launched a two-year programme (CapEFA, funded by Norway, Sweden, Denmark, Finland, Iceland, and Switzerland) to build capacity for the implementation of the ongoing education reform under the ESDF, in particular to enhance institutional and organizational capacity in supporting Lao PDR to achieve the EFA goals. To date, nine months into implementation, gaps in national and institutional capacity have been identified and are in the process of being strengthened, particularly in the areas of teacher education, secondary education, technical and vocational education (TVET), as well as non-formal education (NFE).

126. Myanmar: As a non-resident agency, UNESCO has been working closely since 2009 with the UNCT, resulting in two key activities with particular focus on communities affected by the Cyclone Nargis: Myanmar Education Recovery Programme (MERP) and Disaster Risk Reduction in Education (DRR Ed).

127. MERP is the first programme being implemented by UNESCO in Myanmar in many years and the second agreement signed by the Government with a United Nations agency, besides UNICEF, in the education sector. UNESCO signed a regional partnership agreement with Plan International Inc. (Asia Regional Office), one of the largest NGOs supporting education for all and emergency education, securing \$600,000 for MERP. MERP provides technical assistance that complements the humanitarian efforts of the government and of other United Nations agencies. Its objective is to encourage the education sector to include both disaster risk reduction and emergency preparedness as an integral part of the education system. The project builds capacity of educational personnel, including township education officers, school principals and teachers for disaster response and in educational administration and management. As a part of community-based disaster risk reduction, the project is also building such capacity in eight townships severely affected by Cyclone Nargis in the Ayeyarwady and Yangon divisions. The main implementing partners of MERP are the Department of Educational Planning and Training and the Departments of Basic Education 1 and 3 of the Ministry of Education (MoE).

128. UNESCO MERP, in collaboration with the MoE, has developed a comprehensive multi-stakeholder capacity-building package in DRR Ed. The content of the training module is based on the approach of the Hyogo Framework for Action, as seen through an education lens. Education and communication materials were also developed. In total, 2,200 education professionals in the affected communities will be trained in DRR Ed by April 2010. Additionally, under the United Nations thematic working groups, UNESCO actively participated in the education cluster and has been leading the sub-working group on DRR Ed since 2008. To date 4,000 disaster preparedness resource packs (two for each school) have been delivered to 2,000 schools in nine townships of Ayeyarwady and Yangon divisions.

129. As per the Myanmar Government's "Roadmap to Democracy", elections are expected to be held in 2010. The UNCT Myanmar has initiated a consultative process to develop a strategic

framework with activities for 2010 and 2011 (for the transitional phase) and a framework with associated programmes for 2012 to 2015. UNESCO is analyzing and identifying entry points where the Organization can participate in and complement the UNCT's efforts in supporting the marginalized communities.

130. Thailand: Thailand has made important progress in social and economic development, despite suffering from several years of financial and economic downturn in the late 1990s and has also been impacted by the global economic crisis over the past couple of years. However, economic growth over the last decades allowed the Royal Thai Government to successfully reduce poverty and extend coverage of social services to its population. The country's economic development has also changed the way it interacts with major international organizations, as well as with its poorer neighbours. Recent development partnerships have primarily involved the transfer of knowledge and skills rather than the transfer of financial resources. In recognition of this, the United Nations contribution to Thailand's national development priorities is set out in the United Nations Partnership Framework (UNPAF) as opposed to the United Nations Development Assistance Framework (UNDAF) in other countries. In recent years, Thailand has been providing its neighbouring countries such as Cambodia, Lao PDR and Myanmar with technical assistance, training and scholarships, enhancing Thailand's emerging role as a potential donor itself.

131. This emerging role is now being recognized by Thailand's international partners, notably the United Nations, which seeks to redefine its role by enhancing coherence and effectiveness of its intervention in Thailand. In 2008, the UNCT agreed with the Royal Thai Government to undertake a study on the role of the United Nations system in Thailand as a Middle Income Country (MIC). The first phase of the study relates to the way the United Nations operates, the approach undertaken in implementing development programmes and its interface with the government. The second phase, initiated in late 2009, aims at assessing what the United Nations currently does and what should be its priorities for a coherent United Nations engagement. In this connection, consultations with different United Nations agencies, including UNESCO, have been conducted from December 2009 and will continue until early 2010. This phase II of the MIC study will also provide a foundation for the preparation of the UNPAF 2012-2016. It is expected that the active involvement of the United Nations agencies in this study will result in a considerably lighter UNPAF development process.

132. The UNPAF identifies five focal provinces in Thailand for joint United Nations collaboration. Under the sub-thematic working group (Sub-TWG) on livelihoods, UNESCO is participating in a joint programme in the province of Mae Hong Son, which aims at supporting the government's efforts to reduce disparities and hence build a more equitable society. The programme will contribute in general to the overall goals and priority areas of the UNPAF, while helping to achieve an "improved livelihood for vulnerable groups in underserved areas". Furthermore, UNESCO continued to chair the Sub-TWG on Education, under the larger umbrella of the TWG on Social Protection. In 2009, the Sub-TWGs work focused on the strengthening of national capacity on EFA monitoring and evaluation (with the assistance of the Regional Thematic Working Group on EFA chaired by UNESCO).

133. Within the framework of SEAMEO, the secretariat of the South East Asian Ministries of Education, Thailand has committed to participate in projects aimed at helping vulnerable and disadvantaged groups to access quality education. Among these projects are activities related to establishing a tracking system for students at risk of dropping out of school (many of whom are likely to be from disadvantaged groups). Other activities aims at providing education, care, treatment and counselling services to learners affected or infected by HIV/AIDS, or are concerned with preschool programmes for all and multi-grade teaching and education in emergencies and disaster preparedness. In this regard, the UNCT Sub-TWG on education, chaired by UNESCO, has identified specific areas to support Thailand in a collaborative project on "Reaching the Unreached in Education for South East Asia".

UNESCO Office in Beijing

134. General observations: UNESCO's participation in joint United Nations projects in China and Mongolia has enabled the Beijing office to mobilize extrabudgetary resources to the tune of approximately \$7 million. The application of cost recovery principles has allowed the office to recruit five additional staff from project funds to oversee and coordinate joint United Nations activities.

135. The practical limitations of UNESCO engaging in UNDAFs and joint United Nations projects in countries where it is not resident should not be underestimated or glossed over. A strategy that strengthens the capacity of cluster offices and provides them with necessary funds and the flexibility to use local expertise should help.

136. As UNESCO emerges from its isolationist past, the Organization needs to broaden and deepen its understanding of development challenges at the country level and poverty-related issues at the grass-roots level, so as to better link our sectoral programmes to the MDGs and international agenda.

137. China: In 2008-2009 UNESCO gained greater credibility and recognition within the United Nations family in China through, in particular, active participation in the preparation of the new UNDAF (2011-15) co-facilitated by UNESCO, effective leadership of the United Nations theme group on gender and the successful coordination of the joint United Nations programme on culture and development. Regular participation of UNESCO programme specialists and staff in United Nations fora, notably in the United Nations theme groups on gender (Chair), poverty and inequality (Vice-Chair), climate change and environment, and HIV and AIDS, and the quality of their interventions enabled UNESCO to make intellectual, strategic and analytical inputs in line with country priorities and programmes. Of note, UNESCO's close engagement with the work of the theme group on gender provided the opportunity to participate in the joint United Nations project on "End of Violence against Women" (EVAW).

138. The UNDAF process was preceded by analytical work with a systematic assessment of China's development challenges in which all sectors of UNESCO actively participated. UNESCO prepared an analytical paper on education that fed into the education component of the comprehensive country analysis. UNESCO coordinated the preparation of UNDAF outcomes for two themes: education and vulnerable groups. As one of the UNCT co-facilitators, UNESCO steered a crucial phase of UNDAF development and helped negotiate an agreed document. The draft UNDAF, which is currently in the process of review both within the United Nations and by the government, adequately reflects the strategic thrusts and programmatic priorities of UNESCO.

139. In line with China's national priority of balanced development and the vision of Xiaokang (a moderately prosperous harmonious society), the first outcome of the UNDAF China for 2006-2010 is human policies for sustainable and equitable growth. UNESCO made substantive input and contribution to the fulfilment of this outcome by playing the lead technical and coordination role in the formulation and implementation of the MDG-F China Culture and Development Partnership Programme. The MDG joint programme on culture in China focuses on the inclusion and empowerment of ethnic minority groups in south-western China. In future, UNESCO will be engaged in policy-oriented research and capacity-building of government, local communities and civil society to strengthen protection of cultural rights and promote an inclusive and culturally sensitive approach to development. Expectations of up-scaling the joint programme and replication of the culture-based development approach with UNESCO's full participation has led to a specific output on culture-based economic development for ethnic minorities in the upcoming UNDAF China (2011-2015).

140. The Climate Change Partnership Framework (CCPF) is the first joint United Nations programme addressing mitigation and adaptation to climate change in China with the support of the United Nations MDG-F fund. UNESCO-CCPF has delivered an assessment report on climate

change impact on water resources in the Yellow River basin. This is one of the first technical initiatives that investigate the impact of climate change on water resources in the Yellow River through a holistic approach. It is worth noting that the holistic assessment, along with various models and scenarios introduced by UNESCO-CCPF to the river management authority, has facilitated the restoration of the flow of the Yellow River to the Bo Hai sea. It is expected that the conclusions reached by UNESCO-CCPF would crystallize into policy recommendations for sustainable river basin management and planning at the country level.

141. UNESCO joined eight other United Nations agencies and more than 20 national partners in implementing the youth, employment and migration joint programme, which aims at improving the living and working conditions of China's most vulnerable young migrants. UNESCO is participating in five out of 10 outputs and leading one of the most important joint outputs in piloting community-based comprehensive services for young migrants in urban areas. UNESCO's comparative strengths in advocacy, research, life skills training and piloting have added value to the joint programme.

142. UNESCO, with its multi-sectoral approach, is participating with seven other United Nations agencies and over a dozen national counterparts in the joint programme on nutrition and food security that seeks to improve food safety, especially for child nutrition products, through introduction of international standards in production, processing, testing and preparation of food. UNESCO will: (i) provide technical support to develop supplementary materials on health and nutrition education and food safety; (ii) support the Government of China to ensure that different aspects of food safety law are properly disseminated, understood and implemented; and (iii) develop advocacy materials and launch advocacy activities to help disseminate the lessons learned, policy recommendations and best practices using various forms of media and communication.

143. UNESCO Beijing collaborated with UNIFEM, UNDP and UNFPA in mobilizing a sum of \$798,000 from the United Nations Trust Fund to respond to domestic violence in China through a multi-sectoral approach in Hunan, Gansu and Sichuan. UNESCO, in partnership with the Chinese Academy of Social Sciences (CASS) and the All China Women's Federation (ACWF), will lead on needs assessment and capacity-building of social workers, officials and policy-makers in programme counties of Sichuan. UNESCO's comparative advantage in research would help assess the incidence of domestic violence in post-disaster situations and suggest policy options for addressing the issue in similar situations in future.

144. Through its participation in the United Nations China Appeal, UNESCO Beijing has been able to mobilize a sum of \$500,000 from the Government of the Kingdom of Saudi Arabia to support the Government of China with its efforts towards the reconstruction of the education sector following the earthquake that hit Sichuan province on 12 May 2008. Along with other United Nations agencies, UNESCO supports the Government of China through the introduction of disaster preparedness in schools and teacher education institutions, capacity building of education planners, administrators and educators in planning and managing education programmes in post-disaster situations and introduction of international standards on emergency education.

