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## **FOLLOW-UP TO DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS**

### **IMPLEMENTATION PLAN FOR DOCUMENT 37 C/5 BASED ON THE EXPECTED CASH FLOW SITUATION FOR 2014-2015 PERFORMANCE INDICATORS AND BENCHMARKS OF MAJOR PROGRAMMES**

#### **SUMMARY**

At the request of the Chair of the Finance and Administrative Commission and pursuant to 5 X/EX Decision 2 the Director-General presents herein a report containing for each expected result the performance indicators and benchmarks based on the \$507 million Implementation Plan.

Please refer to document [37 C/5 Approved](#) for information provided herein on the performance indicators and benchmarks approved by the 37th session of the General Conference for the \$653 million biennial budget.

## Background

1. At the request of the Chair of the Finance and Administrative Commission and by 5 X/EX Decision 2, the Executive Board had “*requested the Director-General to prepare by 31 December 2013 updated budget tables, expected results, performance indicators and benchmarks based on the budget in force from 1 January 2014 in order to enable accurate RBB reporting;*”. In response to this request, the Director-General presents herein a report containing for each expected result the performance indicators and benchmarks based on the \$507 million Implementation Plan.

2. The information presented in the present document was extracted from SISTER 37 C/5 on 4 March 2014. It is work in progress and will continue to be revised if needed. To facilitate comparison with the performance indicators and benchmarks in document 37 C/5 Approved, the expected results related to Global Priority Africa have been grouped by Flagship and placed under the respective Lead Major Programme.

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## Comparison of expected results for each Major Programme between 37 C/5 Approved and \$507 million Implementation Plan

### Major Programme I – Education

37 C/5 Approved		\$507 million Implementation Plan	
<b>MLA 1</b>	<b>Supporting Member States to develop education systems to foster high-quality and inclusive lifelong learning for all</b>	<b>MLA 1</b>	<b>Supporting Member States to develop education systems to foster high-quality and inclusive lifelong learning for all</b>
ER 1	National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	ER 1	National capacities strengthened to develop and implement policies and plans within a lifelong learning framework
ER 2	National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes	ER 2	National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes
ER 3	Capacities of Member States strengthened to design and implement policies aiming at transforming TVET	ER 3	Capacities of Member States strengthened to design and implement policies aiming at transforming TVET
ER 4	National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability	ER 4	National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability
ER 5	National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality	ER 5	National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality
ER 6	Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning	ER 6	Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning
ER 7	National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	ER 7	National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development
<b>MLA 2</b>	<b>Empowering learners to be creative and responsible global citizens</b>	<b>MLA 2</b>	<b>Empowering learners to be creative and responsible global citizens</b>
ER 8	Member States integrate peace and human rights education components in education policies and practices	ER 5	Member States integrate peace and human rights education components in education policies and practices
ER 9	Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	ER 6	Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda
ER 10	Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality	ER 7	Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality
<b>MLA 3</b>	<b>Advancing education for all (EFA) and shaping the future international education agenda</b>	<b>MLA 3</b>	<b>Advancing education for all (EFA) and shaping the future international education agenda</b>
ER 11	Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions	ER 11	Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions
ER 12	Implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated	ER 12	Implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated
ER 13	Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted	ER 13	Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted

## Major Programme II – Natural sciences

In comparison with the 37 C/5 Approved, previous ER1, ER2 and ER3 have been merged into ER1.

37 C/5 Approved		\$507 million Implementation Plan	
<b>MLA 1</b>	<b>Strengthening STI policies, governance and the science-policy-society interface</b>	<b>MLA 1</b>	<b>Strengthening STI policies, governance and the science-policy-society interface</b>
ER 1	STI policies and governance bolstered nationally, regionally and globally	ER 1	Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples
ER 2	Science-policy interface enhanced and sustainability science both promoted and applied		
ER 3	Mutual engagement of science with society reinforced to promote equity and inclusion of vulnerable groups, including SIDS and indigenous peoples		
<b>MLA 2</b>	<b>Building institutional capacities in science and engineering</b>	<b>MLA 2</b>	<b>Building institutional capacities in science and engineering</b>
ER 4	Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	ER 2	Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs
ER 5	Interdisciplinary engineering research and education for sustainable development advanced and applied	ER 3	Interdisciplinary engineering research and education for sustainable development advanced and applied
<b>MLA 3</b>	<b>Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts</b>	<b>MLA 3</b>	<b>Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts</b>
ER 6	Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean	ER 4	Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean
ER 7	Risks and impacts of ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States	ER 5	Risks and impacts of ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States
ER 8	Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources	ER 6	Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources
<b>MLA 4</b>	<b>Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction</b>	<b>MLA 4</b>	<b>Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction</b>
ER 9	Global cooperation in the ecological and geological sciences expanded	ER 7	Global cooperation in the ecological and geological sciences expanded
ER 10	Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced	ER 8	Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced
<b>MLA 5</b>	<b>Strengthening the role of ecological sciences and biosphere reserves</b>	<b>MLA 5</b>	<b>Strengthening the role of ecological sciences and biosphere reserves</b>
ER 11	Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened	ER 9	Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened
<b>MLA 6</b>	<b>Strengthening freshwater security</b>	<b>MLA 6</b>	<b>Strengthening freshwater security</b>
ER 12	Responses to local, regional and global water security challenges strengthened	ER 10	Responses to local, regional and global water security challenges strengthened
ER 13	Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation	ER 11	Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation

## Major Programme III – Social and human sciences

In comparison with the 37 C/5 Approved, previous ER2 and ER8 have been merged into ER2, previous ER4 and ER5 have been merged into ER4.

37 C/5 Approved		\$507 million Implementation Plan	
MLA 1	<b>Mobilizing future-oriented research, knowledge and policy making to support social transformations, social inclusion and intercultural dialogue</b>	MLA 1	<b>Mobilizing future-oriented research, knowledge and policy-making to support social transformations, social inclusion and intercultural dialogue</b>
ER 1	Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation	ER 1	Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation
ER 2	Focused initiatives in education, culture, the sciences, communication and information developed that support the emergence of more inclusive societies and greater intercultural dialogue	ER 2	Initiatives based on human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue
ER 3	Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations.	ER 3	Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations.
MLA 2	<b>Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development</b>	MLA 2	<b>Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development</b>
ER 4	Capacities of Member States strengthened to manage bioethical challenges arising from science and technology, operationalize universal bioethical principles, and engage fully in the global bioethical debate	ER 4	Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on the identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development
ER 5	Ethical, legal and social implications of cutting-edge science, emerging technologies and their applications identified		
MLA 3	<b>Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement and promoting a human rights-based approach in UNESCO's programmes</b>	MLA 3	<b>Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement and promoting human-rights based approach in UNESCO's programmes</b>
ER 6	Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies, and young women and men engaged in community building and democratic processes	ER 5	Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes
ER 7	Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping	ER 6	Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping
ER 8	Human rights-based approach further integrated in activities across UNESCO's major programmes and in all the phases of programme cycle		

## Major Programme IV – Culture

37 C/5 Approved		507M\$ Implementation Plan	
MLA 1	<b>Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development</b>	MLA 1	<b>Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development</b>
ER 1	Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention	ER 1	Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention
ER 2	Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums	ER 2	Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums
ER 3	Global, strategic and forward-looking directions developed and applied through the effective implementation of the 1954 Convention and its two Protocols and multiplier effect achieved	ER 3	Global, strategic and forward-looking directions developed and applied through the effective implementation of the 1954 Convention and its two Protocols and multiplier effect achieved
ER 4	Global, strategic and forward-looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved	ER 4	Global, strategic and forward-looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved
ER 5	Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue	ER 5	Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue
MLA 2	<b>Supporting and promoting the diversity of cultural expressions, the safeguarding of the intangible cultural heritage, and the development of cultural and creative industries</b>	MLA 2	<b>Supporting and promoting the diversity of cultural expressions, the safeguarding of the intangible cultural heritage, and the development of cultural and creative industries</b>
ER 6	National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention	ER 6	National capacities strengthened and utilized to safeguard the intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention
ER 7	National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, through the effective implementation of the 2005 Convention	ER 7	National capacities strengthened and utilized for the development of policies and measures to promote the diversity of cultural expressions, through the effective implementation of the 2005 Convention

**Major Programme V – Communication and Information**

In comparison with the 37 C/5 Approved, previous ER1 and ER3 have been merged into ER1, previous ER5 and ER6 have been merged into ER4.

37 C/5 Approved		\$507 million Implementation Plan	
MLA 1	<b>Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions</b>	MLA 1	<b>Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions</b>
ER 1	The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices	ER 1	The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices and support to national media institutions
ER 2	Pluralistic media institutions facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies	ER 2	Pluralistic media institutions facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies
ER 3	Independence and sustainability of national media institutions bolstered, through innovative, policy-relevant, knowledge-enhancing International Programme for the Development of Communication (IPDC) projects and through capacity-building for journalists and journalism schools		
MLA 2	<b>Enabling universal access and preservation of information and knowledge</b>	MLA 2	<b>Enabling universal access and preservation of information and knowledge</b>
ER 4	The Open Solutions for Knowledge Societies programme (open educational resources, open access, free and open source software, open training platform, open data and Open Cloud) and ICT accessibility, including for the disabled, and for all languages, promoted in Member States	ER 3	The Open Solutions for Knowledge Societies programme (open educational resources, open access, free and open source software, open training platform, open data and Open Cloud) and ICT accessibility, including for the disabled, and for all languages, promoted in Member States
ER 5	Documentary heritage in all its forms preserved through a strengthened Memory of the World Programme	ER 4	Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the World Summit on Information Society (WSIS) outcomes
ER 6	Member States supported in implementing the outcomes of the World Summit on the Information Society (WSIS) and universal access to information enhanced, including through the Information for All Programme (IFAP)		

## Major Programme I – Education

### Expected Result 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective	During the past biennium 53 countries were supported, but the degree of support varied, hence the benchmarks have been categorized this biennium	20, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 5 technical assistance activities (with budgets between USD 50k and 150k) and 13 technical consultations (with budgets below USD 50k).	35	5, equivalent to 25%
2 Number of reports released on education policy issues	None of global nature during the past biennium.	3	6	These reports have to remain UNESCO publications solely.
3 Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised.	During the past biennium the 53 countries were supported, but the degree of support varied, hence the benchmarks have been categorized this biennium	8, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 2 technical assistance activities (with budgets between USD 50k and 150k) and 4 technical consultations (with budgets below USD 50k).	20	2, equivalent to 25%.
4 Number of crisis-affected countries benefiting from emergency or reconstruction support.	19 during the past biennium.	20, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 5 technical assistance activities (with budgets between USD 50k and 150k) and 13 technical consultations (with budgets below USD 50k).	35	5, equivalent to 25%.

### Expected Result 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries supported by UNESCO in the implementation and	UNESCO supported 10 countries in the implementation of national literacy	15 countries	25 countries	15 additional countries can be supported if additional resources are



Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
scaling-up of gender-responsive literacy programmes	programmes during 2012-2013			mobilized
2 Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children	UNESCO supported educational initiatives for out of school children in 6 countries during 2012-2013	6 countries	10 countries	5 additional countries can be supported if additional resources are mobilized

### Expected Result 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life	Member States lacking comprehensive TVET policies geared towards supporting youth transitions and building skills for work and life	10 countries including 5 policy reviews having used UNESCO's policy reviews, advice and capacity development to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability	20 countries having used UNESCO's policy reviews to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability	10 additional countries having used UNESCO's support to better forecast skills supply and demand and improve strategic planning
2 Number of instruments and guidelines prepared by UNESCO to advance and monitor global TVET developments	The 2001 Revised Recommendation on TVET is outdated National Qualifications Systems not supportive for students and workers mobility and recognition of qualifications TVET policies and development/education goals are not guided by relevant statistics and indicators	- A final proposal of the Revised Recommendation is submitted to the 38th General Conference  - A proposal of a specific set of indicators on TVET prepared and disseminated  - Draft World Reference Levels of learning outcomes developed	- 20 countries used the Revised Recommendation to monitor and assess their national TVET policy  - 5 countries used the set of TVET indicators developed by UNESCO to monitor progress and publish TVET statistics outlook  - The World Reference Levels adopted as reference guidelines for recognition of qualifications	
3 Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products	UNEVOC centres engaged in knowledge production and UNESCO's activity on ad-hoc basis	25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET	50 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET.	