145. Finally, on the occasion of the 25th anniversary of the UNESCO Beijing Office and the 30th anniversary of the Chinese National Commission for UNESCO, the Chinese Ministry of Education organized a partnership forum which reviewed three decades of cooperation between the Government of China and UNESCO and highlighted the role played by UNESCO in helping China achieve remarkable success within UNESCO's fields of competence. The participants of the forum also reflected on the future role of UNESCO in the context of China's emergence as a middle income country and an influential global player.

146. Mongolia: UNESCO coordinates the implementation of the United Nations joint programme on "Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia" funded by the United Nations Trust Fund for Human Security. The project

aims at supporting the Government of Mongolia in improving human security of ethnic minorities and rural disadvantaged populations and brings a multi-sectoral approach to addressing the needs of ethnic minorities. The project has a budget of \$2.9 million with UNESCO's share being the largest. UNESCO developed criteria for selection of the project sites, established project coordination mechanisms and deployed necessary personnel to manage the implementation of the joint programme.

147. Democratic People's Republic of Korea (DPRK): Though the UNCT recognizes that the country's political circumstances are not conducive to the preparation of a full-fledged United Nations Development Framework (UNDAF), preparations are under way for a new United Nations Strategic Framework (UNSF) for the next programme cycle (2011-2015). UNESCO carried out the sectoral analysis of the education sector in collaboration with UNICEF and is involved in the drafting of the new UNSF in consultation with national counterparts.

148. With a view to aligning UNESCO's programmes and strategies with the priorities of the government and create better synergy with the activities of other United Nations and non-United Nations agencies, UNESCO has initiated the preparation of the UNESCO Education Support Strategy (UNESS) for DPRK in 2009. In this context, UNESCO has completed intensive discussions and consultative meetings with the national counterparts and United Nations agencies operating in DPRK. Draft UNESS is currently under preparation.

UNESCO Office in Dhaka

149. The biggest challenge to Bangladesh is population growth. The estimate is for an increase from today's population of about 150 million to 250 million by 2050. If climate change does put about a third of the country's land under water as predicted, a wide variety of measures need to be addressed urgently. These measures are all relevant to the areas addressed by United Nations programmes.

150. A proposal by UNCT to help address the pervasive violence against women submitted was approved for funding under the Spanish MDG Fund. Nine United Nations agencies and 12 government ministries, civil society organizations and academic institutions are involved, with UNESCO being responsible for the review of school textbooks used in secondary schools and in teacher training institutions to identify biases which perpetuate gender inequality and violence against women. A training programme will also be organized for teachers to ensure that school and classroom teaching and learning atmosphere, language, materials and other activities do not perpetuate violence and, in particular violence against women.

151. UNESCO is working together with ILO to push equivalency education into the centre of the education sector policy formulation. The huge non-formal education sector in Bangladesh, the very rapid growth in the number of private education providers at all levels, the many and different levels of formal educational facilities with their own curriculum have made it urgent that equivalency education be another area of top priority. ILO has been working together with UNESCO to provide the necessary technical advice to the government. The changes which are being introduced will take a long time to bear fruit. Equivalency education must be well established to standardize educational qualifications in the country.

152. UNESCO has been working together with ILO and UNICEF to promote a sectoral approach in the formulation, implementation, monitoring and review of education policies. There are two education ministries in the country and their level of collaboration on important national issues could be much improved. The three agencies prepared together draft statements which were submitted to a government-appointed educational policy review committee with the specific objective of trying to streamline education sector policy. A formal report from the committee is expected to be released soon.

153. UNESCO is a member of the United Nations HIV/AIDS Committee, also comprising UNFPA, UNICEF and UNAIDS. The focus for the last two years has been to mainstream HIV/AIDS education in curriculum and textbooks for non-formal education. The Bureau of Non-formal Education has been in the lead for this initiative. As planned, HIV/AIDS has been mainstreamed, and textbooks and other materials already prepared are being tested and will be used in training of teachers/instructors of NFE.

UNESCO Office in Hanoi

154. UNESCO is part of the “Delivering as One” United Nations initiative, and is an active member of the UNCT, including the One Plan Fund Mobilization and Allocation Committee (OPFMAC) and the One United Nations Monitoring and Evaluation Working Group (MEWG). UNESCO also chairs the secretariat of the UNCT management meetings.

155. UNESCO co-convenes the Program Coordinating Group (PCG) on education (jointly with the Ministry of Education and Training, MOET) and Sustainable Development (jointly with FAO) and is an active member of the PCGs on HIV/AIDS, governance and gender.

156. Currently, the PCG on education is finalizing the United Nations Education Support Strategy (UNESS), which will guide agency work and provide inputs for the preparation of the next One Plan. UNESCO advocated for stronger evidence-based planning and management in the area of education and for improved quality through piloting innovative inclusive and child-friendly educational approaches and developing effective education policies and laws, focusing on ensuring the right to quality education, especially for rural and disadvantaged populations.

157. A common United Nations strategy for sustainable development in Viet Nam, spearheaded by the PCG on sustainable development, is also under preparation. UNESCO will contribute to this PCG primarily in the areas of world heritage, intangible cultural heritage and culture in development. Through its participation in the PCG-SD, UNESCO Hanoi brought attention to the relevance of culture and cultural diversity in development. Efforts are also being made towards the development of an overall culture strategy to mainstream culture in other development areas and to establish the basis for a national cultural statistics framework.

158. For effective education sector response, UNICEF, UNFPA and UNESCO, with support from the UNAIDS Secretariat, have formed the Education Sub-Group within the PCG on HIV/AIDS and has helped MOET strengthen its response through an inter-departmental coordination mechanism that forms the cornerstone of an HIV/AIDS education strategy that MOET is developing for inclusion in the country’s national HIV/AIDS Plan for 2011-2015.

159. As a contribution to the PCG on gender, UNESCO carried out a study on the impact of migration on culture and gender relations in ethnic minority communities. The study has provided inputs for the joint country analysis and for the United Nations inputs into the Socio-Economic Development Strategy (SEDS) and the Socio-Economic Development Plan (SEDP). The newly developed Joint Programme on Gender Equality (JPGE) will provide strategic, coordinated and multi-sectoral technical assistance to build the capacity of national and provincial duty bearers so that they can better implement the two new laws on gender equality and domestic violence. As one of the 12 participating agencies, UNESCO is supporting the Ministry of Education and Training and the Ministry of Information and Communication in implementing these two laws.

UNESCO Office in Islamabad

160. The One United Nations Joint Programme in Pakistan, the largest of the eight One United Nations pilots, consists of five joint programmes: (a) agriculture, rural development and poverty reduction, (b) education, (c) health and population, (d) environment, and (e) disaster risk management. The four cross-cutting issues are gender equality, human rights, civil society

participation and refugees. These joint programmes serve as basis for resource mobilization for the One Fund or for parallel activities contributing to the common One United Nations outcomes.

161. The One United Nations Joint Programme is still a work in progress towards the best practical implementation modalities, including reconciliation between strong agency mandates, the level of government engagement, and the still limited commitment of the donors and their concerns regarding the efficiency of the governing structures of the One Programme. The agencies are also facing challenges in terms of increased administrative workload. For smaller agencies, geographical focus is another challenge, considering their limited representation outside the federal capital; a problem which UNESCO is addressing by furthering its already close cooperation with the federal and provincial government departments and other partners concerned.

162. Despite challenges, there are many examples of strong commitment to One United Nations by all agencies. UNESCO played a leading role in developing the joint programme on education, which is articulated around the following priorities: (a) pre- and elementary education; (b) adult literacy and non-formal basic education; (c) strengthening education governance; and (d) secondary education with emphasis on technical and vocational education. UNESCO co-chairs, together with the Ministry of Education and UNICEF, various bodies, including the Joint Programme Steering Committee (consisting of United Nations and government representatives from both federal and provincial levels) that provides strategic guidance for the entire One United Nations joint programme, and the United Nations government task forces which oversee the implementation of the four joint programme components, looking also for synergies between different partners. In mid-2009, the education joint programme was introduced to donors, and altogether \$4.2 million were mobilized through the One United Nations Fund, of which \$1.45 million was allocated to UNESCO for implementation of various programme components.

163. In health and population, UNESCO's contribution aligns with the new national education policy, including awareness-raising among policy-makers for school health programme, development of advocacy materials for integration into the curricula, and enhancement of education sector capacity for planning, implementing and monitoring of national reforms and actions in various sub-sectors, including HIV and AIDS prevention education. UNESCO also extended technical assistance to the Pakistan Population Census Organization to improve the accuracy and reliability of data relating to basic education and literacy and to widen the scope of data analysis.

164. Within the framework of the United Nations Gender Parity Programme, UNESCO has been entrusted with implementing the education component for youth literacy at \$1.4 million (from the Government of Spain) since October 2009.

165. Under the joint programme on agriculture, rural development and poverty alleviation aimed at strengthening the government's development priorities articulated in the PRSP and the Medium-Term Development Framework (MTDF), UNESCO, through its culture for development and poverty alleviation, promoted cultural and handicraft industries with special focus on rural women.

166. The One United Nations disaster risk management programme responds to the national disaster risk management framework of the government. Key UNESCO interventions include advocacy for integrating disaster risk reduction in education and training, strengthening/establishing early warning systems and support for the development of school safety programme. Capacity of the meteorological department is being enhanced significantly for tsunami early warning. Skills standards and training curricula for building carpentry is undergoing peer review and the skills standards for block masonry are being developed to produce a better-skilled labour force for earthquake-resistant building purposes.

167. Under the "One United Nations" programme, a national sustainable development strategy has been formulated to serve as a guiding document for One United Nations interventions. Key UNESCO interventions include capacity development of government institutions and environmental

awareness programme for media and schools. Journalists have developed better understanding of environment and climate change issues through training. Likewise the role of media professionals, who contributed to the cause of the environment through their work, has been recognized by awarding “green” journalists’ awards in a ceremony attended by the Prime Minister.

168. The key challenge, in 2009, in Pakistan, has been the security situation (Phases III and IV) which affected also the United Nations country programme operations initially by delaying the finalization of some of the joint programmes, later by directing donor attention to the urgent humanitarian needs. The 12 casualties among United Nations staff in 2009, including a bomb at the World Food Programme office in Islamabad in October 2009, prompted the United Nations to assess critically its operations in Pakistan to define as safe as possible delivery mechanisms in order to be able to continue efficiently its life-saving humanitarian and development programmes.

UNESCO Office in Jakarta

169. The UNESCO Office in Jakarta serves two roles as a cluster office and a regional bureau for science. During the biennium, the Office has embarked on a strategy, which aims at maximising programme delivery in cluster countries and in the region (ASPAC) in terms of effectiveness, impact and visibility. The four core elements of this strategy are:

- The development of coherent and demand-driven country based programmes (UCPD), which articulate UNESCO’s role within the country’s Development Plan and within the joint United Nations Programme (UNDAF). A pioneering UCPD was produced for Indonesia in October 2007, and the development of UCPDs for Timor Leste and the Philippines were produced in 2008/2009. The Indonesia UCPD was updated in 2009. The strength of these UCPDs is that they were developed via a consultative process involving all concerned line ministries and government agencies, and therefore are fully demand based. The UCPDs have clearly strengthened cooperation with the National Commissions as a result of the consultative process adopted. They have also provided a better positioning of UNESCO in discussions within the United Nations system about joint programming initiatives.
- The adoption of a regional science strategy, that aims at the development and implementation of a focused and coherent science programme, which addresses priority problems and challenges in the Asia and Pacific region. The strategic plan has identified four flagship programmes which are heavily rooted in the natural sciences domain, but require intersectoral cooperation to generate maximum impact and benefits. The flagship programmes are: (i) BREES: Biosphere Reserves for Environmental and Economic Security – a climate change and poverty alleviation programme, (ii) SWITCH-in-Asia: Sustainable Water Management Improves Tomorrow’s City’s Health in Asia, (iii) COMPETENCE: Comprehensive Programme to Enhance Technology, Engineering and Science Education in Asia, and (iv) Fostering Safer and Resilient Communities – a natural disaster and climate change education programme. In 2008 a new modality of cooperation was agreed with the Japanese Ministry of Education (MEXT), which supports the establishment of a regional science programme for Asia and the Pacific, coordinated by the Office. The objective is to further expand this JFIT programme into a regional programme on “Science and Technology for Sustainable Development in Asia and the Pacific”.
- The development of strong partnerships in the region. This includes partnerships at national level, with government, National Commissions, stakeholders, NGOs, donors, and at regional level with SEAMEO, ASEAN, ICSU, AIT, ADB, university networks, category 2 centres, etc. The strengthening of cooperation with National Commissions receives particular attention, and has resulted, for instance, in the Philippines, where UNESCO is a non-resident agency, in the participation of the NatCom Secretary General in the UNCT with observer status.

- Improvement of programme effectiveness, which is crucial considering the limited resources available via the regular programme. The aim is to gradually shift the office portfolio from the current large number of smaller, often isolated and ad-hoc activities towards a coherent and consolidated programme with larger initiatives (regional and national). An example is the four flagship regional science initiatives listed above. Similarly, at country level, the UCPDs (and UNDAFs) will guide the development of larger extrabudgetary initiatives. Such larger initiatives provide opportunities for collaboration with partners, including other United Nations agencies.

170. An important development also relates to the establishment of the Asia Pacific United Nations regional Directors' teams, now referred to as the UNDG Asia-Pacific. The Directors of the Jakarta and Bangkok Offices are both members of the UNDG A-P.

171. The five countries covered by the Office are very diverse in terms of size, population, socio-economic development, MDG status, and intensity of United Nations cooperation. The Jakarta Office has been heavily involved in the UNDAF roll-out for Timor Leste (2008), the Philippines (which started in 2008, but was eventually postponed to 2010 to align with the new National Development Plan), and Indonesia (2009). In Indonesia, the UNCT has decided to develop joint United Nations programmes for three regions (Aceh/Nias, NTT, and Papua). In Timor Leste the United Nations system developed a new UNDAF (2009-2013), which was formulated via regular consultation sessions with the government. The new UNDAF was signed in late 2008 and became operational in January 2009. The "observer" status of the Secretary General of the National Commission in the UNCT in the Philippines has improved the communications and information exchange; however, it has not yet resulted in a change of attitude in the UNCT, where it has been difficult for UNESCO to participate and establish a role for the Organization whenever funding opportunities arise (e.g. Spanish MDG programme).

172. Brunei Darussalam: There is no United Nations presence in Brunei Darussalam and there is no continuing United Nations programme in the country. This is related to the strong economic position of the country, which is fully based on income from oil. The country is committed to an expansion of its economic base by developing other sectors besides the current oil-based economy. Although it is clear that this will require a strong science and technology base, current government spending in these fields is still substantially below the OECD target of 3% of GDP (currently at about 0.053%). For this reason UNESCO will continue to advise the Ministry of Development in setting up a strong science and technology policy. Without systematic planning and capacity-building, Brunei Darussalam will face serious limitations regarding the human resources needed for the diversification of its economy. Brunei acquired independence only in 1984, and the country is still in the process of developing various national policies. UNESCO could provide assistance to Brunei in the development of these national policies. So far UNESCO has been assisting Brunei in policy formulation for biodiversity in Borneo, for science and technology, and for cultural heritage.

173. Indonesia: Overall, UNESCO has been very active in participating in the United Nations reform discussions and the agenda towards "Delivering as One". UNESCO endorsed the "Jakarta Commitment", a road map to harmonize international aid in Indonesia. The document, an initiative of the Indonesian Government developed in consultation with the development partners in Indonesia, is a follow up on the Paris Declaration and the Accra Agenda for Action.

174. UNESCO has proactively participated in the UNCT, and as such contributed to new approaches taken by the United Nations system in Indonesia. UNESCO Jakarta Office has taken several initiatives to develop joint activities with other United Nations agencies. One example relates to the very successful project entitled "Creating Learning Communities for Children" (CLCC), which is implemented in collaboration with UNICEF and with support from NZAid (budget \$8.6 million). A new proposal was recently submitted by UNICEF and UNESCO with a view to expand the CLCC approach to Aceh and Nias (budget \$5 million). The Office proposed the establishment of two new working groups within the United Nations system, one on education and

another on climate change. Another initiative by the Office relates to the establishment of a sub-working group on “HIV/AIDS Education” under the Education Sector Working Group, which gathers all development partners in education.

175. The UNCT is preparing for the new UNDAF roll-out, which is expected to be finalized by early 2010. One of the five thematic areas (outcomes) of the new UNDAF is climate change, and UNESCO is the coordinator for this theme. In view of the size of Indonesia, the large number of islands (about 17,500) and the differences in socio-economic development and MDG-status in different parts of the country, the UNCT, in consultation with the government, has identified three priority areas for United Nations agencies to work together. The three areas identified are: Papua Land, Province of East Nusa Tenggara (NTT) and Province of Aceh.

176. *Tanah Papua* (Papua Land) hosts two of the resource-richest provinces in Indonesia: Province of Papua and Province of West Papua. The Indonesian part of Papua has abundant mineral, natural gas and mining sources (e.g. an estimated 2 billion tons of copper). Other substantial and prospective mineral and mining resource deposits include gold, silver, platinum, iron, coal, nickel, marble, and sandstone.

177. In spite of this wealth of resources, Tanah Papua remains one of the poorest regions in Indonesia. Tanah Papua has obtained a special autonomy within Indonesia and efforts by the local government to pursue a people-centred development create unprecedented opportunities for future generations to turn the development tide around, and make it work for the poor. These efforts are however constrained by limited local capacities that need to be enhanced. Many assessments have pointed out that lack of capacity is probably the biggest challenge in accelerating development in the region. With a view to addressing these challenges, the United Nations system in Indonesia developed the United Nations Joint Programme Framework (UNJPF) for Tanah Papua. The UNJPF aims at strengthening capacities of local partners to meet local development goals, as described in the long- and medium-term development plans, and reflects the strategies underlined by the Governor of Papua for engagement with international development agencies. The UNJPF will focus on the following key themes and sectors for long-term cooperation: (i) poverty reduction, (ii) health, (iii) HIV/AIDS, (iv) education, (v) democratic governance, (vi) environmental sustainability, and (vii) disaster risk reduction and peace-building.

178. UNESCO/JAK participated in several joint missions and provided input to the UNJPF document, particularly on the education and environment sustainability section. The CLCC education project, a joint initiative between UNESCO, UNICEF and the Indonesian Government, has started activities in Tanah Papua as well.

179. *The Province of East Nusa Tenggara Timur* (NTT) is one of the poorest provinces in Indonesia, with a poverty incidence of 27.9% as compared to 16% nationally. In particular, in the western part of Timor Island, where livelihoods are overwhelmingly dependent on agriculture (80%), erratic climate and extreme events regularly cause crop failure, placing many at risk of food insecurity. This is of particular concern as climate change has increased the frequency and impact of the El Niño and thus increased vulnerability of the poor. In the past, cycles of three to seven years were reported for El Niño events. However, the last decade has seen two- to four-year cycles. This has resulted in more frequent droughts and more erratic rainfall. The situation calls for an integrated approach to rural development in NTT which combines (i) the need to adapt better for overcoming the underlying causes of food insecurity and (ii) generating alternative and new sources of income, including the potential offered by carbon markets.

180. UNCT has chosen Belu District as a first site for United Nations joint programme development as it represents one of the most disadvantaged districts in the province. The Belu district strategic plan for 2004-2008 indicates that about 75% of the households in the district are living below the poverty line. The situation is also characterized by a high infant mortality rate, malnourished children, poor sanitation and a high rate of school drop out. The joint programme will address the following six areas contributing to the respective UNDAF sub-outcomes: (i) higher

primary school participation; (ii) improved nutritional status among children under five, pregnant and lactating women; (iii) reduced maternal morbidity and mortality; (iv) poverty alleviation and economic development; (v) strengthened effectiveness, accountability, transparency, and participation in governance; and (vi) sustainable integration and peace-building for ex-refugees and host communities. For UNJP in Belu, UNESCO collaborates with UNICEF to provide support in the field of education, including via the CLCC project.

181. UNESCO in partnership with UNDP and UNV has developed a project in the field of climate change adaptation to address increasing desertification in the region. The project proposal entitled “Promoting climate resilient agriculture and natural resources management to improve nutrition and income generation from available and new resources” (PANGAN) was submitted to the Spanish Agency for International Development (AECI). The project aims to mitigate desertification impacts and improve the quality of the environment for better livelihood.

182. *The Province of Aceh.* Four years after the December 2004 tsunami disaster, which killed some 167,000 people in this west Indonesian province, the recovery and rehabilitation phase is winding down and the government and aid agencies are seeking ways to consolidate a fragile peace. Peace was established in August 2005 with the signing of a MoU between the government and the Gerakan Aceh Merdeka (GAM), the Free Aceh secessionist movement, ending three decades of conflict. The first direct Provincial Governor election at the beginning of 2007 has put a former Indonesian government opposition leader at the top seat of the Province.

183. The Rehabilitation and Reconstruction Agency (BRR) for Aceh-Nias, which was installed in 2005 to manage all State and international aid for rebuilding the Aceh and Nias regions, completed its mandate in April 2009. After BRR is dissolved, providing capacity training, education, health and livelihoods, particularly to former Free Aceh Movement (GAM) fighters and their communities, have been noted as the next priorities. United Nations activities in Aceh are mostly coordinated by the United Nations Office of the Recovery Coordinator for Aceh and Nias (UNORC), whose mandate is to support the United Nations system in implementing its recovery and development programme for Aceh and Nias.

184. Malaysia: The United Nations presence and programme in Malaysia is limited due to Malaysia’s status as a country in transition to a developed country.

185. Philippines: UNESCO has been almost absent in United Nations joint programming in the Philippines, which is partly due to its NRA status, but for another part to the reluctance of the UNCT and previous RC. In 2008, the UNCT has been successful in submitting proposals responding to the different calls under the Spanish MDG Fund. In several of these calls, UNESCO Jakarta Office provided inputs and suggestions, and requested to be included in the project teams, but so far this has been without success. With a view to improving the communications with the UNCT in the Philippines, two measures were taken in 2008: (i) the Office negotiated the attendance in UNCT meetings of the Secretary General of the National Commission, and (ii) a UNESCO consultant was contracted to follow up on joint United Nations initiatives and to work on the UCPD. We expect that these initiatives will improve the situation regarding UNESCO’s involvement in joint United Nations initiatives in the preparation of the upcoming UNDAF (2010).