**Expected Result 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion, mobility and accountability**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments	Asia Pacific countries are in the process of ratification of the revised regional convention. No ratifications yet. 9 countries have adhered to the revised convention.	7 countries adhere to the revised Arusha/Africa Convention  1 international conference of states  1 report on the global convention presented to 38th General Conference	8 additional countries adhere to the revised conventions	
2 International and regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology driven teaching and learning models	NA	1 international conference	2 international conferences	3 regional/international meetings
3 Number of countries to which UNESCO provided policy advice and which have engaged in the improvement of their higher education systems.	NA	8 countries supported	8 countries supported	4 additional countries

**Expected Result 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues	UNESCO's intervention and support reported in 30 countries for 2012-2013.	Major technical support provided to at least 10 Member States	20 Member States	2 more countries
2 Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development	UNESCO's intervention and support reported in 17 countries for 2012-2013.	Major technical support provided to at least 10 Member States	20 Member States	
3 Number of teacher training institutions in	17 sub-Sahara African countries	15 sub-Sahara African Member	15 sub-Saharan African Member	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
sub- Saharan Africa which have been reinforced and are fully operational		States	States	

**Expected Result 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries engaged and/or benefitted from building and sharing of knowledge around quality of learning	No existing baseline	4 Member States	10 Member States	
2 Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed	10 countries (mainly by IBE)	6 Member States	10 Member States	5 Member States (in addition)
3 Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning	15 countries (LAC region under LLECE)	12 Member States	15 Member States	3 Member States (in addition)

**Expected Result 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of supported Member States developing or updating ICT in education policies to leverage ICTs to accelerate the achievement of EFA goals and to shape the post-2015 education agenda	-UNESCO ICT in Education -Toolkit for policy makers -More than 40 countries supported to develop ICT policies	-8 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated -3 Regional Ministerial Forums	-14 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated -3 Regional Ministerial Forums	-ICT in Education Policy web portal
2 Number of supported Member States developing teacher standards for the appropriate use of ICT in education based on UNESCO ICT-CFT	-ICT-CFT V2.0 published in 2011 - ICT-CFT in Arabic, Chinese, English, French, Russian -More than 5 States supported to adopt ICT-CFT	8 States	16 States	-ICT-CFT V3.0 -3 workshops
3 Number of supported Member States	-UNESCO 2012 PARIS OER	5 States	10 States	+ 3 States

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
developing national or institutional policy for OER was developed and/or reviewed	DECLARATION -4 States developing its national and/or institutional policies for OER			

**Expected Result 8: Member States integrate peace and human rights education components in education policies and practices**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes	57 (n° of countries having reported to the 5th consultation on the 1974 recommendation)	At least 10 new countries include education for peace, HRS and GC in ED policies and programmes	At least 10 new countries include education for peace, HRS and GC in ED policies and programmes	2 additional countries
2 Qualitative assessment of learning outcomes in education for global citizenship documented	New indicator, no baseline data available.	Creation of the assessment tool and use by 5 countries.	Use by at least 5 additional countries.	
3 Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and UN priorities	Number of ASPnet members (20%) supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and UN priorities	10% of ASPnet members	20% of ASPnet members	

**Expected Result 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Launch of a post-DESD programme framework	n/a	1 programme framework	1 programme framework	
2 Number of references to ESD in policy documents at the international level	n/a	2	5	1 additional reference
3 Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity	n/a	15	25	6 additional countries

**Expected Result 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries with a multisectoral strategy that addresses HIV in the school setting (Source: GARPR #7.1/NCPI a.i.1.3)	2010 baseline of 89% (153/172)	91% (168/182) of countries include the education sector in their multisectoral strategy	93% (170/182) of countries include the education sector in their multisectoral strategy	Additional XB resources would be used to either a) reach additional countries, or b) enhance implementation and monitoring of ongoing multisectoral strategies
2 Number of countries where at least 50% of schools provided life skills-based HIV and sexuality education within the previous academic year (Source: Global M&E Framework for Comprehensive Education Responses to HIV and AIDS)	New indicator, baseline data being compiled	At least 64% of UNAIDS high impact countries in Africa (16 out of 25)	At least 72% of UNAIDS high impact countries in Africa (18 out of 25)	Additional XB resources would be used to either a) support additional countries to provide life skills-based HIV and sexuality education in 50% of schools, or b) to support the further scale-up of CSE to exceed 50% in the 16 HIC countries
3 Number of countries with education sector rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders in educational institutions (Source: Adapted from Global M&E Framework for Comprehensive Education Responses to HIV and AIDS)	New indicator, baseline data being compiled	At least 48% of UNAIDS high impact countries in Africa (12 out of 25)	At least 60% of UNAIDS high impact countries in Africa (15 out of 25)	Additional XB resources would be used to either a) support additional HIC countries to adopt education sector guidelines on school related gender based violence, or b) to support strengthened implementation and monitoring of ongoing guidelines.

**Expected Result 11: Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of comparative analyses and case studies on emerging challenges for education and learning conducted at national and regional levels, published and disseminated	Not available. Not the same type of foresight studies were undertaken during the last biennium.	5 foresight studies (including those planned by Institutes) 3 global reports/studies on trends 1 regional research project	10 foresight studies 5 global reports/studies	

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
2 Number of proceedings of international/regional research colloquia organized jointly by UNESCO and research partners	Not available.	4 global conferences or policy forums	8 global conferences or policy forums	

**Expected Result 12: Implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Number of countries reporting on their compliance with the normative instruments on the right to education	ratification 100 reporting 58 A first compendium is already available.	existing database Training manual doesn't exist as of yet regular reports on implementation	Consultation completed Reports produced in 6 languages Results submitted to the Governing bodies 10% increase in country reporting 4 new ratifications	
2 Number of countries piloting UNESCO's analytical framework to review their national education laws	Guidelines don't exist as of yet	Guidelines for Law review completed and pilot-tested in at least 2 MS	Guidelines implemented in at least 5 MS Feedback received and tool improved	
3 Monitoring of the right to education reinforced and advocacy enhanced through operationalization and further development of the Database, regular reporting on measures taken for implementation, support to the revision of TVET and AE Recommendations and Training handbook	Training manual doesn't exist as of yet regular reports on implementation	- Database updated and further developed - Draft training handbook initiated - Reports on implementation of RTE at country level provided to UN (notably UPR) and on standard-setting instruments to Governing bodies - Texts of recommendations	Database updated Handbook completed Reports on RTE provided to UN and GB	
4 Number of GMR launch events and media articles related to the Report, together with examples of policy influence	70 launch events	70 launch events	not applicable	

**Expected Result 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Increased support to EFA from education stakeholders,	Member States supportive of "Big Push" and of	At least 25 countries engaged in national Acceleration	All EFA partners - Member States, UN agencies, civil	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
notably governments, international and regional organizations, civil society and private sector	UNESCO's Concept Note on Education Post-2015	initiatives All EFA partners - Member States, UN agencies, civil society, private sector - participate in 2014 GEM and in preparations for 2015	society, private sector - participate in 2014 GEM and in preparations for 2015	
2 World Education Forum 2015 effectively organized in Korea	Preparations are starting with the establishment of a Joint UNESCO-Korea Preparatory Committee and the elaboration of a UNESCO Position Paper for Education Post-2015	World Education Forum 2015 successfully organised with participation of at least 5 heads of agencies, 5 heads of State and 100 Ministers of Education Post-2015 Education Agenda agreed and Framework for Action adopted	World Education Forum 2015 successfully organised Post-2015 Education Agenda agreed and Framework for Action adopted Implementation started and global and regional monitoring mechanisms in place	
3 Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI)	Education is not a specific agenda item for major regional or global meetings	5 high-level meetings will address education issues	10 high-level meetings will address education issues	

## Global Priority Africa

### Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance

**Expected Result 1: Member States have up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels including teaching and learning environments**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
1 Number of countries, which based on UNESCO support, have developed and or reviewed teacher policies		8 Member states	15 Member states

**Expected Result 2: National and regional qualification frameworks for education personnel developed and effectively implemented**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
1 Number of countries supported in the development of their	Not available	4	8

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
national or regional qualification frameworks for education personnel (teachers, teacher educators, head teachers and principals)			

**Expected Result 3: Teacher recruitment, preparation and professional development programmes fully aligned to education and curriculum reforms**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
1 Number of teacher training institutions in sub Saharan Africa which have been reinforced and are operational	17 countries	15 countries	15 countries

**Expected Result 4: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
1 Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective		- 8 Member States in Africa	- 12-15 Member States in Africa
2 Number of countries supported by UNESCO where sector-wide plans have been revised		- 3 Member States in Africa	- 4 Member States in Africa
3 Number of countries supported by UNESCO where relevant sector-wide M&E system has been established or reinforced, and is operational		- 3 Member States in Africa	- 4 Member States in Africa

**Expected Result 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
1 Number of countries supported by UNESCO that have implemented gender-responsive scaling-up action plans		10 Member States in Africa (2 for each Sub-Region)	- 15 Member States in Africa
2 Number of countries supported by UNESCO which have designed programmes on quality literacy to out-of-school children		4 Member States in Africa	- 8 Member States in Africa

**Expected Result 6: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET in Africa**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>



	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life		5 Member Countries in Africa	- 10 Member States in Africa
2	Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products		10	- 15 UNEVOC Centres in Africa

**Expected Result 7: National capacities strengthened to develop evidence-based higher education policies to address the challenges of accessibility, equity, relevance, quality, inclusion, expansion, mobility and accountability**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments		8 Member states adhere to the revised Arusha/Africa Convention	- 8 new Member States in Africa adhering to the instruments - 3 Member States in Africa supported in the implementation of these legal instruments
2	Regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology driven teaching and learning models	1	3 sub-regional conferences organized (One in Sahel, One in ECOWAS, One in CEEAC)	- 1 regional conference organized in Africa
3	Number of countries benefiting from technical support in higher education reform	2 countries supported	4, notably in the area of university poles of excellence in technology and EMIS	4-6 Member States in Africa supported

**Global Priority Gender Equality**

**Expected Result 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of countries supported by UNESCO where education policies have been reviewed with gender analysis to integrate a lifelong learning perspectives (adaptation of ER1-PI1)	Not available	10 Member States	15 Member States
2	Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes,	UNESCO supported 10 countries in the implementation of national literacy programmes during 2012-2013	15 Member States	25 Member States

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills (original PGE ER-PI1, elaboration of ER2-PI1)			
3	Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level. (original PGE ER-PI2, adaptation of PI of ER3)	10 Member States	10 Member States	20 Member States
4	Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective (combination of ER5-PI 1&2)	10 Member States	10 Member States	20 Member States
5	Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others. (combined and adapted PIs in ER 8 and 9)	Not available	25 Member States	30 Member States
6	Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality. (adaptation of MPI ER10)	Not available	16 Member States  At least 64% of UNAIDS high impact countries in Africa (16 out of 25)	18 Member States  At least 72% of UNAIDS high impact countries in Africa (18 out of 25)
7	Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality (adaptation of ER12-PI1)	40 countries (out of 58 submitting country reports for the 8th consultation on Convention Against Discrimination in Education (CADE)	100% of the reports submitted by Member States	100% of the reports submitted by Member States

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## **Education Category 1 Institutes and Centres**

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The \$507 million Implementation Plan performance indicators and benchmarks for IBE, IIEP, IICBA, IESALC and MGIEP are yet to be included in SISTER (work in progress); therefore for these Category 1 Institutes only titles of C/5 expected results are provided.