186. The UNCT started preparatory work for the development of a new UNDAF in 2008, but was requested by the Government of Philippines to postpone the development of a new UNDAF, with a view to align the UNDAF with the next Medium Term Philippines Development Plan (2011-2017). The UNCT decided therefore to postpone the UNDAF process to 2010 and, instead, to work on a two-year extension of the respective country programme documents of agencies. The new schedule will enable United Nations country programming to be aligned with the national government’s programming cycle and the programming cycle of the World Bank (WB) and Asian Development Bank (ADB). In 2009, UNESCO developed the Philippine UCPD and a UNESCO Education Support Strategy (UNESS). These planning tools will present useful inputs for upcoming UNDAF discussions.

187. The conflict in Mindanao continued to demand the attention of the UNCT in the Philippines. The security situation, potential United Nations interventions (i.e., humanitarian and development support), and priority needs and requirements for the immediate future were discussed. UNESCO participated in this meeting and expressed an interest in supporting interventions in the fields of education and communication.

188. Timor Leste: UNESCO has fully participated in the recently developed UNDAF for Timor Leste (2009-2013). Besides education, the UNDAF also includes specific reference to the UNESCO mandate in science, culture and communication and information. The UNDAF has identified a number of specific outcomes where UNESCO has a role, mostly in collaboration with other United Nations agencies. The total budget for the implementation of the UNDAF is about \$90 million, most of which needs to be mobilized via extrabudgetary initiatives. DIR JAK Office has discussed with the RC about a resource mobilization strategy. In parallel to the UNDAF process, the UNESCO Jakarta Office and the Programme Implementation Unit in Dili have also developed the Timor Leste-UNESCO Country Programming Document (TL-UCPD), and a UNNESS. Several project concept notes have been developed for further discussion with the respective ministries and with development partners, while several proposals have been prepared and are currently seeking financial support (e.g. establishment of a national museum, science education, media development, national park development).

189. Capacity-building in all sectors and at all levels remains a prime challenge in the country. With a limited programme budget available for Timor Leste, UNESCO therefore prioritized the participation of officials from Timor Leste in UNESCO events by providing financial support. This resulted in improved knowledge and awareness of UNESCO's mandate and programmes, and also helped to upgrade the technical expertise of participants. UNESCO also provided support to the development of a management information system for the education sector.

UNESCO Office in Kabul

190. Afghanistan, one of the most visible and challenging post-conflict countries, has been striving for reconstruction and development of a peaceful, democratic and sustainable nation. Afghanistan Millennium Development Goals (2005-2020), Afghan Compact (2006-2011) and Afghanistan National Development Strategy (2008-2013) had set a solid framework within which the government efforts and interventions of the international community were planned and executed in a focused manner.

191. UNDAF (2010-2013) was prepared in 2009 to address the national objectives set in the above documents. The three UNDAF strategic priorities include: (i) governance, peace and stability, (ii) sustainable livelihoods: agriculture, food security and income opportunities, and (iii) basic social services: health, education, water and sanitation". UNESCO Kabul played a major role in developing the UNDAF by co-chairing one of the three UNDAF priority areas, "Basic Social Services: Education, Health, Water and Sanitation" with UNICEF and WHO. Relations with the United Nations system in Afghanistan are quite well established and are maintained through UNDAF development, regular attendance of UNCT and SMT meetings every week, as well as thematic consultations with concerned United Nations agencies.

192. United Nations "Delivering as One" has not yet shown explicit development in Afghanistan. However, the emphasis on joint programmes gave United Nations agencies a clear sense and position to "design, implement, monitor and evaluate together". UNESCO Kabul is the lead agency in "JP on Literacy", is an active member of "JP on Youth" and "JP on Healthy School Initiative", and co-chairs the advocacy and communication sub-group of the United Nations joint team on HIV/AIDS.

193. More often than not, upstream work using regular budget seed money allowed the Office to access larger extrabudgetary resources for massive downstream interventions. For example, education activity, "Implementation of LIFE country action plan in Afghanistan (\$100,000)" led to

the first phase of “Enhancement of Literacy in Afghanistan” launched in 2008 with financial support from the Government of Japan (\$15 million for 2008-2011) to address the literacy needs of 300,000 rural dwellers in nine provinces. The second phase is expected to be approved early in 2010. Likewise, CTL activity, “Effective Implementation of World Heritage Convention” (\$100,000) helped secure extrabudgetary funding from Japan for the UNESCO-UNMAS project, “Support to the Mine Action Project in Bamiyan” (\$409,000 for one year).

194. Finally, UNESCO interdisciplinary strengths were exemplified when two activities of ED and SHS sectors, “Promoting gender equality and girl’s access and retention in education in Afghanistan” and “Capacity-building for gender studies in Afghanistan”, were integrated into one single programme at the national level in order to support the country’s efforts in promoting gender equity and equality.

UNESCO Office in Kathmandu

195. While culture and development is notably absent from the UNDAF despite the advocacy by the Office, climate change is flagged by the UNDAF though it targets essentially the immediate sequels of the civil war, related human rights issues, and appropriate inclusion of women, minorities, etc. in the constitution-making process. This shaped the major joint programming vehicle available to the United Nations family, the United Nations Peace Fund for Nepal (UNPFN). By the nature of its programme, UNESCO was by and large excluded from this delivery platform largely linked to the war, though it was provided with some funding for training for women journalists at the end of 2009.

196. UNESCO’s programme collaboration with the United Nations family was mainly limited to cooperation on small projects – with OHCHR (World Press Freedom Day, training for journalists) and UNFPA (training for journalists, provision of pedagogical material on women for district resource centres). The provision of UBW funding in 2009 led to more solid collaboration with the United Nations family in HIV/AIDS, which unfortunately is threatened by the withdrawal of further support by the Education Sector for the 2010-11 biennium. The lack of professional international staff in the UNESCO office, its spotty reputation for programme delivery in the past, the absorption of its small number of staff in numerous small UNESCO regular programme activities, did not make the country office a likely partner for larger-scale collaboration.

197. The movement towards a federal State structure from a weak centralized system of government has increased prospects for further cooperation with the United Nations family. The Office developed a programme towards informing the debate on federalism in education and culture. A financial support was proposed by the RC further to a UNESCO national symposium on education and federalism, held in November 2009, in order to take this initiative forward.

UNESCO Office in New Delhi

198. India: Participation in the UNCT has primarily been through linking regular programme activities and UNESCO’s expert network to the Joint United Nations Knowledge Management Programme for Solution Exchange, notably through the Communities for Education and ICT for Development (led and hosted by UNESCO) and the Communities for Decentralization, Environment, Natural Disaster Mitigation, Governance and Poverty Reduction.

199. In 2009, United Nations entities in India supported reviews of national plans and programmes. A People’s Mid-Term Review of the 11th Five-Year Plan was supported by the United Nations (UNDP supporting a civil society review, UNFPA, UNICEF and UNIFEM supporting a review on health and women’s issues, and UNESCO and UNICEF providing inputs on education). These, and other studies, feed into the mid-term review of the National 11th Five-Year Plan (2007-2012).

200. The Education Sector has been actively participating in the UNDAF thematic clusters, particularly in the education and the HIV/AIDS component. UNESCO is a co-chair of the UNDAF/Education TWG (UNICEF is the other co chair). All activities included in the 2009/2010 UNDAF/ED work plan are joint initiatives, and the underlying element of the plan is the United Nations support to government in advocacy and implementation of the recently approved Right to Free and Compulsory Education Act.

201. UNESCO has joined UNDP, UNFPA, UNICEF, WFP, UNIFEM, and UNAIDS in undertaking joint support to a Below Poverty Line Census. At the request of the Ministry of Rural Development and Panchayati Raj, the UNRC, in consultation with the UNCT, has agreed in principle that the United Nations in India would provide technical support to the proposed Below Poverty Line Census to be undertaken by the Government of India.

202. NDL/CLT participates actively in the urban group under the governance cluster, with a view to mainstreaming heritage-sensitive/centric approach to urban development, with particular focus on Rajasthan and Madhya Pradesh, two of the seven UNDAF priority states.

203. Under UNDAF Outcome 4.0 on disaster risk management, UNESCO NDL was able to integrate science-led strategies in the outcome matrix relating to disaster risk management. Two activities were implemented in this regard, as follows: the development, in cooperation with CLT, of a field guide manual on repair and retrofitting of historical building for earthquake engineers, published in 2008; and the development of an education kit on disaster risk management for the neo-literate communities, targeting indigenous and tribal groups living in six states characterized by a high prevalence of earthquakes, in line also with the action plans of the national literacy mission.

204. UNESCO is also working with other United Nations agencies towards UNDAF outcomes 1.7: to achieve sustainable improvements in freshwater availability, its management, conservation and equitable allocation, and outcome 4.0 to enhance abilities to prepare, respond, and adapt/recover from sudden and slow onset disasters and environmental changes by 2012. Activities implemented under these outcomes include: (i) the preparation of the India Water Development Report and the design of a framework towards a common methodology for Indicator Development for Water Resource Development, with UNICEF funding; (ii) the strengthening of capacities of key stakeholders at all levels to plan, manage and monitor water resources and water supply and sanitation services, with special emphasis on intersectoral coordination, sustainability and social inclusion; (iii) a study on Indian youth's perspective on climate change in two UNDAF states Uttar Pradesh (UP) and Madhya Pradesh (MP); and (iv) the signing of a MOU with Columbia University and CIP Trust to initiate an India Water Forum, a cooperative platform to work with corporate sector in India to promote sustainable water resource management practices.

205. Bhutan: The Office participates in four of the five Bhutan UNDAF Theme Groups, namely Poverty Alleviation (CLT/SC); Education (ED); Good Governance (Media development – CI); Environment and Disaster Management (SC and CLT). In June 2009, along with 13 other agencies, UNESCO signed a MoU for a United Nations Bhutan Country Fund, which would enable UNESCO to benefit from a joint United Nations fund mobilization to fill resource gaps.

206. Under poverty alleviation, the Office together with UIS-AIMS and with co-funding of UNDP supported the preparation of a baseline report 2009 for the cultural industries sector development. Also, in line with Bhutan's 10th Five-Year Plan to enhance food security, the Office planned and organized a first-ever training workshop on molecular propagation of medicinal plants and floriculture.

207. In education, most of the activities of the Office are fully incorporated in the UNDAF/ED Annual Work Plan (AWP) signed in February 2010. UNESCO is appreciated for its knowledge and experience particularly in the area of planning, monitoring and evaluation. As such, in response to the Government of Bhutan's need to have more reliable and timely data in the area of non-formal

education (NFE), the Office began a pilot non-formal education management information system, together with ED sector and UIS, with complementary funds from UNICEF. In 2008-2009, capacity-building tools and methods were adopted and pilot-testing began in three districts of Bhutan. ED and SC are also supporting the Government of Bhutan's effort to reform the science education curriculum. Related to this, the Office supported the Bhutan Year of Science and Technology 2009-2010, engaging schools to be actively involved in scientific activities.

208. The Office supports activities aimed at enhancing the government's capacity to develop an earthquake preparedness and mitigation plan. Following the 21 September 2009 earthquake in the eastern part of the country, UNESCO fielded a post-earthquake mission to assess the cause of the structural failures of the traditional architectures with a view to assisting the Division for the Conservation of Heritage Sites to develop a long-term management plan of heritage sites against natural disasters.