### **UNESCO International Bureau of Education (IBE)**

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**MLA 1 – Expected Result 6: Learning - Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning**

**MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies**

### **International Institute for Educational Planning (IIEP)**

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#### **Contribution to ED Expected Results:**

**MLA 1 – Expected Result 1: Sector-wide policies and planning - National capacities strengthened to develop and implement policies and plans within a lifelong learning framework**

**MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies**

#### **IIEP specific Expected Results**

**IIEP specific Expected Result 1:** Ministries in charge of education institutionalize planning

**IIEP specific Expected Result 2:** Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources

**IIEP specific Expected Result 3:** Policy-makers engage in broad-based participatory processes for education reform and policy formulation

### **UNESCO Institute for Lifelong Learning (UIL)**

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#### **Contribution to ED Expected Results:**

**MLA 1 – Expected Result 1: Sector-wide policies and planning - National capacities strengthened to develop and implement policies and plans within a lifelong learning framework**

**MLA 1 – Expected Result 2: Literacy - National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes**

**MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies**

**MLA 3 – Expected Result 12: Promotion of right to ED and monitoring - The implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated**

**UIL specific Expected Results****UIL specific Expected Result 1: Member States are involved in developing/revising national lifelong learning policies, and are developing systems for recognition, validation and accreditation of non-formal and informal learning**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 No. of Member States supported where national authorities develop inclusive and gender-responsive LL policies	5 Member States supported in developing inclusive and gender-responsive LL policies	10 Member States supported in developing inclusive and gender-responsive LL policies	15 Member States supported in developing inclusive and gender-responsive LL policies	15 additional Member States supported in developing inclusive and gender-responsive LL policies
2 No. of Member States supported who have developed and implemented national policies in line with RVA and NQF mechanisms and frameworks	26 Member States supported in line with RVA and NQF frameworks	20 Member States supported in line with RVA and NQF frameworks	40 Member States supported in line with RVA and NQF frameworks	40 additional Member States supported in line with RVA and NQF frameworks

**UIL specific Expected Result 2: Member States further literacy and basic skills as a foundation of lifelong learning**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Literacy & basic skills integrated into national strategies	n/a	2	4	4
2 Research evidence used by key stakeholders in Member States to improve literacy policies and programmes	n/a	5	9	9
3 Improved programme design, management and evaluation	n/a	5	10	10

**UIL specific Expected Result 3: Adult learning and education recognised and integrated within sector-wide and cross-sectoral lifelong learning strategies, and Member States engaged in implementing CONFINTEA VI Follow-up in policies, governance, participation, financing, and quality of adult education**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of Member States supported where national authorities develop inclusive and gender-responsive lifelong learning policies and/or promote and expand quality lifelong learning opportunities for all	2	3 MS have revised their education policy by introducing or expanding a lifelong learning perspective and/or an adult education and learning component and/or improved adult education provision in at least one of the five areas of the BFA	4 MS have revised their education policy by introducing or expanding a lifelong learning perspective and/or an adult education and learning component and/or improved adult education provision in at least one of the five areas of the BFA	
2 Number of supported	139	135 Member States	135 Member States	in addition: 15 MS

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
Member states using regional and national adult learning and education strategies and monitoring mechanisms		engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action; 10 new countries (at least two from each region) deliver progress reports	engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action; 10 new countries (at least two from each region) deliver progress reports	engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action
3 Number of supported Member States implementing effective adult learning and education policies and programmes which are gender-sensitive and ensure the provision of skills for youth and adults	5	10 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth	30 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth	
4 UNESCO's standard setting instrument - Recommendation on the development of Adult Education used to revise national policies	10 Member States actively engaged in revising the UNESCO Recommendation	15 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online media	20 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online media	
5 Number of case studies, comparative analysis and publications on trends and issues produced and disseminated in relation to lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education	1 (GRALE II)	10 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement	20 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement	
6 Policy briefs produced, research seminars organized, research networks entering into partnership with UIL		Links given in Policy Brief 1 and/or 2 used by 500 users Regular contact with 1 new research network (beyond ENA) established	Links given in Policy Brief 1 and/or 2 used by 1000 users Regular contact with 2 new research network (beyond ENA) established	In addition: 1 Research Seminar
7 Improved availability and access to information on development processes and products in relation to lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education	CONFINTEA Portal established	Website traffic & downloads increased by 50 % Contributions received from actors in 10 Member States	Website traffic & downloads increased by 100 % Contributions received from actors in 10 Member States	

**UIL specific Expected Result 4: Education Stakeholders from Member States are supported through relevant research and foresight studies to deliver high-quality work that will feed into the global education discourse**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Materials and Information Services of the UIL Documentation Centre and Library are used	2,300 loans and 1,150 users and research requests	2,000 loans and 2,000 users and research requests	4,000 loans and 4,000 users and research requests	2,000 loans and 2,000 users and research requests

**UIL specific Expected Result 5: Policy-makers, researchers and practitioners use increasingly UILs publications and the IRE as preferred publications for opening up new research areas and for developing evidence-based new policies**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of reports, case studies, policy documents, comparative analyses and other publications on lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education produced and disseminated	Publications produced in 2012-2013: 1 flagship publication 1 key publication 6 policy and technical publications 2 collections of case studies  Publications disseminated in 2012-2013: Electronic (UNESDOC): 157,000 Print: approx. 5,000			
2 The Journal 'International Review of Education' widely disseminated and used	Average annual article downloads 2012-2013: 63,000  Average annual citations 2012-2013: 150  IRE not yet included in ISI journal index, therefore impact factor not yet available	Average annual article downloads: 70,000  Average annual citations 2012-2013: 170  IRE not yet included in ISI journal index, therefore impact factor not yet available, but meeting criterion of on-time publication		
3 Improved availability and access to information on development processes and products in relation to lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education	Average monthly visitors to UIL websites in 2012-2103: 15,000	Average monthly visitors to UIL websites in 2012-2103: 25,000		

## UNESCO Institute for Information Technologies in Education (IITE)

### MLA 1 Expected Result 7: ICTs in Education - National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of evidence-based research produced to guide countries in the use of ICT in education	2 set of evidence-based research	2 sets of evidence-based research	4 sets of evidence-based research	
2	Number of countries benefiting from policy advice in the field of ICT in education	4 countries	5 countries	10 countries	
3	Number of countries supported by UNESCO in developing and/or reviewing teacher standards for the appropriate use of technology in education, eventually involving the localization and adaptation of the ICT CFT	5 countries	4 countries	15 countries	
4	Number of countries supported by UNESCO in developing and/or reviewing a national or institutional policy for OER	0	2 countries	5 countries	
5	Number of best practices on the use of ICT in education produced and disseminated	1 case study	2 case studies	5 case studies	
6	Number of ASPnet members supported to deliver quality programmes and projects on learning for the future	42 ASPnet schools from 14 members	28 ASPnet schools from 12 members	100 ASPnet schools from 40 members	

### MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of Member States assisted in shaping 'ICT in	4	2	5	

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
education agenda and policies				

### **UNESCO International Institute for Capacity-Building in Africa (IICBA)**

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**MLA 1 – Expected Result 5: Teachers - National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality**

**MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies**

### **UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)**

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**MLA 1 – Expected Result 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion, mobility and accountability**

**MLA 3 – Expected Result 11: Research and Foresight - The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies**



## Major Programme II - Natural sciences

### Expected Result 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries with STI policies meeting UNESCO's criteria of transversality and inclusiveness	More than 20 Member States have been cooperating with UNESCO to develop and strengthen their STI policies	At least 8 Member States in three regions with STI policies developed and implemented following UNESCO's guidelines such as GO-SPIN	At least 16 Member States in three regions with STI policies developed and implemented following UNESCO's guidelines such as GO-SPIN	Capacity-building and formulation of STI policy and GO-SPIN:  - Spain \$516,450 (for Africa) available;  - SIDA approx. \$1M requested (global); ADEA \$195,000 requested (East Africa); IsDB \$750,000 requested (Africa); self-benefitting \$700,000 requested (Nigeria) and \$600,000 requested (Equatorial Guinea and Central Africa)  - Spain \$500,000 (global) in preparation;
2 Number of countries having integrated sustainability science concepts in their national development agendas	Apart from sporadic information, no comprehensive study does exist on the number of countries having integrated the sustainability science approach in their national development agendas	5 countries having been assessed in relation to how the sustainability science approach is being integrated in their national development agenda	3 countries having integrated successfully the sustainability science approach into their national development agenda	Integrated research for sustainability in 5 countries in Africa and in Bolivia (Sida proposal, 450,000 USD); compilation of case studies on sustainability science on a regional basis (Japan, 50,000 USD); support to the work of SAB (several candidate Member States: 200,000 USD per year)
3 Number of SIDS actions and number of global and regional assessments and subregional networks on indigenous and local knowledge (ILK)	Status of implementation of the Mauritius Strategy;	SIDS priorities reviewed and renewed with action plan established and ILK highly profiled with at least three subregional adaptation networks	Priority actions implemented in 15 SIDS across all SIDS regions; Three subregional adaptation networks consolidated and expanded; Procedures and guidelines for building ILK into assessments.	>3 IK-science knowledge co-production networks established: Japan \$457,400 (for Africa); SIDA \$1.4M requested (Africa); France ANR \$180,000 (Arctic); Denmark \$81,000 (global). >1 subregional knowledge transmission network:

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
				Norway \$173,000 (Nicaragua) >SIDs resilience reinforced in all regions for SIDS International Year and Samoa Conference, with focus on youth, Sandwatch and change adaptation \$1.25 M in prep >IPBES technical support unit established for ILK task force : IPBES \$500,000 requested (global)
4 Number of beneficiary countries from renewable energy policy, governance and training activities and number of documents & materials in renewable energy and energy efficiency		At least five countries and/or regional entities assisted and at least two policy-makers meetings organised;  At least two policy materials produced	At least four meetings and two training organised with policy materials produced. At least five countries assisted and produce and promote new renewable energy policy/strategy.	

**Expected Result 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of countries benefitting from capacity building activities in renewable energy and the promoting of the 2014-2024 UN Decade of "Sustainable Energy for All";	Two	At least four training activities and two international events supported	- At least six training activities and/or international events supported. - Application of renewable energy and access to electricity improved in at least five countries.	At least eight training activities and/or international events supported.
2 Interdisciplinary science education initiatives including innovative methods of teaching at all levels introduced in a number of Member States	six	Nine	Thirteen	Sixteen
3 Number of Countries especially in Africa having strengthened capacity to deliver science through collaborative action and networking	Four	Six	Ten	Twelve

### Expected Result 3: Interdisciplinary engineering research and education for sustainable development advanced and applied

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of Member States capacity for research and education strengthened	At least 2 Countries in North America and Europe	Six	Ten	Twelve
2 Number of countries actively involved in gathering engineering data increased	At least 2 Countries in North America and Europe	Ten	Fifteen	Twenty

### Expected Result 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of international initiatives reinforcing the links between WCRP and IOC scientific priorities and programmes in activities of the WCRP projects and programmes	baseline: 1 WG in 2009-2012	Enhance IOC observation activities in Polar regions by supporting WCRP involvement in the International Polar Initiative	• Creation of at least two working groups/workshops of common interest to IOC and WCRP to widening the climate and oceanographic research.	Implementation of regional climate downscaling methods to enhance preparedness of SIDS and low lying coastal areas to adapt to climate change impacts
2 (i) Number of international agreements on standards and methodologies established and implemented.  (ii) Increase in data sharing among the international carbon programmes and institutions.	(i) no existing baseline  (ii) 6.3 million surface water CO2 data in 2012	(i) Publication of best practices guides, and implementation of methodologies by at least 10 national research institutions  (ii) Increase in ocean carbon data in the Surface Ocean CO2 database (SOCAT) by 15% at the end of 2015	(i) Implementation of best practices guides and methodologies by at least 15 national research institutions  (ii) Increase in ocean carbon data in the Surface Ocean CO2 database (SOCAT) by 25% at the end of 2017	Ocean Acidification Observing System established and work plan to cover the existing gaps implemented.  Time series community of practice established and first global report 'What are the time series telling us' printed'
3 Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather.	-62% of implementation against GCOS/GOOS goals in 2013  -Six Member States made financial contributions to observing network technical coordination for JCOMMOPS through IOC in 2012	Status of ocean observation implementation goals sustained or improved from 62%  Number of Member States contributing to sustained basin-scale ocean observing networks and technical coordination increased by 15%	Status of ocean observation implementation goals sustained or improved from 2014-2015 level, and in response to evolving goals as appropriate  Number of Member States contributing to sustained basin-scale ocean observing networks and technical coordination increased by 25%	Strategic planning and defined requirements for an ocean observing system responding to stakeholder needs  Scientific research enabled and ocean forecast systems initialized and validated
4 Increased number of	-at present	Requirements for five	Evaluations of	• Enhanced Member

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
sustained observing requirements for Essential Ocean Variables (EOV) defined and readiness assessments performed, including for geochemical, biological and ecosystem variables; and new observing networks for sustained observations of these variables integrated into GOOS and/or JCOMM.	geochemical EOVs are defined for ocean carbon but not for ocean acidification, and none for biodiversity/ecosystem EOVs -OceanSITES time series and global GO-SHIP repeat hydrography networks presently address non-physical EOVs	new EOVs defined where feasibility and importance of the variable are high  One new observing networks for non-physical EOVs coordinating through GOOS and the JCOMM Observations Coordination Group	readiness for implementation of these new EOVs achieved  Two new observing networks for non-physical EOVs coordinating through GOOS and the JCOMM Observations Coordination Group	States capability to make science-supported decisions about a series of societal challenges (climate variability and change, marine and coastal hazards, ocean acidification, ecosystem services), through a platform creating a coordinated and enhanced ocean observing system and data exchange standards
5 Number of projects initiated to reinforce developing-country GOOS Regional Alliances with common observing and modelling tools to provide local services from ocean observations	Modelling projects exist in SEAGOOS, MONGOOS and are emerging in IOGOOS	Projects in one additional GOOS Regional Alliances initiated	Projects in two additional GOOS Regional Alliances initiated	Improving local outreach with decision-makers on the importance of ocean observations to address societal challenges  Assessing and using regionally-available ocean forecast products for local priorities  Coastal ocean observing techniques adapted to local technical capacity, in the framework of an ocean information system
6 (i) Number of institutions sharing data and information through the IODE network of data centres and marine libraries,  (ii) number of data records available through OBIS and ODP portals, e-repository OceanDocs, and  (iii) number of publications mentioning OBIS	(i) 80 institutions in IODE network  (ii) 37 million records in OBIS data sets in ODP; 4000 records in OceanDocs  (iii) 80 in 2012	(i) 90 institutions participating in the IODE network and related portals  (ii) records in the OBIS database increased to 38.5M; number of datasets in the OceanDataPortal increased to 200; number of bibliographic records in the OceanDocs e-repository increased to 6000,  200 citations by the end of 2015	(i) 120 institutions participating in the IODE network and related portals  (ii) records in the OBIS database increased to 40M; (number of datasets in the OceanDataPortal increased to 300; number of bibliographic records in the OceanDocs e-repository increased to 8000.  (iii) 320 citations by the end of 2017	The network of participation institutions increased as well as the number of data records provided to IODE's databases, and the times they have been cited (such as OBIS).

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
7 Information (Indices and trends in global to local species diversity, and community composition as well as shifts in species distribution ranges) suitable for end users and decision makers, available	(i) twice per year	(i) Global species diversity maps (number of species, Hulbert and Shannon index) updated 4 times per year	(i) Global species diversity maps (number of species, Hulbert and Shannon index) updated 6 times per year	An increase in our understanding of the dynamics of marine species diversity and distribution through time and space to support global assessments of the state of the marine environment and Member State's reporting obligations
8 Number of international scientific initiatives focusing on marine ecosystem functioning, and impacts of change and variability on ecosystem services, where national research institutions are participating	10 in 2012	At least 15 inter-comparable marine ecosystem assessments produced	At least 20 inter-comparable marine ecosystem assessments produced	Provide at least 3 regional scenarios on climate change effects on marine ecosystem functions and services

**Expected Result 5: Risks and impacts of ocean-related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 (i) Harmonized and standardized monitoring and warning systems for coastal hazards in all four regions.  (ii) Harmonized mitigation and adaptation plans in most vulnerable countries impacted by coastal hazards.	(i) only sea level detection component is harmonised across all regional tsunami warning systems by end of 2013  (ii) 1 workshop held by end of 2013	(i) Sea level and seismic detection components harmonised across all regional tsunami warning systems.  (ii) at least 2 workshops on coastal hazard assessments within an overall risk assessment, management and mitigation framework implemented	(i) Tsunami warning systems in four regions in process of harmonisation and becoming interoperable  (ii) At least 4 workshops on coastal hazard assessments within an overall risk assessment, management and mitigation framework implemented.	At least one tsunami wave exercise coordinated and implemented for the NEAM region  Tsunami awareness and preparedness improved in at least one region
2 Number of international scientific and capacity enhancing initiatives on improved monitoring and management of (i) harmful algal bloom events and their impacts, (ii) nutrient loading, and where national research institutions are participating.	•capacity enhancing activities implemented [baseline: 10 activities 2010-2013] •national research institutions participating in the implementation of IOC science projects. [baseline: >25 institutions involved 2010-2013] • expert/science workshops advancing international cooperative research	- at least 6 capacity enhancing activities implemented - at least 35 national research institutions participating in the implementation of IOC Science activities -at least 4 expert/science workshops advancing international research	•- at least 6 capacity enhancing activities implemented; at least 40 national research institutions participating in the implementation of IOC science activities. - at least 8 expert/science workshops advancing international research	- At least 6 capacity enhancing activities targeted at enhanced HAB management in LDC and Africa implemented per biennium; - An IOC UNESCO Global HAB Status Report published - Training module on Nutrient management developed in in OceanTeacher and implemented in at least 4 regions

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
	[baseline: 7 workshops 2010-2013]			<ul style="list-style-type: none"> <li>Guidance to decision making on policy and technological options for reduction of nutrient loading to the marine environment published and at least 4 regional training workshops held</li> </ul>
3 Number of Member States benefiting from improved capacity for operational ocean forecast systems.	Member States participate in the JCOMM-ETOOFS team on an active basis in 2013	One additional Member State actively participating in operational ocean forecast system coordination through JCOMM	Two additional Member States actively participating in operational ocean forecast system coordination through JCOMM	<p>Capacity of Member States to address local ocean-related hazards and management problems improved through the use of globally-available information and ocean forecast products</p> <p>Improved local understanding of the role of the ocean in human well-being</p>
4 Course (training) materials used in capacity enhancing activities related to early warning systems, mitigation and adaptation made available to Member States through OceanTeacher.	1 course available in the OceanTeacher training platform	5 courses entered in OceanTeacher for use during training courses.	10 courses entered in OceanTeacher for use during training courses	An increase in training material available for Member States to enhance the capacity to contribute to IOC's programs in ocean related risk mitigation measures
5 (i) Number of World Ocean Assessment (WOA) Regional workshops and training courses organized with the assistance of IOC  (ii) First report of the WOA delivered with IOC's technical and scientific support.  (iii) Number of regional marine ecosystem assessments conducted, and contributing to the WOA.	<ul style="list-style-type: none"> <li>At least 3 WOA regional workshops/training courses organized with the assistance of IOC [baseline: 3 in 2011-2013]</li> <li>The first edition of WOA report delivered by the beginning of 2015 [baseline: N/A]</li> <li>At least 64 inter-comparable marine ecosystem assessments produced at regional/LME level [baseline: 10 in 2012]</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 WOA regional workshops training courses organized with the assistance of IOC</li> <li>The first edition of WOA report delivered by the beginning of 2015</li> <li>at least 64 inter-comparable marine ecosystem assessments produced at regional/LME level</li> </ul>	<ul style="list-style-type: none"> <li>A new cycle of the WOA is launched under UNGA with IOC's scientific and technical support</li> <li>A follow-up proposal to the TWAP assessment is formulated and submitted to donors</li> </ul>	<ul style="list-style-type: none"> <li>One training module on the WOA developed and available through Ocean Teacher.</li> <li>At least 5 regional training courses organized in all major ocean basins.</li> </ul>

**Expected Result 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark
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		2014-2015	2014-2017	CAP 2014-2015	
1	Percentage of marine scientists to total scientific professionals in a country.	Existing national data	2% increase	5% per cent increase	7% increase in the number of qualified marine scientists especially in developing and least developed countries
2	Number of scientists using expertise acquired, through OceanTeacher, in their work.	no data available	10% of the experts trained through OceanTeacher will report that they use the expertise acquired in their daily work	At least 25% of the experts trained through OceanTeacher will report that they use the expertise acquired in their daily work	An increase in number of scientists using the skills acquired through Ocean Teacher training for improved duration of data and information for ocean management
3	Number of countries participating in and contributing to the review of the Global Ocean Science Report proposal	N/A	<ul style="list-style-type: none"> <li>At least 30 countries providing</li> <li>Results of the review presented to the IOC Executive Council in 2014</li> </ul>	Depending on the results of the review and subsequent decision of the IOC Executive Council.	CAP goal will be determined based on the decision of the IOC Executive Council at June 2014 session.
4	Number of countries using IOC's ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes	12 countries reported and 15 countries involved in regional projects	<ul style="list-style-type: none"> <li>At least 20 countries reported to implement IOC guidelines and 20 countries involved in regional projects.</li> <li>One international conference on the state of the art in Marine Spatial Planning</li> </ul>	- Additional 20 countries reported to implement IOC guidelines.	<ul style="list-style-type: none"> <li>A dedicated Marine Spatial Planning course developed and implemented in 5 regions (5 training courses)</li> <li>An international conference on MSP organized</li> <li>2 regional projects on coastal hazards mitigation / marine assessment initiated</li> </ul>
5	Amount of additional extrabudgetary funding raised and number of additional projects implemented from these funds by IOCAFRICA	<ul style="list-style-type: none"> <li>At least \$ 2 M extrabudgetary funding raised [baseline \$ 150 k in 2012]</li> <li>At least five new projects initiated by IOCAFRICA Secretariat [baseline: zero in 2012]</li> </ul>	<ul style="list-style-type: none"> <li>At least \$ 1 M extrabudgetary funding raised</li> <li>At least two new projects initiated by IOCAFRICA Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>At least \$ 2 M extrabudgetary funding raised [baseline \$ 150 k in 2012]</li> <li>At least five new projects initiated by IOCAFRICA Secretariat [baseline: zero in 2012]</li> </ul>	Additional new projects initiated by IOCAFRICA Secretariat depending on level of XB funding secured
6	Number of UN inter-agency collaborative activities with IOC participation in support of Sustainable Development, SIDS, Ocean knowledge and capacity development	N/A	At least 5 events/joint publications produced contributing to UN major events	At least 2 funded inter-agency initiatives	<ul style="list-style-type: none"> <li>At least 5 side events/meetings organized to promote SIDS participation in IOC programmes and 2 outreach publications published.</li> <li>One or two inter-agency initiative (side event, technical meeting ) to promote oceans in SDG process</li> </ul>

**Expected Result 7: Global cooperation in the ecological and geological sciences expanded**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Percentage of Member States who have scientists actively engaged in N-S and S-S cooperation through IGCP projects focused on key thematic areas of geohazards, use of mineral resources and climate change.	33% of participating scientists from developing countries acted as project leaders to IGCP projects in 2012.	At least 40% of participating scientists from developing countries.	At least 50% of participating scientists from developing countries.	A significant increase in the actual number of participating scientists (as opposed to percentage) from developing countries contributing to bigger and more numerous projects
2	The number of Member States that have institutes contributing to the Earth Science Initiative in Africa developed through the Africa Network of Earth Science Institutes (ANESI)	20	At least 10 Member States having institutes collaborating in the ANESI	At least 20 Member States having institutes collaborating in the ANESI	At least 25 Member States having Institutes collaborating in the ANESI, more frequent workshops for the ANESI.
3	Number of Member States which have integrated Earth Science in school curricula.	Zero	At least two countries	At least five countries	At least 7 new countries
4	The number of Member States with Global Geoparks	30 (including 4 transnational)	At least 10 Member States with new Global Geoparks created, two of them transnational and with targeted development of new Global Geoparks in Africa and Latin America.	At least 20 Member States with new Global Geoparks created, four of them transnational and with targeted development of new Global Geoparks in Africa and Latin America.	At least 25 Member States with new Global Geoparks, a series of capacity building workshops for Global Geoparks targeted to Africa and LAC and a series of advisory missions to Global Geopark projects.
5	Number of supported Member States which have improved management of UNESCO-designated and affiliated sites and the environment through accessing Earth observation data.	One in 2013 (Cambodia)	At least 8 developing countries	At least 20 developing countries	

**Expected Result 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of new partnerships established by supported Member States to advocate the importance of		At least 2 new partnerships established at global and regional levels	At least 4 new partnerships established at global and regional levels	No additional new partnerships established



Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
DRR				
2 Number of supported Members States which have enhanced resilience and increased capacity in DRR	30 number of Member States supported in 2013	At least 20 countries, out of which at least four in Africa	At least 40 countries, out of which at least seven in Africa	At least 4 additional countries have enhanced resilience and capacity in DRR

**Expected Result 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Development of the UNESCO WNBR	621 BRs with a number of pre - Seville managed sites and 12 transboundary sites	At least 25 new biosphere reserves (BR) created, three of them transboundary, particularly in developing countries or LDCs	At least 50 new biosphere reserves (BR) created, three of them transboundary, particularly in developing countries or LDCs	At least ten new additional BRs including three new Transboundary BRs
2 Percentage of supported Biosphere Reserve that have implemented the recommendations of the Madrid Action Plan and function according to Seville Strategy principles	Results of mid-term evaluation in 2010 ; 117 countries/621 BRs	At least 40% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal	At least 80% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal	at least 30% of BR in LAC are compliant with Seville strategy
3 Percentage of supported Member States which have developed and implemented an action plan in support of the MAB strategy (2014-2021)	NIL	At least 50% of Member States	At least 80% of Member States	
4 Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development	NIL	At least one research programme/ project by region or thematic network	At least one research programme/ project by region or thematic network	At least a total of eight additional projects programme in East Asia, Africa , LAC and island and coastal BR networks
5 A new strategy document for the MAB Programme and its WNBR (2014-2021) approved by the MAB International Coordinating Council (ICC )		- Approval of draft strategy document by the MAB ICC at its 26th Session (2014)	- Approval of draft strategy document by the MAB ICC at its 26th Session (2014)	At least one activity in support to the development/implementation of MAB strategy.