209. Sri Lanka: The recent appointment of a UNESCO focal point in Sri Lanka, hosted by the United Nations RCO, will enhance the participation of the NDL Office in all the UNDAF pillars. In 2008-2009, the main participation has been in education through the peace pillar of the UNDAF, with the active involvement of the National Commission. Additionally, UNESCO supported a field survey on cultural and heritage resources in Seruwila, one of the UNDAF priority areas, to serve as a basis of a heritage-based local empowerment project. The survey is still ongoing and expected to be completed in 2010. In future, more active engagement is foreseen, including under other pillars such as gender and poverty that encompass education

210. Maldives: The United Nations and the Government have engaged with other stakeholders in elaborating the new UNDAF document 2011-2015. UNESCO has been actively involved throughout this process. A full mid-term review of the existing UNDAF 2008-2010 was held in July 2009 and priorities were adjusted within the three areas of focus (social and economic equity, environmental management and disaster risk reduction, and governance) and four cross-cutting elements (gender equity and women's empowerment, youth, informed decision-making, and participation of civil society) to reflect the needs emerging from the policies of the new government. A situation analysis was conducted to update the full CCA prepared in 2007, followed by consultations with government and other stakeholders in early November 2009 to determine the main areas of focus of the UNDAF. The meeting confirmed the three areas of the current UNDAF and added a fourth area, gender, based on the lack of progress in this area through mainstreaming. Specific results-based outcomes for support to the strategic action plan of the government were discussed at the strategic planning workshop held in mid December 2009, and endorsed at a high level meeting on 19 January 2010 with the Vice-President and cabinet. The complete draft was presented at a high level meeting held on 19 January 2010, where UNESCO was present with a multi-sectoral team that has also facilitated the integration of UNESCO's inputs into the final version of the document, to be signed by March 2010 and to be presented by the government to other international partners at the Partners Forum scheduled at the end of March 2010.

211. CII, ED, SC and SHS will be particularly engaged in the implementation of the new UNDAF. Entry points already identified for the development of joint programmes where UNESCO could play an important role include capacity-building for evidence-based education policy, planning and monitoring, with UNESCO/UNICEF; enhanced capacity of service providers to deliver comprehensive programmes for the management of HIV/AIDS, with all agencies engaged in prevention. CLT does not have, so far, many hooks for involvement in the UNDAF, though some activities are currently being discussed with other agencies, mainly UNDP.

212. If resources will allow, a UNESCO focal point will be appointed in the Maldives so as to ensure regular and effective presence. Space has already been offered in the United Nations premises.

UNESCO Office in Tashkent

213. The UNDAF for the period 2010-2015 has been finalized and approved by government. UNESCO provided inputs in the areas of social needs and governance. UNESCO is co-leading the environment thematic group, together with WHO, and participates in the social life conditions thematic group encompassing education policies. The development of joint programmes with other United Nations agencies, especially in the fields of education, gender and HIV/AIDS prevention, will be pursued as a priority in 2010.

UNESCO Office in Tehran

214. Iran: UNESCO is perhaps one of the best accepted United Nations agencies in Iran, given UNESCO's roles in the fields of education, science and communication, but particularly culture and cultural heritage to which Iran attaches great importance. Despite political constraints, UNESCO programmes have been welcomed in Iran and they are implemented smoothly with good results.

215. Iran's current UNDAF (2005-2009) has been extended to 2010, by request of the government. It is expected that the new UNDAF will cover 2011-2014 and its development finalized by June 2010.

216. Under the current UNDAF, UNESCO contributes to two outcomes through EFA and other education-related programmes, science programmes on water and land resources, and communication and information. UNESCO leads the working group on facilitating S/T transfer and participates in the HIV/AIDS, human rights, disaster preparedness and gender working groups.

217. Achievements include: consolidated national commitment toward EFA; wide dissemination of EFA Global Monitoring Reports (Farsi version) to stimulate public awareness and policy debates on quality education; establishment of a dialogue mechanism with the national parliament on education and sciences; production and dissemination of learning and training materials in Farsi for teachers on inclusive education; consultation on drug abuse and HIV/AIDS; high-level policy dialogue, exchanges and training on cultural diversity and human rights; capacity-building in journalism and reporting on sensitive issues related to gender, environmental degradation, disaster preparedness and mitigation, and HIV/AIDS. New S/T transfer mechanism such as S/T parks and related policies received strong and positive feedback from the government. UNRC, UNICEF, UNIDO, FAO, UNODC, UNIC and IOM are among those having cooperated with UNESCO in these works.

218. Several challenges were encountered in the development of United Nations common country programmes: firstly, the domestic political situation, especially the growing concern over human rights issues and the government's sensitivity on human rights, have made it very difficult to develop a common United Nations country programme for which UNCT and the government would have shared ownership; secondly, the profile of the donor community in Iran is very low and it has been very difficult to generate FIT resources and joint United Nations programming; and, thirdly, there is still reluctance and technical barriers among UNCT members to put together financial and human resources for joint activities.

219. In the forthcoming 5th National Development Plan (NDP), Iran will place more emphasis on human development through quality education and improvement in higher education. It will also emphasize STI for development and job creation, environmental sustainability including climate change impacts (water and dry land development). Culture and cultural diversity and cultural development will be stressed as well. The new NDP will provide opportunities for UNESCO programmes to contribute more and better, including in the formulation of the new UNDAF document. The Office will advocate for the inclusion of the following priority areas: (i) dialogue and exchange for mutual respect and understanding, with a particular attention to cultural diversity and inter-faith dialogue; (ii) capacity-building for human development (education, higher education, TVE, ESD, human rights, gender, youth); and (iii) sustainable use of natural resources and

environmental management and human security (water, foods, land resource, biodiversity, natural disasters and climate change).

220. Turkmenistan: UNESCO, although not a resident agency in Turkmenistan, is a well known and respected United Nations agency in Turkmenistan. This positive image is attributed to the work of UNESCO in culture, especially world heritage, but also education and sciences. On the technical level, while the programmes in education and culture continue to progress, science and communication are becoming more active. It is expected that in 2010-2011, UNESCO will be fully engaged with Turkmenistan in all its major programme sectors, focusing on well-selected priorities.

221. UNESCO Tehran's contribution to UNDAF Turkmenistan (2005-2009) mainly concerned education. This was done through direct cooperation with the Ministry of Education and the Turkmen National Commission for UNESCO, and through a joint programme with UNICEF. Connected with the UNESCO-led support, progress has been made in education in Turkmenistan including the extension of duration for primary education for all children, teacher salaries' improvement, curriculum review and improvement, capacity-building for education planning, use of ICTs for education including production of prototype e-text books and ICT teaching guidelines, improving school conditions and quality of higher education. Contacts are also being established between Turkmen higher education institutions and UNESCO associated centres of excellence in the fields of higher education and sciences in Europe.

222. Main challenges encountered include: (i) low technical capacity in government offices and institutions, including the National Commission for UNESCO, (ii) poor communication and coordination between the governmental offices, and (iii) very centralized decision-making system that requires advance clearance from the cabinet for most United Nations activities, often slowing down implementation.

LATIN AMERICA AND THE CARIBBEAN

UNESCO Office in Brasilia

223. The Office played a leading role in many of the UNCT activities. The Office led many joint initiatives, such as the working group of United Nations communicators (2008-2009) and is now leading the AIDS group. Joint programming has also been a new avenue of cooperation for UNESCO in Brazil with one MDG-F project signed, another joint programme way advanced (funded by UNSTF) and two ongoing UBW activities in HIV/AIDS. Issues of United Nations common interest, such as assessing the fast-changing trends for international cooperation in Brazil (see below) and advocating a cost-recovery policy for extrabudgetary projects always relied on UNESCO as a key protagonist in discussions with high-level Brazilian authorities. Important achievements related to service-provision, such as a common travel agency for the United Nations system in Brazil, were also reported in the 2008-2009 biennium. As far as the establishment of common guidelines for joint programmatic action is concerned, the Brazilian RC a.i. requested the help of UNESCO in the UNDAF (2007-2011) mid-term review and for conducting the preparatory arrangements for the next CCA/UNDAF.

224. Brazil has undoubtedly changed its relationship with donors and the United Nations system in Brazil, as the country has been improving its social-economic indicators over the years. As a new global player, Brazil seems keen to reconsider new grounds for international cooperation. The country is clearly placing high expectations on south-south cooperation projects where UNESCO could play a catalytic role in exchanging best-practices worldwide. Few initiatives are already in course and a MoU with the Brazilian Agency of Cooperation is under analysis. A UNCT-commissioned working paper on the role of United Nations in middle-income countries was discussed in 2009.

UNESCO Office in Guatemala

225. The Office co-leads with UNDP the joint programme on “Consolidating Peace in Guatemala through violence prevention and conflict management” (\$900,000.00 over three years). UNESCO, as leading agency in promoting culture of peace in the world, has developed an extensive regional (Mexico and Central America) experience in the areas of violence prevention and peace-building. It has also developed a valuable research experience with significant results on stereotypes of racism and exclusion in the media, and has contributed to strengthening multicultural and intercultural relations.

226. The revised plan of action enabled UNESCO to incorporate concepts of diversity and intercultural dialogue, human rights, education for sustainable development, management and conflict resolution in the framework of building a culture of peace.

UNESCO Office in Havana

227. Cuba: In 2008, the cooperation of Cuba with the European Union and a number of its Member States was re-established. This opened new avenues of cooperation for the United Nations system, including extrabudgetary projects and the submission of concept notes to the MDG-Fund.

228. 2008 was marked by the passage of four hurricanes that had an extremely serious impact on food production, health services, housing, educational and cultural institutions. The UNCT succeeded in obtaining two emergency funds (CERF) from OCHA, one of which included assistance to the reconstruction of educational facilities proposed and implemented by UNESCO. A comprehensive United Nations plan of action in response to the hurricanes included projects in education, environment and culture. UNESCO received important funding from Norway in support of the revitalization of cultural institutions and from the World Heritage Fund for the rehabilitation of two World Heritage sites. To date, the United Nations system mobilized and is implementing funding for a total of \$22 million.

229. In 2009, the UNCT submitted project proposals for two thematic windows on food security and the private sector. Both were approved and UNESCO participates jointly with UNDP and FAO in the implementation of the project on “Support for new decentralization initiatives and production stimulation in Cuba”. Out of a total of \$7 million, UNESCO will implement \$500,000 in the areas of education and cultural industries. In the same year, the cooperation with UNAIDS was strengthened through the regional project and network SIDACULT concerned with the cultural approach to HIV/AIDS prevention.

230. Dominican Republic: UNESCO co-signed the UNDAF in April 2006. The UNDAF will be reviewed and revised in 2009 and the Office is committed to actively participate in this process. The Office also participated in the preparation of concept notes for the MDG-Fund, and provided leadership for the window on culture and development.

231. The establishment of a UNESCO focal point in the Office of the Resident Coordinator and the strengthening of the capacities of the National Commission significantly contributed to the successful implementation of activities and full participation in the United Nations system. The condition of non-resident agency continues to pose challenges, even more so in situations of emergency caused by hurricanes in which it is virtually impossible to participate actively in system-wide response mechanisms.

UNESCO Office in Kingston

232. The Kingston cluster office belongs to three United Nations Country Teams (UNCTs) (in Jamaica, Guyana and Suriname) and two United Nations Sub-regional Teams (UNSTs), that is, the UNST for Barbados and the Organization of Eastern Caribbean Countries (OECS) and the

UNST for Trinidad and Tobago and the Netherlands Antilles. Effective participation in and contribution to the work of these joint mechanisms for providing United Nations development assistance to the Member States in the context of the “One United Nations” approach as well as collaboration with other international development partners operating in the countries continue to pose major challenges to the Office. Nevertheless, during the period of January 2008 to December 2009, the Kingston cluster office participated in a number of meetings and retreats of the United Nations system in Jamaica, Guyana, Suriname, Trinidad and Tobago as well as a subregional team for Barbados and the OECS (Anguilla; Antigua and Barbuda; the British Virgin Island; Dominica; Grenada; Montserrat; St. Kitts and Nevis; St. Lucia, and St. Vincent and the Grenadines).

233. Particularly noteworthy are: (i) the meeting of United Nations system regional directors team for Latin America and the Caribbean with the executive management committee of CARICOM secretariat; (ii) the meeting of the United Nations system regional directors team for Latin America and the Caribbean with officials of the Government of Suriname on United Nations system coherence in the country; and (iii) the meeting of the regional directors group in LAC on HIV and AIDS. The inputs of the Office in these meetings helped to bring to bear UNESCO's views and areas of concern in the discussions and recommendations. Also during the biennium, the Office participated actively in the implementation and review of the UNDAFs in Jamaica, Guyana, Suriname, and Trinidad and Tobago as well as the subregional UNDAF for Barbados and the OECS. In the case of the UNDAF in Jamaica, the Kingston Office jointly chaired (with UNICEF) the working group on the education outcome. The Kingston Office also continued to chair the United Nations theme group on HIV and AIDS in Jamaica in 2008; UNESCO's two-year term of chairing this theme group ended in February 2009 when WHO took over.

234. It is worth mentioning that, as a non-resident agency and in the face of inadequate financial resources and staff to carry out missions to participate in the numerous meetings, UNESCO's participation in meetings of the UNCTs, UNSTs and various United Nations theme and joint groups (outside of the ones in Jamaica) is limited, and done mainly through e-mail contributions and teleconference (where possible).

UNESCO Office in Lima

235. UNESCO is leading the education thematic group of UNCT and participates in other thematic groups.

236. The Office's capacities for implementing the current UNDAF (2005-2011) were reinforced through the project “Supporting UNDAF Implementation in Education” funded by UNDP. The project also allowed awareness-raising of MoE officials, sub-national authorities and other institutions with regard to UNDAF and the implementation of activities towards building government capacities.

237. A comprehensive sex education sub-committee under the national action plan for early childhood and adolescence has been formed under the direction of the MoE. UNFPA and UNESCO are providing assistance to the committee for the preparation of a multi-sector plan of comprehensive sex education.

238. A mid-term review of the UNDAF was commissioned and presented to national agencies for validation.

UNESCO Office in Montevideo

239. The Office actively participated to the implementation of the “One United Nations” programme. In the area of education, UNESCO, jointly with UNICEF, is supporting the development of a national education plan and implementing strategies to prevent violence at educational centres.

240. In the sciences, UNESCO supported the development of policies for environmental protection through the creation of monitoring instruments that incorporate socio-economic, environmental, and territorial indicators at the national scale, with a strong component on coastal zones. The programme will also strengthen the national emergency system (see below) with information and data to improve its operations, decision-making ability and management. Advances were made in the study of national and departmental roads (100% mapping completed), as well as in the coverage and classification of land use. Capacity-building as well as the strengthening of institutional infrastructure were major outputs also. UNESCO provided technical know-how, notably through an IOC workshop on Integrated Coastal Management (ICAM).

241. UNESCO is also coordinating a programme towards the strengthening of the national emergency system. Activities were directed to building the capacities of first line actors (police, health, social work, among others). The selection of knowledge areas for creating capacity was consonant with needs identified throughout the execution of the previous components, but also took into consideration new needs. The emergency system mapping was also strengthened at the national level through improvement of the existing information and data network.

242. UNESCO participated in the project “Environmental vulnerability and sustainability at a territorial level”, which will enable the articulation of three initiatives to be implemented with the support of the United Nations Coherence Fund. The project also connects with the national system of response to climate change and variability as it aims at reducing vulnerability at departmental (provincial) levels in the framework of climate change and sustainability policies. The three initiatives, “Poverty and the Environment in Uruguay”, “Territorial Climate Change”, and “Departmental Capacity Strengthening for Risk Management in Uruguay” are being developed by various agencies of the United Nations system and their clear complementarity justifies an additional effort to increase impact.

243. Additionally, under the social and human sciences, UNESCO is supporting a programme addressing policies for decentralization and citizenship participation.

244. As regards culture, UNESCO’s contribution to the MDG-F funded joint programme on cultural industries is twofold: (i) capacity-building of the main national counterpart to strengthen national appropriation of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions and supporting the organization of cultural and educational activities; and (ii) awareness-raising on the role of culture as a driving force for development. UNESCO’s contribution led to the achievement of the four UNDAF effects, positioning culture as an essential element in social integration processes and for promoting sustainable development.

UNESCO Office in Port au Prince

245. The United Nations Development Assistance Framework (UNDAF) covers the period 2009-2011 and is based on three strategic pillars: governance, sustainable development, and risk and disaster prevention. UNESCO contributes to the first two pillars and ensured, at the very start of the implementation of UNDAF, that education was one of the development partners’ priorities. The Office had already taken action to rally large-scale support from the United Nations for the EFA goals in Haiti and to ensure that the information on education stemming from the Growth and Poverty Reduction Strategy paper (DSNCRP), adopted in 2007 by the government, is reflected in the development actions of United Nations partners. Thus, the UNDAF includes, under UNESCO leadership, the implementation of the national EFA support strategy, which is the government’s road map in this field.

246. UNESCO, in conjunction with UNICEF and UNFPA, follows education issues in the country team. In 2009, a joint UNFPA-, UNESCO-WHO project on school health was developed and a second project on education access and quality is being studied and should be drawn up in 2010. UNESCO also coordinates the Education Sector Group (GSE) bringing together all education donors since 2004. With UNESCO support, WFP and UNFPA have gradually joined the Group and

contributed to the formulation of a request by the Ministry of Education to the Fast Track Initiative (FTI) Catalytic Fund for \$22 million. In the specific field of humanitarian emergencies, UNESCO participates in the education cluster coordinated by UNICEF. In 2009, UNESCO accommodated the national consultation for the revision of the Minimum Standards for Education in Emergencies (Inter-Agency Network for Education in Emergencies (INEE)).

247. UNESCO also played a key role in attaining the recognition of communication by the UNDAF. UNESCO's contribution within the framework of Pillar 2 of the UNDAF on sustainable development consists of training Haitian journalists, in collaboration with the United Nations Stabilization Mission in Haiti (MINUSTAH) and its information office.

248. UNESCO's legal defence activities under the UNDAF primarily targeted instruments from the Culture Sector. Thus, in 2009, the Haitian Government ratified the Convention on the Protection of the Underwater Cultural Heritage (2001), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

249. Lastly, during the 2008-2009 biennium, UNESCO also took part in the development of two major joint inter-agency projects in the field of conflict prevention (MDG Achievement Fund) and AIDS prevention.

UNESCO Office in Quito

250. The Office's work is mainly focused on Ecuador, since it lacks the human and financial resources required to participate in all of the working meetings and other coordination mechanisms which exist in the other countries of the cluster (Bolivia (Plurinational State of), Colombia and Venezuela (Bolivarian Republic of)). However, the Office maintains regular contact with the other country teams and participates, as much as possible, in the implementation of joint activities with the United Nations organizations in these countries.

251. In Ecuador, UNESCO takes part in the country team efforts at all levels (UNCT, SMT, IWGs, etc.). UNESCO is the lead agency of the education inter-agency working group and an active member of three other working groups. With regard to both United Nations development support and joint programmes, the Office has managed to match its priorities with the Organization's five fields of competence as follows: education: universal access to quality education; science: equitable water management; culture: protection of cultural diversity; and communication and information: protection of freedom of expression and information.

252. Within the framework of the Millennium Development Goals Achievement Fund, the Office is the executing agency for two projects in which other United Nations agencies also participate: (i) the Programme for the Conservation of the Natural and Cultural Heritage of the Yasuní Biosphere Reserve (with FAO, UNWTO, UNDP, UN-HABITAT and UNIFEM); and (ii) the project on "Development and Cultural Diversity for Poverty Reduction and Social Cohesion in Ecuador" (with FAO, UNWTO, UNDP, UNFPA, UNICEF and UNIFEM).

253. Possible future cooperation with other agencies of the United Nations system will focus on HIV/AIDS education and prevention projects, together with the joint group on HIV, UNDP, UNFPA and UNICEF.

UNESCO Office in San Jose

254. One of the main objectives of the San Jose office in the past year was to improve our participation in UNCTs of the countries covered by the cluster. This was achieved both through more active presence in the meetings and through the installation of videoconferencing equipment that greatly enhanced our ability to take part in meetings, where a mission was not possible due to budget constraints. Missions to El Salvador and Honduras, where in the past our participation had

been weak, were carried out with the specific intention of improving relations with the UNCT members and the resident coordinators.

255. The Office professionals made it a priority to strengthen their reporting for the UNDAFs of the respective countries of the clusters by emphasizing the links between the expected results of the C/5 MLAs with those of the UNDAF results matrix. Developing such linkages facilitated reporting on how the results of RP and EXB activities contributed to the UNDAF expected results. The improved reporting by the Office on the UNDAFs also served to enhance SJO's standing and visibility with the UNCTs and the Member States, and helped draw attention to how the Office's activities were contributing to the national development plans. The elaboration of our activities for the 35 C/5 document provided further opportunities for linking our regular programme work plans with the UNDAFs and for keeping the country level focus.

256. 2010 will be a critical year for the Office as there will be three UNDAF roll-outs: Honduras, El Salvador and Panama. The roll-outs for Costa Rica and Nicaragua will take place in 2011. The roll-outs will provide new opportunities for UNESCO to strengthen its overall presence in the UNDAFs and to assure that UNESCO's priorities are well reflected in the documents.

257. As mentioned in the previous report, the Office experienced an operational approach to United Nations reform through its participation in the joint programming exercises under the Spanish MDG Fund. The Office is participating in a total of seven MDG-F joint programmes: three projects on culture and development in Honduras, Nicaragua and Costa Rica; one project on climate change and economic governance in Nicaragua; one project on youth, employment and migration in Costa Rica; and one project on conflict resolution and peace-building in Panama and Costa Rica. Carrying out the various activities of these MDG-F programmes will be a major focus of the Office in the current biennium.

258. Costa Rica: The Office continues to play a leading role in the development and implementation of the MDG-F project "Intercultural Policies for social inclusion and generation of opportunities." This project, which began execution in the second half of 2008, seeks to empower rural and marginalized urban communities in relation to their cultural expressions and rights, as well as to provide capacity-building in the sustainable management of their cultural resources. The project also seeks to build institutional capacity in the management of cultural policies, including promoting strengthened intercultural policies in Costa Rica's cultural, educational, health and agricultural sectors. This MDG-F project on culture and development constitutes a main area of cooperation with other United Nations partners, UNDP, UNICEF, WHO and FAO, and its activities are significantly contributing to the UNDAF priority area aimed at reinforcing socio-cultural practices that promote respect for human rights, non-discrimination and cultural and ethnic diversity.

259. The MDG-F thematic windows on youth, employment and migration and on conflict resolution and peace-building have served to strengthen cooperation with the UNCT and government ministries, notably planning, education, labour, justice and culture, and youth. Activities for these windows are intersectoral, involving SHS, ED and CI, and concentrate on youth development in the areas of formal and non-formal educational opportunities, training in the use of media and ICTs (including using ICTs for online training in learning a second language), and training of youth in leadership and conflict resolution techniques.