**Expected Result 10: Responses to local, regional and global water security challenges strengthened**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes	8 institutions in 2 regions	At least 14 institutions in 2 regions	At least 20 institutions in 3 regions	At least 18 institutions in 2 regions in 2014-2015
2	Member States have improved groundwater governance at local, national and transboundary levels	Member States capacity for groundwater governance limited due to lack of adequate data and information, monitoring networks and thematic guidelines for improved groundwater management	- 5 Member States participating in the groundwater monitoring network - 15 Member States applied the methodology for the transboundary aquifers assessment	- 10 Member States participating in the groundwater monitoring network (GGMN) - 30 Member States applied the methodology for the transboundary aquifers assessment	- 8 Member States participating in the groundwater monitoring network - 20 Member States applied the methodology for the transboundary aquifers assessment
3	Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality	Most Member States lack access to relevant scientific research and knowledge	At least 30 Member States in all regions	At least 60 Member States in all regions	6 additional Member States involved in case-studies on water quality
4	Number of supported urban areas which have developed innovative and integrated approaches to water management	The current model of urban water management and the corresponding infrastructure dates back to the late 19th century, and is dominated by public health concerns without due consideration for sustainability. Recent technical, institutional, as well as financial innovations may hold promise for transitioning into sustainable water supply and sanitation systems in urban areas.	At least 20 urban areas	At least 50 urban areas	One set of public information materials on water and sanitation developed for rural communities.
5	Number of supported Member States which have applied guidelines of and contributed to the Integrated Water and Ecosystems Resource Management	2 Member States	At least 2 Member States	At least 5 Member States	At least 3 Member States
6	Number of supported Member States which	10 Member States 0 network	- At least 10 Member States, particularly in	- At least 35 Member States, particularly in	At least 15 Member States, particularly in

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
have strengthened water education approaches at all levels for water security		Africa - 0 network	Africa - At least one network of water and mass media professionals	Africa

**Expected Result 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of supported Member States which have enhanced water governance through the implementation of relevant cooperation mechanisms at the national, regional and international levels.	8 resolutions in 2012	At least 5 Intergovernmental resolutions issued by the IHP Council.	At least 10 Intergovernmental resolutions issued by the IHP Council.	-
2	Number of students graduated through the UNESCO water family at the bachelor, master and Ph.D. levels with skills to address water security challenges and number of technicians trained to assist in water services and infrastructure.	Estimated at 500 in 2013.	At least 750 notably from developing countries	At least 1500 notably from developing countries	At least 1500 notably from developing countries in 2014-2015
3	Number of water-related global assessments with data relevant for policy makers.	1 report	At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes	At least three World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes. At least 300 citations to the WWDR in scientific and non-scientific publications.	At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes, including side publications
4	Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation.	0 (no formalized stable framework is in place)	At least 5 institutions.	At least 30 institutions in all regions.	At least 15 institutions.
5	Number of experts contributing to improve the analysing and synthesising scientific and	0 (no system is in place)	-	400 experts reviewing literature to produce policy relevant information.	

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
technological information to support decisions by policy-makers and the curricular content.				

## Global Priority Africa

### Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic development of Africa

#### Expected Result 1: Establishment of national innovation systems undertaken and linked to STI policies and related governance and monitoring structures

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of supported countries which have STI policies and strategies formulated and implemented	2	At least 5 countries	At least 10 countries
2	Number of African countries participating in STIGAP and GO-SPIN initiatives	2	At least 5 new African countries participating in the GO-SPIN Platform	At least 10 new African countries participating in the GO-SPIN Platform

#### Expected Result 2: UNESCO-affiliated networks, and networks of African institutions strengthened to provide leadership and guidelines on pertinent and strategic issues in all the areas of UNESCO's mandate in science

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of supported networks engaged in policy dialogue at regional level	One	Two regional networks actively engaged in policy dialogue	Four regional networks actively engaged in policy dialogue
2	Number of policy briefs prepared by supported African-based networks on knowledge production and knowledge-related policies for Africa	None	At least two policy briefs produced per year and disseminated in Africa	At least two policy briefs produced per year and disseminated in Africa
3	Number of countries and/or regional entities developing and implementing renewable energy policies	One	At least two Member States or regional entities	At least four Member States or regional entities

#### Expected Result 3: Institutional and human capacities strengthened to build skills in technological forecasting, evaluation, negotiation, acquisition, transfer, distribution, internalization and basic knowledge in the management of STI systems

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of supported African higher education institutions introducing new or improved STI curricula and research programmes for Africa	Two	Five African universities assisted with STI-related curricula development and research programme One university in Africa revising their engineering and ICT activities	Ten African universities assisted with STI-related curricula development and research programmes Three universities in Africa revising their engineering and ICT activities
2	Number of African experts specialized in technology transfer and management of technologies	Two regional conferences	Several workshops held and at least 100 African experts specialized in technology transfer and management of technologies	Several workshops held and at least 200 African experts specialized in technology transfer and management of technologies
3	Number of supported Member States which have improved the use and management of renewable	None	At least four (4) countries	At least eight (8) countries

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
energy sources			

**Expected Result 4: South-South and North-South cooperation in STI policy and capacity-building among African and other developed and developing countries enhanced (implemented by MP II)**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of supported African research institutions and African experts involved in collaboration with other developing countries (ICTP, TWAS, etc.)		At least 10% of STI institutions in Africa having strong South-South and North-South collaborative programmes	At least 20% of STI institutions in Africa having strong South-South and North-South collaborative programmes
2	Number of new joint research projects between Africa and partners from developed countries		At least 5 new joint research projects established	At least 10 new joint research projects established
3	At least 10 new joint research projects established		At least three training activities developed	At least six training activities developed

**Expected Result 5: Mathematics and physics hubs created for African young talent with an emphasis on women scientists**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	At least six training activities developed		One centre and one Chair established	Two centres and two Chairs established
2	Mathematical model developed for sea level rise in the Gulf of Guinea and regional climate change issues		One model developed	One model developed and operational
3	Number of training opportunities developed for talented African students		Two training programmes developed	Four training programmes developed
4	Gender parity improved in the training programmes		At least 40% of trainees are women	At least 45% of trainees are women
5	Number of activities with different partners ensuring participation of women and youth		At least two activities implemented	At least four activities implemented

**Expected Result 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of science parks and technology business incubators (TBI) provided with technical assistance	UNESCO has already provided technical assistance to Kenya, The Gambia and Nigeria.	At least 2 science parks or TBIs provided with technical assistance	At least 2 provided with technical assistance
2	Number of training workshop organized	Africa regional training workshop organized in Namibia, national workshop in Kenya and The Gambia, and international workshop in Johannesburg.	At least 2 initiatives	At least 4 initiatives

**Expected Result 7: Member States empowered in building inclusive knowledge societies, creating the conditions for sustainable development and peace by promoting and using multilingualism in cyberspace, universal access and preservation of information, enhanced information and communication technologies (ICTs) skills, and open solutions (implemented by MP V)**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of Member States which have formulated Policy Frameworks on Universal Access to Information using ICTs and Open Solutions		<ul style="list-style-type: none"> <li>- At least three Member State/States adopt National OER Policies</li> <li>- At least three National level institutions introduce OA Policies</li> <li>- At least 3 National policies adopted on Open Data, Open Cloud, and Open Source</li> </ul>	<ul style="list-style-type: none"> <li>- At least five Member State/States adopt National OER Policies</li> <li>- At least five National level institutions introduce OA Policies</li> <li>- At least five National policies adopted on Open Data, Open Cloud, and Open Source</li> </ul>
2	<ul style="list-style-type: none"> <li>• Number of Member States implementing national policies for universal access to information and knowledge and provisions contained in the normative instrument: Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace</li> </ul>		<ul style="list-style-type: none"> <li>At least one Member State/States adopt information and ICT accessibility policies</li> <li>- At least five Member State/States submitting reports on measures taken for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.</li> <li>- At least three Member States implementing National-level OER Policies</li> <li>- At least 3 Member State/States implementing policies and/or strategies on Open Data, Open Cloud or Open Source</li> <li>- At least one OA best-practices researched and published</li> </ul>	<ul style="list-style-type: none"> <li>At least two Member State/States adopt information and ICT accessibility policies</li> <li>- At least ten Member State/States submitting reports on measures taken for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.</li> <li>- At least five Member States implementing National-level OER Policies</li> <li>- At least 5 Member State/States implementing policies and/or strategies on Open Data, Open Cloud or Open Source</li> <li>- At least two OA best-practices researched and published</li> </ul>
3	<ul style="list-style-type: none"> <li>• Number of Member States which have accessed, developed and shared knowledge resources including through broadband- enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals or scientists</li> </ul>		<ul style="list-style-type: none"> <li>- At least 40% of the universities and teacher education institutions trained use, develop, and share OERs on the UNESCO OER Platform</li> <li>- Two self-directed-learning courses on OA developed and 150 OA managers, students and other stakeholders trained</li> <li>- Information and ICT accessibility training resources in OER format developed and tested by 3 national education institution/ institutions</li> <li>- Indicators for Competency Assessment of teachers</li> </ul>	<ul style="list-style-type: none"> <li>- At least 50% of the universities and teacher education institutions trained use, develop, and share OERs on the UNESCO OER Platform</li> <li>- Two self-directed-learning courses on OA developed and 300 OA managers, students and other stakeholders trained</li> <li>- Information and ICT accessibility training resources in OER format developed and tested by 5 national education institution/ institutions</li> <li>- Indicators for Competency Assessment of teachers</li> </ul>

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
		<p>tested in one pilot Member State/ State</p> <p>- FOSS ICT toolkits for data journalism and open data developed and adopted by two information professionals institutions</p> <p>- Eight educational institutions in developing Member States adopt a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls</p>	<p>tested in 2 pilot Member State/ States</p> <p>- FOSS ICT toolkits for data journalism and open data developed and adopted by four information professionals institutions</p> <p>- Twelve educational institutions in developing Member States adopt a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls</p>

**Expected Result 8: Increased participation and active contribution of young Africans in the resolution of issues of local sustainable development and livelihood, through the development of dynamic mobile applications (implemented by MP V)**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
1 • African girls and boys received relevant, high quality and motivating training at the local level, providing mentoring for the development of mobile phone applications.		<p>At least 750 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile phone applications for sustainable development</p> <p>-At least 100 mobile phone applications developed and downloaded from the UNESCO Open Training Platform Site, from local and international application markets and from the Open Cloud (such as Software as a Service - SaaS)</p> <p>-First draft compilation of African and global competitions for mobile applications in order to provide incentives and means for learners to submit applications</p> <p>The top ten applications highlighted at international events such as NetExplo</p> <p>-Partnerships developed with mobile device manufacturers and software developers, network providers and schools.</p>	<p>At least 1,000 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile phone applications for sustainable development</p> <p>-At least 200 mobile phone applications developed and downloaded from the UNESCO Open Training Platform Site, from local and international application markets and from the Open Cloud (such as Software as a Service - SaaS)</p> <p>-First compilation of African and global competitions for mobile applications in order to provide incentives and means for learners to submit applications</p> <p>The top ten applications highlighted at international events such as NetExplo</p> <p>-Partnerships developed with mobile device manufacturers and software developers, network providers and schools.</p>



**Expected Result 9: Preservation of documentary heritage for enhanced access to knowledge through Memory of the World (implemented by MP V)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States		-At least 3 new inscriptions on Memory of the World Register	-At least 5 new inscriptions on Memory of the World Register -At least 6 new National Memory of the World Committees and registers set up and operational -A Recommendation on preservation and access to documentary heritage implemented.
2	Member States and their institutions empowered in information preservation.	3 MS whose capacity has been built in information preservation	4 Member States	10 Member States

**Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction**

**Expected Result 1: African Member States' needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of countries participating in and contributing to the review of the Global Ocean Science Report proposal	N/A	At least four African countries participating in the review	To be determined based on the results of the review and the subsequent Executive Council decision
2	Percentage of marine scientists of total scientific professionals in a country	Existing data	2% increase	Additional 3% increase
3	Number of scientists using expertise acquired through Ocean Teacher in their work	No data available	10% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work	25% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work

**Expected Result 2: Capacity in Africa improved to manage the Earth's resources including the ocean, water, biodiversity and mineral resources**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of Member States supporting the African Network of Earth Science Institutions	20	10 more	10 more
2	Number of Member States supporting a change to introduce Earth Sciences at school	0	2	2 more
3	Number of countries involved in an approved transnational African-led IGCP project	at least 2	1 more	1 more
4	Number of African	0	1	2 more

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
Geoparks accepted into the Global Geopark Network			

**Expected Result 3: UNESCO network of internationally designated sites expanded to foster sustainable socio-economic development including transboundary sites which successfully manage shared water and/or ecosystem resources**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
1 Increased number of BRs and improvement of the management of Biosphere Reserves in Africa	64 biosphere reserves in 28 countries 16 BRs have never carried on due periodic reviews	At least two new BRs in Africa 75% of BRs which carried due periodic reviews implement Advisory Committee recommendations	At least four new BRs, including two transboundary in Africa  100% of BR which carried on due periodic reviews implement AC recommendations
2 % of African countries or BR which implemented Madrid action plan targets	Evaluation of Madrid Action plan in 2014	at least 75%	
3 % of supported African countries which have developed and implemented an action plan in support of MAB strategy	MAB strategy will be available in 2015	at least 20% of requests have been supported	100% of supported countries implement the action plan
4 Number of MAB research programmes and projects implemented in BRs with the support of UNESCO	NIL	Programmes: Projects in at least 2 sub regions	Programme/Projects in at least 4 sub regions

**Expected result 4: African management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
1 Number of African Member States that have used new tools, standards, or guidelines for addressing global change, water, DRR, and Related challenges	Africa drought Monitor transferred at regional level at ICPAC and AGRHYMET and will need to be operationalized for use at national level	At least 5 countries	at least 10 countries
2 Number of countries involved in the Africa Water Capacity Building Programme	The Africa Water Capacity Building Programme has been in preparation with the UNESCO centre in Kaduna	at least 5	at least 15

**Expected result 5: African Member States with enhanced capacity in assessing risk and providing early warning of natural hazards and integrating DRR into national plans, in particular into educational plans and programmes**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
		2014-2015	2014-2017
1 Harmonized and standardized tsunami monitoring systems cover North West African coasts.	None for the East Atlantic	One	One
2 Number of supported countries with enhanced resilience and increased	Three at the end of 2013	At least four	At least nine

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	capacity in disaster risk reduction through knowledge generation/ dissemination, training, tools and advocacy			

**Expected result 6: Joint initiatives among indigenous and scientific knowledge holders established to co-produce knowledge to meet the challenges of global climate change**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of SIDS countries with climate adaptation STI Policies for sustainability	None	At least two SIDS countries	At least four SIDS

**Global Priority Gender Equality**

**Expected Result 1: Women's capacities in UNESCO's scientific domains strengthened including through women scientists as role models and mentors to female students and young scientists promoted**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of female students and young scientists receiving mentoring as a result of UNESCO activities	250	At least 250	At least 250

**Expected Result 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of existing networks of women in science strengthened	2	at least 4	at least 10
2	Number of new networks working on women in science	0	at least 1	at least 3

**Expected Result 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Inventory and gap analysis of STEM policy instruments and gender indicators	none exists	one	
2	Number of Member States which undertake surveys on STEM policy instruments to promote gender equality	4	8 countries (pilot)	30 countries

**Expected Result 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Percentage of women participants in UNESCO-led scientific conferences, meetings and in science policy workshops	30%	35%	40%
2	Percentage of women named by UNESCO to high level scientific committees	2011 UNESCO High Panel on S&T for Development 33%	35%	40%

## Natural Sciences Category 1 Institutes and Centres

### UNESCO-IHE Institute for Water Education (UNESCO-IHE)

#### Contribution to SC Expected Results:

**MLA 6 – Expected Result 10: Responses to local, regional and global water security challenges strengthened**

**MLA 6 – Expected Result 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation**

#### IHE specific Expected Results

**Expected Result 1: Sustainable development enhanced through water education and training, primarily in developing countries**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of professionals trained	14,500 MSc alumni and 3000 participants since 2003	over 200 water sector professionals from developing countries trained at MSc level and over 1000 trained in short courses, of which one third are women	over 400 water sector professionals from developing countries trained at MSc level and over 1000 trained in short courses, of which one third are women	
2	Number of university partnerships established with universities in the South	6 joint programmes with partner universities in the South	more than 7 partner universities in the South delivering joint MSc programmes with UNESCO-IHE	more than 8 partner universities in the South delivering joint MSc programmes with UNESCO-IHE	

**Expected Result 2: Research capacity in the water sector increased, focusing on MDGs-related topics and primarily aimed at solving problems in developing countries**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Number of research degrees completed and peer-reviewed publications with particular relevance to developing countries	14,500 MSc theses completed 145 PhD theses completed 135 peer reviewed journal publications in 2013	- A minimum of 180 M.Sc. theses written, out of which one third will be written by female students, all addressing water issues relevant for development - A minimum of 15 PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development - A minimum of 150 scientific publications in peer-reviewed	- A minimum of 350 M.Sc. theses written, out of which one third will be written by female students, all addressing water issues relevant for development - A minimum of 30 PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development - A minimum of 300 scientific publications in peer-reviewed	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
		journals, of which at least 15% will be written by female professors	journals, of which at least 15% will be written by female professors	

### Expected Result 3: Capacity to support local water-related organizations increased

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 UNESCO-IHE works with collaborating partners in different regions and a network of local knowledge partners	-two regional capacity development networks running in 2013 -55 capacity development projects running at the end of 2013	- At least one new regional capacity development networks supported - At least ten education projects established with partner universities in the South	- At least two regional capacity development networks supported - At least 15 education projects established with partner universities in the South	

## Abdus Salam International Centre for Theoretical Physics (ICTP)

### Contribution to SC Expected Results:

**MLA 2 – Expected Result 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs**

**MLA 4 – Expected Result 7: Global cooperation in the ecological and geological sciences expanded**

### ICTP specific Expected Results

**Expected Result 1: ICTP scientific expertise in new research areas expanded through the promotion of interdisciplinary research and consolidation of the programmes in the new research fields of renewable energy, quantitative biology and high-performance computing)**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 New long-term staff members hired in new research fields.	Three long-term staff in new fields hired.	Six long-term staff in new research fields hired.	Ten long-term staff in new research fields hired.	
2 Workshops and Schools in new research fields organized.	Six activities per year.	Nine activities per year.	12 activities per year in new research fields.	
3 Interdisciplinary activities organized.	10%	10%	10%	

**Expected Result 2: Capacity in basic sciences, in particular physics and mathematics, enhanced in developing countries through education and training of scientists**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of PhD students enrolled in joint ICTP PhD programmes.	8	8	15	
2 Number of STEP and Diploma students at ICTP	30 STEP students and 40 Diploma students.	30 STEP students and 40 Diploma students.	30 STEP students and 40 Diploma students.	

**Expected Result 3: ICTP's and UNESCO's impact expanded through enhanced outreach activities, ICTP regional partner institutes created, regional activities funded by local institutions, and Internet-based techniques for scientific education and access to scientific knowledge improved**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Number of regional partnerships established	1	4	4	

## Major Programme III - Social and human sciences

**Expected Result 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Improved interdisciplinary social science and humanities cooperation through a strengthened MOST programme		Established MOST Liaison Committees to cover at least 25 countries	Established MOST Liaison Committees to cover at least 50 countries	Research-policy formulation nexus strengthened in at least 2 countries
2 Innovative interdisciplinary research programming at national level in areas related social transformations, social inclusion and intercultural dialogue		Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes	Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes	Additional strategic cooperation's focusing on relevant studies established with institutions such as ISESCO, UNAOc or KAICCID
3 Inclusive international dialogue around alternative futures promoted through mobilization of foresight techniques, critical philosophical thinking and social innovation	2	At least two initiatives including the celebration of World Philosophy Day	At least four initiatives including the celebration of World Philosophy Day	At least two initiatives developed.

**Expected Result 2: Initiatives based on human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of initiatives undertaken, preferably addressing the challenges regarding the post-2015 agenda		3 initiatives in coordination with other Major Programmes	3 initiatives in coordination with other Major Programmes	2 additional initiatives
2 Human rights mainstreamed across	1	- two Sectors/departments	At least two Sectors/departments	



<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
UNESCO programmes with priority given to programming in UNDAF rollout and PCPD countries		of UNESCO apply HRBA in their workplans and in elaborating UNESCO Country Programming Documents (UCPD) - Increase in the references made to human rights principles and standards in relevant workplans, reports, UCPDs and UPR analytical recommendations - HRBA modules adapted for online use	of UNESCO apply HRBA in their workplans and in elaborating UNESCO Country Programming Documents (UCPD) - HRBA modules adapted for online use	
3 Coordination within UNESCO of contribution to the United Nations Development Group human rights mainstreaming mechanisms enhanced		30 UPR analytical submissions to the High Commissioner of Human Rights	at least 60 UPR analytical submissions to the High Commissioner of Human Rights	

**Expected Result 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Methodological instruments relying on available tools and good practices identified to assess levels of inclusiveness and social sustainability of public policy and regulatory frameworks drawing upon recommendations of human rights monitoring mechanisms, including the Universal Periodic Review, in UNESCO's areas of competence	NA	State of the art study or publication of methodologies developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and in-kind contribution	State of the art study or publication of methodologies developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and in-kind contribution	Additional state of the art study or publication of methodologies developed or adapted
2 National and/or municipal policy assessments having integrated a gender equality dimension and putting forward		Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or	Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or	Social policies assessment and review carried out, applying foresight, in at least 5 additional countries at national

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
social inclusiveness policy recommendations conducted in a coordinated and participatory manner, and roadmaps for policy formulation or reform endorsed by the authorities		municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs	municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs	or municipal level

**Expected Result 4: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on the identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Number of supported countries which have established and/or reinforced their bioethics capacities	35	6 countries. 8 capacity building trainings for ethics teacher and national bioethics committees (Assisting Bioethics Committee and Ethics Education Program frameworks. 2 National Bioethics Committees established. 7 Universities introducing the Core Curriculum 1 new bioethics training course developed and launched for strategic stakeholders (judges and journalists)	12 countries 16 capacity building trainings for ethics teacher and national bioethics committees (Assisting Bioethics Committee and Ethics Education Program frameworks. 4 National Bioethics Committees established. 15 Universities introducing the Core Curriculum 2 new bioethics training course developed and launched for strategic stakeholders (judges and journalists)	- Establishing network of ethics teachers in 2 different regions;  Expanding experts roster to deliver ETTC in three different languages.
2 Number of reports with specific policy guidance produced as a result of global reflections on the ethical, legal and social implications of science and technology, with particular emphasis on bioethics.	19 (for IBC) 5 (COMEST)	2 Reports, each taking into account Human Rights and Gender Equality perspectives IBC: 1 COMEST: 1	5 Reports, each taking into account Human Rights and Gender Equality perspectives IBC: 2 COMEST: 1	Create spaces for shared reflection, cooperation and collaboration establishing a network of young bioethicists
3 Number of countries covered under the Global Ethics Observatory (GEObs) databases, especially within the GEObs Database on Ethics	34 (number of countries in the legal database)	Data points for 3 new countries in the legal database; and at least 3 data points added for each of 2 existing countries in each of 5 regions.	Data points for 6 new countries in the legal database; and at least 5 data points added for each of 2 existing countries in each of 5 regions.	Data point: an additional 5 countries

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
Related Legislation and Guidelines				

**Expected Result 5: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
1	Number of supported Member States that initiate a multi-stakeholder and inclusive process of formulation and/or review of their public policies on youth, including a gender equality dimension, with the participation of young women and men.		- At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth. - At least 4 out of the 7 foreseen public policies on youth include a gender equality dimension - Representative national youth-led entities enabling youth engagement in public policy development on youth are initiated or strengthened in 7 countries (at least 3 countries in Africa and 1 per other region)	- At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth. - At least 4 out of the 7 foreseen public policies on youth include a gender equality dimension - Representative national youth-led entities enabling youth engagement in public policy development on youth are initiated or strengthened in 7 countries (at least 3 countries in Africa and 1 per other region)	At least 5
2	Number of youth-led projects supporting national development and community building and enabling youth civic engagement.		15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence	15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence	At least 5
3	Improved participation of youth, in particular young women, from countries in transition in democratic processes.		Level of participation increased in at least 2 countries in transition (where applicable in UNDAF or UCPD) At least 40% of the participants in the actions undertaken are young women	Level of participation increased in at least 2 countries in transition (where applicable in UNDAF or UCPD) At least 40% of the participants in the actions undertaken are young women	2
4	Coordination within UNESCO and contribution to the UN collaborative work on	0	-UNESCO-wide implementation plan for the UNESCO Youth Programme,	-UNESCO-wide implementation plan for the UNESCO Youth Programme,	n.a.