260. El Salvador: The IberoMAB meeting promoting international cooperation in the management of biosphere reserves was hosted by El Salvador in 2009. The country is participating in the development of the Mesoamerican network of biosphere reserves. These activities fall under the UNDAF area of sustainable management of the environment.

261. Honduras: In 2009, UNESCO's activities under the MDGF joint programme in Honduras on creativity and cultural identity for local development successfully completed their first year of activities, meeting both the expected results and the financial targets. The second round of funding

was received by UNESCO in December 2009 and the Office will soon begin implementation of the second-year activities.

262. In the area of education, the Office activities contributed to the UNDAF objective of “equal and universal access to formal, non-formal and cultural educational services” through studies on the teachers’ burn out, HIV/AIDS, literacy and teacher training, and assisted with the formulation of policies on basic education and literacy, including education for adults and out-of-school youth.

263. The Office also completed activities to strengthen the capacities of anthropological and historical museums to preserve their collections, improve their management, and promote more use of the museums’ facilities by local residents. These activities contributed to the UNDAF objective of improving access to cultural educational services.

264. Nicaragua: The Spanish MDG-F joint programmes on climate change, water and sanitation, and culture and development continue to be a major focus of UNESCO’s contribution to the UNDAF. The climate change programme, involving CI and SC, completed its first year of activities in 2009 and is awaiting its second-year funding. The two other MDG-F joint programmes began implementation in the first quarter of 2009 and are nearing completion of their first year of activities. These MDG-F projects have a duration of three years and will be a significant mode of UNESCO’s cooperation with Nicaragua during the current biennium. The climate change project is focusing its activities on the Bosawas biosphere reserve, while the water and sanitation and the culture and development projects are being carried out in the north and southern regional autonomous zones of the Atlantic coast, known respectively as the RAAN and the RAAS. The MDG-F projects provide opportunities for the Office to build closer relationships with United Nations system partners as well as with the relevant government ministries and agencies involved in their execution.

265. The primary focus of the MDG-F project on climate change is to develop a programme to compensate local populations in the Bosawas biosphere reserve for their activities leading to carbon capture, and to strengthen their capacities to manage the biosphere reserve natural resources. The objective of the MDG-F programme on water and sanitation is to strengthen democratic economic governance in that sector through increased participation and coordination between social and institutional actors, strengthening of institutional frameworks, and investment in infrastructure. The MDG-F joint programme on culture and development aims essentially at strengthening skills of the indigenous and Afro-descendant populations for cultural revitalization, cultural management and cultural production, and at promoting policies for preserving cultural diversity and protecting their tangible and intangible cultural heritage, including through cultural and creative entrepreneurial initiatives.

266. Panama: For the past two years, the San Jose Office has been working closely with the Ministry for Social Development on the literacy programme the government has been implementing. The Education Sector has carried out two missions to evaluate the programme and to monitor the progress made on the recommendations. UNESCO served as a bridge and guarantee of continuation in the transition phase with the new government. In this regard the Sector has organized several workshops with the Ministry officials to plan future activities and introduce corrective measures. Among the other activities the Office carried out was a study on teachers’ burnout that was later presented in a seminar held on this topic in Panama City and that was widely publicized in the media. This effort served the ministries of education and health to tackle an increasingly important phenomenon in the country.

267. The MDG-F joint programme on conflict resolution and peace-building was approved in 2009 and involve CI, ED and SHS as well as United Nations partners and the Panamanian ministries of justice, education, and social development. The project focuses on youth in trouble with the law, on preventing violence including gender violence, and on training in conflict resolution and on human rights issues in law enforcement.

268. The Office also carried out a series of activities on promoting citizen access to information in follow-up to the policy recommendations of a 2008 seminar for IT specialists on the concept of interoperability for e-government services. The activities contributed to the UNDAF objectives on governance and modernization of the State.

UNESCO Office in Santiago

269. During the past biennium and notably in 2009, the Regional Bureau for Education in Santiago has been involved actively in country and joint programming exercises in Chile and the region. This is the result of a two-track strategy: (i) consolidation and revamping of UNESCO image and programmes in the host country, and vis-à-vis the host government and UNCT, (ii) provision of training and technical services by the regional bureau to other FOs in the region in relation to United Nations reform processes and their participation in thematic windows of the MDG Spanish Fund. This has been achieved through increased participation in the UNDG LAC (former RDT) and by responding to specific requests from FOs.

270. Regarding Chile, the Office participated in the formulation of a Joint Programme (JP) in “Peace-Building and Conflict Resolution”, within the window of the MDG Spanish Fund made available to Chile. Six United Nations agencies participated in it.

271. The implementation of the joint programme started in May 2009, with UNESCO in charge of the education-related components (\$352,000). This has been a rewarding experience for the various staff involved in terms of exposure to joint programming and overall understanding of the United Nations reform. It is foreseen that another joint programme in the field of education leadership and quality, led by UNESCO, may be formulated in 2010 as part of the UNDAF roll-out.

272. At the regional level, UNESCO Santiago participates actively in the RCG (Regional Coordination Group) on HIV/AIDS, where it leads the education thrust. This is also in response to the Global Declaration on HIV/AIDS (Mexico, August 2008). In this connection, UNESCO-Santiago designed a multi-agency (5 agencies) joint programme on “Sexuality Education and Education to combat HIV/AIDS” for \$865,000, with UNESCO assuming the overall coordination role. The generation of this joint programme demonstrates clearly the viability of developing regional joint programmes in UNESCO’s areas of competence, involving both other United Nations agencies and UNESCO FOs. This provides a concrete and strategic way for UNESCO to play fully its role on a regional scale in the context of United Nations reform.

273. A theme emerging rapidly in the region concerns what remains to be accomplished, realistically, between now and 2015 (EFA and MDG deadlines) as well as the likely post-2015 scenarios in international cooperation (“post-MDGs”). This presents a clear opportunity for UNESCO to either participate or lead in specific avant-garde themes and working groups of interest to the Organization. In particular, in the LAC region, with a high number of MICs (some of which are emerging donor countries and/or OECD members), UNESCO and United Nations agencies are being challenged to reposition themselves by defining what will be the actual added value that they provide to Member States in a more sophisticated development context in the years to come.

274. Trends and developments: UNDG LAC:

- A trend observed over the last 15 months has been the increasingly important role of the UNDG LAC (formerly known as RDT). A UNESCO strategy has to be devised on how to maximize UNESCO presence and participation in it.
- A basic tenet of the United Nations reform is that it is country-driven. It is thus important to render the UNDG LAC more flexible and better geared to support UNCTs and country offices, and not to become an extra layer of consultation or management.

- Presently, although the UNDG LAC is probably amongst the best managed and most active of the RDTs, the agenda is basically driven by joint events. It is necessary to develop stronger involvement of and accountability by the regional directors and their work at the country level.
- Similarly, in the specific case of UNDG LAC (it may also be the case in other regions) there has to be better demarcation between the RCM (Regional Coordination Mechanism, led by ECLAC (CEPAL), and the UNDG LAC (RDT) i.e. agendas, activities, work plans, and demonstrated added value of having both entities.
- In the areas of joint programming and joint implementation, the theme “Education to mitigate Climate Change” is a promising topic, all the more so after the global meeting of Copenhagen. It should also be borne in mind the MoU signed between UNESCO and UNDP in 2009.

EUROPE AND NORTH AMERICA

UNESCO Office in Moscow

275. UNESCO Moscow Office developed UNESCO Country Programming Documents (UCPD) for Armenia, Moldova, Azerbaijan and Belarus, contributed to joint programming activities and actively engaged in preparation of UNDAFs in cluster countries. Despite non-resident status, UNESCO participated regularly in all steps of the preparation of UNDAF for Armenia, Azerbaijan and Belarus. Active involvement of the Moscow Office in United Nations joint programming in the cluster countries has enhanced the visibility of UNESCO, seen as an important partner by other agencies and government partners. UNESCO was designated lead agency for two outcomes within the approved Armenia UNDAF: on policy framework and mechanisms to build a knowledge economy based on STI, and on sustainable development principles (in relation with the education curriculum). In addition, UNESCO will contribute to 18 other outcomes. It is also expected that UNESCO’s involvement in the UNDAF preparation process in Azerbaijan and Belarus will increase UNESCO’s position within the United Nations family.

276. Russia’s economic growth and development allowed it to strengthen its international positions, to resume its role as an international donor, and to take up ambitious commitments for international humanitarian and development assistance. The United Nations in Russia has adjusted to these developments, shifting from humanitarian assistance to development programmes, providing policy advice, international expertise, and channels for experience exchange. Together with government counterparts and other partners in the civil society and business community, the United Nations and its agencies are discussing the changing nature of its relationship with Russia. UNDP, UNICEF and other agencies have engaged in accelerated discussions to redefine this relationship.

277. Armenia: The global economic crisis seriously threatens the economic growth and poverty reduction achievements of Armenia in recent years. Armenia appears to be on track to meet the MDG target of “Universal Primary Education”. UNESCO facilitated the dialogue on cultural policy, preservation of cultural and intangible heritage, quality education, science and environmental policy through its projects and events. The project on cultural tourism and crafts was instrumental in promoting cultural tourism and the preservation of the world heritage sites.

278. Azerbaijan: One of key activities of the Office was to support the ombudsman institutions to develop new strategies and methods in the field of protection of human rights. The international conference on bioethics, human rights and new technologies focused on current issues in the field of human rights to rapid development in science and technology.

279. Belarus: The Republic of Belarus has achieved high level of human development and is strongly on track with achieving almost all Millennium Development Goals. However, the country is

facing a number of development challenges. The UNDAF will focus on supporting efforts by the Government towards ensuring continued and sustainable economic growth which protects the environment, based on energy saving, and contributes to improved living standards and protection of the most vulnerable groups.

280. Moldova: The impact of the global economic and financial crisis places Moldova at risk of experiencing negative performance in its socio-economic development with an increasing fear of reversal in particular with regard to the MDGs. It is worth mentioning that UNESCO played a key role, through the provision of expert assistance, in the harmonization of education legislation, as well as through the provision of technical support for the international fora for education and science, in preparation of a new code of education.

UNESCO Office in Venice

281. During the biennium 2008-2009 priority fields of action for the SEE countries were elaborated and discussed with the National Commissions and other relevant institutions. The following country reports/profiles have been elaborated: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, the former Yugoslav Republic of Macedonia, Montenegro, Romania, Serbia, Slovenia, and Turkey. These country reports/profiles are the basis for the planning of new activities in cooperation with the Member States. On the basis of the country profiles, UCPDs of UNDAF countries were published (Albania) or are currently under preparation. The Venice Office antennas were directly involved into the action planning: the established Sarajevo antenna, as well as the newly established project antennas in Tirana, Ankara, and Skopje which are mainly implementing MDG-F Joint Programme activities. These processes have strengthened intersectoral and interagency cooperation. The Office also participated in the mid-term review of UNDAF Ukraine. Of note, the Office represents UNESCO in the Regional Directors Team (RDT) for Europe and CIS and in the regional coordination mechanism.

282. In 2008-2009, the Office introduced a major shift in its approach from stand-alone UNESCO sectoral activities to increased Office programme activities connected to the United Nations reform processes.

283. Albania: In agreement with the Government of Albania, the One United Nations Programme for Albania initially covering the period 2007-2010 has been extended to 2011. UNESCO actively contributed to the finalization and implementation of a joint communication strategy for the One United Nations Programme, and to the preparation of the working principles and accountability framework for the UNCT. UNESCO is a key player in the One United Nations Programme in Albania and is a member of the Joint One United Nations Executive Committee on a rotational basis. UNESCO participates in the One United Nations technical working groups in the fields of governance, participation, regional development, basic services and environment. UNESCO also participated in the UNCT retreat contributing to the planning process for the next One United Nations Programme 2012-2015.