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
youth, in particular through the Interagency Network on Youth Development, enhanced		presenting activities, timelines and resources, developed, updated, monitored and evaluated - At least 10 UN collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs	presenting activities, timelines and resources, developed, updated, monitored and evaluated - At least 10 UN collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs	

**Expected Result 6: Multi-stakeholder and inclusive public policies designed and implemented by Member States in the field of physical education, sports and anti-doping**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Guidelines for establishing national policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school introduced in Member States	n.a.	6 countries have held national stakeholder meetings 6 regional or sub-regional follow-up meetings analyze MINEPS V implementation	12 countries have held national stakeholder meetings 12 regional or sub-regional follow-up meetings analyze MINEPS V implementation	2 Member States pilot QPE Guidelines
2	International platform for sharing information between sport bodies, governments and other relevant stakeholders to address corruption in sport and the manipulation of sport competitions operational and training tools put at disposal of authorities	n.a.	One Platform or information sharing mechanism operational	A set of training tools for authorities is tested and ready for use	Website and/or Community of Practice used by 20 Member States and 20 NGO partners
3	National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport	- 176 States Parties to the International Convention against Doping in Sport - 65% of States Parties have achieved the compliance level set by the Conference of Parties - 40 projects approved under Fund during a biennium	- 180 States Parties to the Convention - 70% of States Parties have achieved the compliance level - 45 projects approved under the Fund	185 States Parties to the Convention - 75% of States Parties have achieved the compliance level - 90 projects approved under the Fund	At least four applications under the Fund's policy priority

## Global Priority Africa

### Flagship 1: Promoting a culture of peace and non-violence

**Expected result 1: Education to peace, citizenship, democracy and human rights is integrated into formal and non-formal teaching and learning systems and reinforce mutual understanding and social cohesion (implemented by MP I)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes		At least 5 new countries include education for peace, HRS and GC in ED policies and programmes	At least 10 new countries include education for peace, HRS and GC in ED policies and programmes

**Expected result 2: General History of Africa is introduced and taught from primary to university levels and knowledge on Africa, the slave trade and slavery and on the cultural interactions generated, as well as the contribution and knowledge of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace (implemented by MP IV)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of pedagogical contents and accompanying materials based on the General History of Africa developed and integrated into formal and non formal education in Africa	3 contents for formal education	3 curriculum outlines, 3 teachers guides, 3 textbooks and 2 accompanying materials for the primary, secondary schools as well as 3 contents for the Pan African university developed and integrated	4 materials for the African Diaspora and for non formal education developed and used
2	Number of African and Afro descendant Historians and experts who contribute to the elaboration, publication, translation and dissemination of the volume IX	25 experts	40 Historians and other experts from Africa and the African diaspora	40 Historians and other experts from Africa and African diaspora
3	Number of institutions, networks and experts from Africa and African Diaspora which contribute to the development of research and awareness raising on the slave trade and slavery and their consequence	25	15 institutions, 5 networks and 30 experts from Africa and African Diaspora	20 institutions, 10 networks and 50 experts from Africa and African Diaspora

**Expected result 3: Elements of the intangible heritage are used to highlight the cultural practices of Africa and its Diaspora promoting reconciliation, social cohesion and peace (implemented by MP IV)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of safeguarding plans for intangible cultural	20/biennium	25 plans developed and/or implemented	50 plans developed and/or implemented

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States (=ER6/PI4)			
2	Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders (=ER6/PI5)	10 international assistance requests processed and 6 projects implemented per biennium 15 nominations processed per biennium	10 international assistance requests processed and 5 projects implemented 15 nominations processed	60 international assistance requests processed and 7 projects implemented 30 nominations process

**Expected Result 4: Cross-border cooperation frameworks, providing for agreed and appropriate management tools, are established for the main hydrological basins in Africa and for the sustainable use of ecosystems shared by States. Special attention will be paid to establish joint initiatives among indigenous and scientific knowledge holders to coproduce knowledge to meet the challenges of global climate change (implemented by MP II)**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of hydrographical or hydrogeological basins or cooperation frameworks established.	none supported followed with the establishment of cooperative framework	At least one hydrographical or hydrogeological basin approved enabling the establishment of cooperation frameworks.	At least four hydrographical or hydrogeological basins approved enabling the establishment of cooperation frameworks.
2	Number of cross-border initiatives for biosphere reserves, World Heritage sites and Global Geoparks supported by consultation and coordination within an appropriate cooperation and management framework.	None new	At least one cross-border initiative at the consultation and coordination phase for biosphere reserves, World Heritage sites and Global Geoparks.	At least two cross-border initiatives at the consultation and coordination phase for biosphere reserves, World Heritage sites and Global Geoparks.
3	Number of dialogue workshops to build capacity and mutual respect and understanding between indigenous and scientific knowledge holders, in particular climate change specialists.	None new	At least one workshop held with indigenous knowledge-holders and scientists and the lessons learned compiled.	At least three workshops held with indigenous knowledge-holders and scientists and the lessons learned compiled.
4	Number of community-based observing systems established	None new	At least one community-based observing system piloted.	At least two community-based observing systems piloted.

**Expected Result 5: UNESCO-supported community radios transformed into spaces promoting intercultural and intergenerational dialogue and social cohesion. Young Africans' awareness raised in furtherance of dialogue and peace by the social media and mobile phone networks (implemented by MP V)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of community radios supported by UNESCO mobilized to serve as privileged spaces promoting intercultural and intergenerational dialogue, based on the GHA and the contribution of its diaspora		-Intercultural dialogue, social cohesion and the rapprochement of cultures is better promoted through community radios that contribute to building peace and social cohesion -At least five community radios and three social medias are involved in the promotion of a culture of peace using knowledge on General History of Africa (GHA) and on African diaspora	-Intercultural dialogue, social cohesion and the rapprochement of cultures is better promoted through community radios that contribute to building peace and social cohesion -At least five community radios and three social medias are involved in the promotion of a culture of peace using knowledge on General History of Africa (GHA) and on African diaspora
2	Number of social networks and mobile telephone partners taking youth awareness-raising action		-More than 25 networks and partners taking such action	-More than 25 networks and partners taking such action

**Expected result 6: The empowerment, civic engagement and democratic participation of young African women and men are promoted through inclusive youth policies and youth led work on a culture of peace (implemented by MP III)**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of African Member States that have begun to formulate and/or revise youth policies, with young men and women taking part	2	At least 2 African countries have begun to formulate and/or revise youth policies, with young men and women taking part Representative youth-led national bodies formed in at least 3 African countries and enabling youth participation in the formulation of official youth policies	- At least 3 African countries have begun to formulate and/or revise youth policies, with young men and women taking part - Representative youth-led national bodies formed in at least 3 African countries and enabling youth participation in the formulation of official youth policies
2	Number of young men and women trained and implementing a project, in particular in social entrepreneurship and community development, designed to promote a culture of peace and civic commitment by young people in Africa	n.a.	At least 5 of the young men and women trained implement a project designed to promote a culture of peace	At least 10 of the young men and women trained implement a project designed to promote a culture of peace
3	Number of projects led by young men and women in Africa, as part of the follow-up to the UNESCO Youth Forum and designed to	0	At least 2 projects led by young men and women in Africa, as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace	At least 3 projects led by young men and women in Africa, as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace



	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	promote a culture of peace			
4	Number of eminent persons, including young people, networks and civil society organizations participating in the "Make Peace Happen" campaign and in the promotion of the African Youth Charter	0	More than 50 eminent persons and 100 civil society organizations support the UNESCO/AU campaign and the promotion of the African Youth Charter through awareness-raising messages and activities	More than 50 eminent persons and 100 civil society organizations support the UNESCO/AU campaign and the promotion of the African Youth Charter through awareness-raising messages and activities

## Global Priority Gender Equality

### Expected Result 1: Level of inclusiveness of public policies assessed through the use of a gender lens

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of inclusive public policies assessed having integrated a gender equality dimension	0	5 policies from different regions	10 policies from different regions

### Expected Result 2: Policies advised on the various effects and impact of social transformations on both women and men

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of gender-responsive policies informed based on data and research	0	5 policies from different regions	10 policies from different regions

### Expected Result 3: Women's participation in bioethics committees and relevant capacity building activities promoted

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of women participating as active members in national bioethics committees and in bioethics trainings	20% to 25%	At least 30% women in four national bioethics committees At least 30 % women benefitting from capacity-building activities pertaining to bioethics	<ul style="list-style-type: none"> <li>• At least 30 % women in four national bioethics committees.</li> <li>• At least 30 % women benefitting from capacity-building activities pertaining to bioethics</li> </ul>

### Expected Result 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of public youth policies including a gender equality dimension	NA	At least 3 out of the 7 foreseen public policies on youth	At least 4 out of the 7 foreseen public policies on youth
2	Improved participation of young women in community building and democratic processes	NA	At least 40% of the participants in the actions undertaken are young women	At least 40% of the participants in the actions undertaken are young women

**Expected Result 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of Member States that revise national sport policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school	NA	3 national sport policy frameworks; 5 countries where the situation of physical education at school is improved, with 4 countries having improved access for persons living with disabilities, and having integrated a gender equality dimension in the frameworks	6 national sport policy frameworks; 10 countries where the situation of physical education at school is improved, with 8 countries having improved access for persons living with disabilities, and having integrated a gender equality dimension in the frameworks
2	Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.	NA	At least 2 projects have improved or initiated the collection and analysis of reliable sex disaggregated data	At least 3 projects have improved or initiated the collection and analysis of reliable sex disaggregated data.

## Major Programme IV - Culture

### Expected Result 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
1	Governing bodies of the 1972 Convention supported through the effective organization of statutory meetings	1 Committee per year and 1 General Assembly every 2 years	2 ordinary sessions of the Intergovernmental Committee and 1 session of the General Assembly organized	4 ordinary sessions of the Intergovernmental Committee and 2 sessions of the General Assembly organized	1 extraordinary session of the General Assembly
2	Number of World Heritage properties where capacity of staff / stakeholders is enhanced, including in collaboration with category 2 Institutes and centres	100 sites	At least 120 sites	At least 140 sites	At least 5 additional sites
3	Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed requirements	- 70 States Parties develop new or revised Tentative Lists - 60% of nomination dossiers conforming to prescribed requirements - 12% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties	- 40 States Parties develop new or revised Tentative Lists - 70% of nomination dossiers conforming to prescribed requirements - 15% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties	- 60 States Parties develop new or revised Tentative Lists - 75% of nomination dossiers conforming to prescribed requirements - 17% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties	- 21 additional States Parties develop new or revised Tentative Lists - additional 10% of nomination dossiers conforming to prescribed requirements - additional 10% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties
4	Number of World Heritage properties which contribute to sustainable development	- At least 4 case studies in each region - At least 12 World Heritage properties	- At least 6 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development - At least 14 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change	- At least 8 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development - At least 17 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change	- At least 2 additional case studies - At least 3 additional World Heritage properties
5	Number of stakeholders contributing to	- 20 partnerships (new or renewed) for conservation involving	- 6 partnerships (new or renewed) for conservation involving	- 12 partnerships (new or renewed) for conservation involving	- 2 regions pilot the integrated heritage education tool

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
conservation, thematic priorities and awareness-raising	youth education, sites in danger, Africa or communities - 1,541 participants in Heritage Volunteers campaigns - 0 regions pilot	youth education, sites in danger, Africa or communities - 700 participants in Heritage Volunteers campaigns	youth education, sites in danger, Africa or communities - 1,500 participants in Heritage Volunteers campaigns	developed (in collaboration with ERs 2, 3, 4 and 6)
6 Number of World Heritage properties where the balanced contribution of women and men to conservation is demonstrated	4 sites	At least 6 sites	At least 10 sites	2 additional sites