284. In 2009, UNESCO contributed to the implementation of the One United Nations Programme in the fields of culture, science and education. UNESCO Venice Office activities included: the organization of two meetings of the advisory and technical working groups that led to the elaboration and adoption by the Albanian Parliament of the sectoral strategy on science, technology and innovation. A bilingual version Albanian-English of the strategy is under publication. Two training sessions for officials of the Ministry of Education and Science and of INSTAT on the collection of STI statistics and indicators have been organized. The first survey on STI statistics of the public sector have been elaborated and sent to some 171 public institutions in Albania.

285. CLT contributed to the One United Nations Programme through ongoing extrabudgetary projects addressing capacity-building for preservation and restoration of cultural heritage, the restoration of the historic centre of Gjirokastra and the safeguarding of Albanian iso-polyphony. In

2009, the National Centre for Restoration and Conservation of Monuments in Tirana graduated the first class of 20 experts trained in the preservation and restoration of cultural heritage. UNESCO, upon request by the Government, also initiated plans to transform the national centre into a regional UNESCO-sponsored category 2 centre. Activities under the MDG-F Joint Programme, “Culture and Heritage for Social and Economic Development”, a partnership between UNDP and UNESCO, also contributed to One United Nations development goals. The Office established a culture project antenna office in Albania for the implementation period of the MDG-F joint programme under the culture and development thematic window.

286. Bosnia and Herzegovina (BiH): In 2008 the Director General of UNESCO decided to transform the culture project office in Sarajevo into a permanent antenna of the UNESCO Venice Office, thus facilitating UNESCO participation in the CCA/UNDAF process. UNESCO has been a full member of the UNCT in Bosnia and Herzegovina for several years and it is at the same time located in the United Nations House in Sarajevo. UNESCO was actively involved in the preparation of the UNDAF for 2010-2014, which was officially adopted by the government in March 2009. Major competences of UNESCO have been included into all four UNDAF pillars.

287. UNESCO is directly involved in three joint projects for a total of \$2,167,184 (MDG-F Culture and Development, MDG-F Environment, and JP UNESCO/UNDP financed by UNHSTF) and is indirectly involved in a fourth one (MDG-F Economic Governance).

288. BiH UNCT is supporting the government’s goal of creating a “strong, multiethnic democratic system” through the JP on “Improving Cultural Understanding in Bosnia and Herzegovina” for which a total amount of \$8 million is approved, out of which UNESCO component is \$1,790,300 or 22.38%. The joint programme, formulated in partnership with UNDP and UNICEF, aims to strengthen cross-cultural dialogue by improving the cultural policy and legal framework, cross-cultural understanding, tolerance towards diversity, and by strengthening cultural industries. Programme formulation ensured strong links with existing programmes, including those managed by other donors. This not only helped with coordination, but will also help to assure sustainability.

289. UNESCO, together with FAO, UNDP, UNEP, UNESCO and UNV, will contribute to the joint programme on “Mainstreaming environmental governance: linking local and national action in BiH” under the environment and climate change programme. The total amount approved for this joint programme is \$5,499,863, out of which UNESCO component is \$150,000 or 3%. The joint programme was designed to address and overcome the significant barriers faced in effectively delivering environmental services and management at the local level in Bosnia and Herzegovina. This requires a multi-level approach integrating responsive local government, improved local delivery, and national level process development. The project was officially signed in December 2009.

290. Finally, UNESCO is involved in a joint programme on “Community Reconciliation through Poverty Reduction”, financed by the United Nations Human Security Trust Fund (UNHSTF). The total budget of this joint programme is \$2,286,269 out of which UNESCO component is \$300,000. The project aims to promote community reconciliation and is based on the principle that a participatory and transparent approach to income generation will create a synergetic bond for municipalities to cooperate in the development of common interests and the mitigation of “hard-line” politics. Cooperation will assist individuals, groups and communities as a whole to overcome fears, hostilities and misconceptions about those of different ethnic background by increasing interaction between them and breaking down ethno-nationalistic stereotypes. The UNESCO component is dedicated to the restoration of cultural heritage in three targeted municipalities affected by the war. The monuments selected to be restored are expected to improve cultural tourism potentials of those three municipalities.

291. Montenegro: The country’s full application to the expanded DaO funding window under the MDG-F Achievement Fund was submitted to the United Nations Steering Committee by the Montenegrin RCO on 16 December 2009. It is hoped that the government will adopt and sign the

Integrated United Nations Programme by the end of January 2010, as it is envisaged that United Nations reform in Montenegro will begin in 2010 with a transitional period during which existing programmes already agreed with government are moulded into the first phase of a six-year One United Nations Programme and Budgetary Framework (2010-2015).

292. The following three developmental areas have been jointly recognized by the United Nations agencies as most critical as they address the national development priority of making comprehensive reforms which are needed in order to ensure that international and European standards are fully met: social inclusion, good governance and environment. UNESCO mainly contributes in the last area.

293. A training workshop on sustainable tourism development in UNESCO designated sites was organized in May 2009 to develop and build institutional capacities in the Tara River Basin BR, laying the ground for an intensification of planning efforts in UNESCO designated sites. Further activities are being developed with UNDP, notably the project on “Strengthening Territorial Governance of Sustainable Development in the Durmitor Region” which is looking at the possible creation of a transboundary protected area across the Montenegro-BiH border, encompassing the two existing national parks in both sides. The Office has also been asked to contribute expertise and in-kind support to the current UNDP-GEF funded projects, “Catalyzing Financial Sustainability of the Protected Areas in Montenegro” and “Strengthening protected areas system“. These projects are considered part of the international cooperation, “Dinaric Arc Initiative” (DAI).

294. Serbia: Serbia is a transition country, which is rapidly recovering from a decade of crisis. It recently joined the group of the middle income countries. Currently, Serbia is a potential candidate for European Union membership. The new government, established in July 2008, set an ambitious mid-term agenda with European Union integration as an overarching priority.

295. UNESCO actively participated in the UNDAF design workshop, held in Belgrade in June 2008. Due to new circumstances, the UNCT decided to postpone the finalization of the UNDAF document to late 2009. The UNCT, in close consultation with the Serbian Government, civil society and other stakeholders, has identified three strategic areas to be addressed in the UNDAF (which is proposed to be called as “United Nations Country Partnership Strategy – UNCPS”) for 2011-2015: (i) Good governance, (ii) Sustainable development and (iii) Social inclusion, and regional stability and cooperation. UNESCO Venice Office, in consultation with Headquarters and the Serbian National Commission for UNESCO, prepared a draft working document which forms the basis of the UNESCO Country Programming Document (UCPD) for Serbia. This draft document, which is to be finalized in 2010, regularly contributed to the development of the strategic UNCT documents.

296. UNESCO Venice Office contributed to the identification of the key activities to be carried out within the MDG-F joint programme “Sustainable Tourism and Rural Development”, in relation with the UNESCO designated sites included in the areas selected by the project component to be implemented by UNWTO (tourism related to World Heritage Sites and biosphere reserves).

297. Macedonia: The former Yugoslav Republic of Macedonia has made significant progress in its transition to democracy and to a functional market economy since its independence in 1991. Yet, the achievement of equitable and sustainable development continues to be a challenge. The country is still recovering from the economic, political and social fallout of a prolonged transition. European Union (EU) membership is the country’s key target and the most certain path to achieving accelerated human development. The European Union accession agenda also acts as a social catalyst, enjoying wide support from the general population across ethnic and political divides.

298. The country’s aspiration for European Union accession has generated much momentum for political, economic and social reform, which are reinforced by the commitment to abide by the Millennium Declaration and achieve the Millennium Development Goals (MDGs). In that respect,

the promotion of equitable and inclusive development based on human rights, frames the future national development agenda. In pursuit of this agenda, the Government has set an ambitious programme that seeks to underpin economic growth, improves living standards of all citizens, creates jobs, fights corruption, increases education opportunities, develops democracy and improves inter-ethnic relations.

299. In 2008 started the process of the 2010–2014 UNDAF roll-out. In 2009 this process continued, finalizing inputs from the UNCT members in early 2010. Major competences of UNESCO have been included into all three UNDAF three programme pillars: (i) Social inclusion, (ii) Local governance and territorial development, and (iii) Environmental protection.

300. UNESCO Venice Office cooperation with the UNCT was strengthened in 2009 through the development of the MDG F Joint Programme, “Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYR Macedonia” under the conflict prevention and peace-building window. The total amount requested for this joint programme was \$4 million out of which UNESCO received \$926,000. The three key expected outcomes of the programme are: national systems and capacities for conflict transformation at local level enhanced; capacity of national education system to manage cultural and ethnic diversity enhanced; and inter-cultural sensitivity and civic awareness promoted. In order to start implementing the MDG-F project, a project antenna of UNESCO Venice Office has been established in Skopje and a National Professional Officer (NPO) recruited. The official launching ceremony for the joint programme will take place on 11-12 February 2010, in Skopje, in the presence of M. Nikola Gruevski, Prime Minister, Sophie de Caen, Director, MDG Achievement Fund and heads of United Nations agencies participating in the joint programme.

301. Turkey: Turkey is classified as a Middle Income Country (MIC) and has been designated as a pilot to simplify UNDAF process. In 2009, the Office participated in the preparation of the UNDAF in Turkey, which pilots a new generation of UNDAF for Middle Income Countries (MICs). At its September 2009 meeting, UNCT suggested to rename the UNDAF as the “United Nations Development Cooperation Strategy Document” (UNDCS), which also reflects the new UNESCO strategy on MICs.

302. UNESCO is a partner agency of the United Nations Joint Programme ‘Alliances for Culture Tourism (ACT) in Eastern Anatolia’, financed by the MDG–F within the culture and development window, and involving UNICEF, UNWTO and UNDP. Further to the Director-General’s decision to strengthen UNESCO presence and staff capacities temporarily by establishing a culture project antenna to ensure solid implementation of approved projects in those countries where UNESCO is a non-resident agency, the Office recruited a National Professional Officer (ALD/NOA) and established an agreement with UNDP Turkey in order to locate the antenna in the United Nations House in Ankara.

303. The joint programme is expected to result in a model of participatory governance for strategic direction, prioritization and coordination of cultural heritage protection and cultural tourism delivery in Turkey’s less developed regions in general, and increased incomes for the people of Kars in particular where implementation will take place. As such, it will contribute to the realization of Millennium Development Goal (MDG) No. 1, at a localized level by addressing Turkey’s regional development disparities. The UNJP is based on lessons learned from prior programming in Turkey and relies on national ownership and coordination as guiding implementation strategies.

304. UNESCO’s tasks and activities within the joint programme are mainly focused on enhancing the capacities of relevant stakeholders in the target area with regard to the identification, preservation and management of cultural heritage, in all its diverse forms of expression (both tangible and intangible). UNESCO’s contribution thus constitutes the very basis on which other agencies’ activities will be developed.



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**REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE**

ADDENDUM

CORRIGENDUM

The following changes should be made to document 184 EX/4 Addendum:

Para 214: Delete the words “[D]espite political constraints” so that the last sentence will read as follows:

“UNESCO programmes have been welcomed in Iran and they are implemented smoothly with good results.”

Para 218: The paragraph should read as follows:

“Some delays were encountered in the development of a United Nations common country programme.”