**Expected Result 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Governing bodies supported through the effective organization of statutory meetings	5	- 4 statutory meetings	- 8 statutory meetings - Adoption of the Operational Guidelines - Clear and concise documents provided within statutory limits	
2 Number of successful cases of return and restitution of cultural property considered	2	- At least two new requests for return or restitution submitted for the ICPRCP	- At least four new requests for return or restitution submitted for the ICPRCP - At least four cases for mediation or conciliation presented	
3 Number of States Parties to the 1970 Conventions increased	5	- 12 new ratifications	- 20 new ratifications (at least four in Africa, four in the Caribbean and four in the ASPAC region)	
4 Number of various stakeholders contributing to protection, thematic priorities and awareness raising		- Substantive involvement of both State and non-state stakeholders in at least two major events;	- Substantive involvement of both State and non-state stakeholders in at least four major events; - Integrated heritage education tool developed and piloted in two regions	- at least 1 documentary per region on the fight against the illicit trafficking of cultural property - at least 3 awareness-raising clips for tourists and local population per region - at least one publication by sub-region - at least 1 educational kit for children per region - at least 1 kit on the fight against illicit

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
				trafficking for the art market - at least 5 schools by sub-region including the theme - at least 2 universities by sub-region including the theme
5 Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 1970 Convention and to the role of museums		Three out of every five workshops involving local communities and women	Three out of every five workshops involving local communities and women	- at least 1 capacity-building training organized per sub-region per year - 1 specialized police unit per country involved in workshop - 1 specialized customs unit per country involved in workshop - at least 1 training on legal issues organized in a country in conflict-post-conflict situation / affected by a natural disaster per year - at least 1 training on operational issues organized in a country in conflict-post-conflict situation / affected by a natural disaster per year
6 Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analyzed and monitored	41	at least 30 national reports	- At least 60 national reports	

**Expected Result 3: Global strategic and forward looking directions developed and applied thought the effective implementation of the 1954 Convention (and its two protocols) and multiplier effect achieved**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Governing bodies of the 1954 Convention and its 1999 Second Protocol supported through the effective organization of statutory meetings, clear and concise documents provided	8	Four statutory meetings organized;	Eight statutory meetings organized;	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
within statutory limits				
2 International or other assistance under the Second Protocol; contributions to the Fund for the Protection of Cultural Property in the Event of Armed Conflict increased	2	Two grants	Five grants.	
3 New cultural property entered on the List of Cultural Property under Enhanced Protection and tentative lists submitted	5	- Three cultural properties entered on the List; - 5 tentative lists submitted	- Six cultural properties entered on the List; -10 tentative lists submitted.	
4 National capacities reinforced through technical advice	-	Advice provided with regard to national implementation measures (peacetime preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.).	Advice provided with regard to national implementation measures (peacetime preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.).	
5 Awareness-raising increased and training ensured	-	- 2 best practices promoted through information sharing (website, etc.); - 2 awareness-raising and training activities organized/tools made available (protection measures, training of the military, etc.); - Partnership with the International Committee of the Red Cross (ICRC) reinforced.	- 4 best practices promoted through information sharing (website, etc.); - 4 awareness-raising and training activities organized/tools made available (protection measures, training of the military, etc.); - Partnership with the International Committee of the Red Cross (ICRC) reinforced.	- one training tool on the basic principles of the protection of cultural property in the event of armed conflict; - two training activities; - contribution to the integrated cultural heritage education tool.
6 Nomination of properties for inscription on the World Heritage List which include Optional elements related to the granting of enhanced protection under the 1999 Second Protocol to the 1954 Hague Convention	0	Three properties nominated.	Six properties nominated.	
7 Number of States Parties to the 1954 (and its two Protocols)	6	- 5 new ratifications of the Convention and both Protocols (at	- 10 new ratifications of the Convention and both Protocols (at	

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
Convention increased		least four each in Africa); - 1 consultations organized and materials made available for the promotion of the 1954 Hague Convention and its two Protocols.	least four each in Africa); - 2 consultations organized and materials made available for the promotion of the 1954 Hague Convention and its two Protocols.	
8 Number of various stakeholders contributing to protection, thematic priorities and awareness-raising	-	- Substantive involvement of both State and non-State stakeholders in at least two major international events; - One region pilot the integrated heritage education tool developed (in collaboration with ERs 1,2,4 and 6) (extrabudgetary).	- Substantive involvement of both State and non-State stakeholders in at least two major international events; - Two regions pilot the integrated heritage education tool developed (in collaboration with ERs 1,2,4 and 6) (extrabudgetary).	
9 Number of reports on the national implementation of the Hague Convention and its two Protocols	-20	0	- 30 reports.	

**Expected Result 4: Global strategic and forward looking directions developed and applied thought the effective implementation of the 2001 Convention and multiplier effect achieved**

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1 Governing bodies of the 2001 Convention supported through the effective organization of statutory meetings, clear and concise documents provided within statutory limits	8	Three statutory meetings organized	Six statutory meetings organized.	
2 Number of States Parties to the 2001 Convention increased	16	5 new ratifications	At least 10 new ratifications.	At least 2 Intergovernmental meetings to promote ratification
3 Number of various stakeholders contributing to protection, thematic priorities and awareness-raising	-	- Substantive involvement of both State and non-State stakeholders in at least one major international events; - One region pilot the integrated heritage education tool developed (in collaboration with ERs 1, 2, 3 and 6) (extrabudgetary). - At least one major scientific conference	- Substantive involvement of both State and non-State stakeholders in at least two major international events; - Two regions pilot the integrated heritage education tool developed (in collaboration with ERs 1, 2, 3 and 6) (extrabudgetary). - At least one major scientific conference	- At least 1 publication addressed to companies affecting the underwater cultural heritage & 1 publication addressed to the general public  - At least 1 major exhibition (Gulf region)  - At least 1 major exhibition (Caribbean region)

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
		on underwater cultural heritage organized or co-organized.	on underwater cultural heritage organized or co-organized.	<ul style="list-style-type: none"> <li>- At least 5 street views of selected sites developed</li> <li>- Development of at least 1 larger iPad/android application on underwater cultural heritage.</li> <li>- At least 2 major meetings on responsible access (European Region &amp; Caribbean Region).</li> <li>- At least 2 major exhibitions (Gulf region and the Caribbean region).</li> <li>- At least 1 publication addressed to companies affecting the underwater cultural heritage &amp; 1 publication addressed to the general public.</li> <li>- Development of at least 1 larger iPad/android application on underwater cultural heritage</li> </ul>
4 Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 2001 Convention	-	<ul style="list-style-type: none"> <li>- two workshops;</li> <li>- At least 40% of experts/participants are women.</li> </ul>	<ul style="list-style-type: none"> <li>- Five workshops;</li> <li>- At least 40% of experts/participants are women.</li> </ul>	<ul style="list-style-type: none"> <li>- At least 2 International training courses on concrete site protection (GRULAC and Asia-Pacific region)</li> <li>- At least 2 International training courses concrete site protection (Africa and Gulf Region region)</li> <li>- At least 2 International training courses on underwater cultural heritage research and management (GRULAC and Asia-Pacific)</li> <li>- At least 2 International training</li> </ul>



Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
				courses on underwater cultural heritage research and management (Africa and Gulf Region)  - Reinforcement to Zadar Category 2 Centre and other regions

**Expected Result 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Number of institutions, research studies which contribute to awareness raising, cultural event and to the development of research on neglected aspects of the slave trade and slavery	Books, articles and information tools published	At least 20 institutions and 2 research studies	At least 30 institutions and 3 multidisciplinary research studies	Organisation of a series of events and activities to celebrate the 20th anniversary of the Slave Route Project

**Expected Result 6: National capacities strengthened and utilised to safeguard intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings	- General Assembly [1], Committee [2] and Advisory Bodies [6] meetings organized per biennium	- General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized	- General Assembly [2], Committee [4] and Advisory Bodies [9] meetings organized	
2 Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies	- Policies developed or revised in 13 States and human and institutional resources strengthened in 20 States, per biennium	- Policies developed or revised in 24 States and human and institutional resources strengthened in 43 States	- Policies developed or revised in 26 States and human and institutional resources strengthened in 45 States	- Policies developed or revised in 15 additional States and human and institutional resources strengthened in 20 additional States - Two regions pilot the integrated heritage education programme developed (in collaboration with ERs 1,2,3 and 4) (extrabudgetary)
3 Percentage of UNESCO-trained female cultural professionals who then contribute to national-level decision-making	no data	10% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture	15% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture	

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
processes in the field of culture				
4 Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States	100/biennium	100 plans developed and/or implemented	200 plans developed and/or implemented	
5 Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders	30 international assistance requests processed and 10 projects implemented per biennium 110 nominations processed per biennium and one best practice promoted per biennium	30 international assistance requests processed and 10 projects implemented 65 nominations processed and one best practice promoted	60 international assistance requests processed and 10 projects implemented 130 nominations processed and one best practice promoted	15 additional projects implemented 4 additional best practices promoted
6 Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life	30 reports per biennium, of which 5 address gender issues	75 reports, of which 30 address gender issues and describe policies promoting equal access to and participation in cultural life	105 reports, of which 50 address gender issues and describe policies promoting equal access to and participation in cultural life	
7 Number of States Parties to the Convention increased	18 ratifications/biennium; of which 5/biennium from Africa	10 new ratifications; of which 2 from Africa	15 new ratifications; of which 4 from Africa	
8 Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery	20 NGOs accredited or renewed per biennium 1 category 2 centre fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention	22 NGOs accredited; 40 renewed 3 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention	30 NGOs accredited; 65 renewed 7 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention	
9 Number of stakeholders involved in the implementation of the Convention contributing	200 stakeholders contributing 150 pages dedicated to capacity-building and policy	At least 400 stakeholders contributing 150 new pages dedicated to capacity-	At least 800 stakeholders contributing 160 new pages dedicated to capacity-	50 additional new pages dedicated to capacity-building and policy benchmarking

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
		<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
information to the knowledge-management system	benchmarking	building and policy benchmarking	building and policy benchmarking	

**Expected Result 7: National capacities strengthened and utilised for the development of policies and measures to promote the diversity of cultural expressions through the effective implementation of the 2005 Convention**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
1	Governing bodies of the 2005 Convention exercise sound governance through the effective organization of statutory meetings	Conference of Parties [1] and Intergovernmental Committee [2] organized per biennium	Conference of Parties [1] and Intergovernmental Committee [2] organized.	Conference of Parties [2] and Intergovernmental Committee [4] organized.	
2	National policies and measures introduced and human and institutional resources strengthened to promote the diversity of cultural expressions, including cultural goods, services and activities	Baseline 0  This is a new activity for the Secretariat  Policies developed or revised, human and institutional resources strengthened in at least 10 States per Biennium	Policies and measures developed or revised and human and institutional resources strengthened in 10 States	Policies and measures developed or revised and human and institutional resources strengthened in 25 States	Policies and measures developed or revised and human and institutional resources strengthened in additional 20 States
3	International assistance requests submitted, processed and projects effectively implemented and monitored (IFCD)	200 assistance requests processed and 50 projects implemented / monitored per Biennium	200 international assistance requests processed and 50 projects implemented and monitored.	400 international assistance requests processed and 100 projects implemented and monitored.	200 international assistance requests processed and 60 projects implemented and monitored.
4	Number of quadrennial periodic reports on the implementation of the Convention at the country level submitted, processed and analyzed by the Secretariat and examined by the governing	50 reports and 25 best practises per Biennium, of which 10 address gender issues	50 reports processed and analyzed;  25 best practices collected and disseminated, including 10 addressing women's participation in the creation, production and dissemination of cultural goods and services	100 reports processed and analyzed;  50 best practices collected and disseminated, including 20 promoting women's participation in the creation, production and dissemination of cultural goods and services	

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
	bodies. Number of reports addressing gender issues				
5	Number of Parties to the Convention increased	7 new ratifications per Biennium of which 3 are from under-represented regions	7 new Parties	15 new Parties	
6	Number of stakeholders involved in the implementation of the Convention contributing to information to the knowledge-management system	Baseline 0 This is a new activity for the Secretariat 40 stakeholders contributing per Biennium 50 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies	40 stakeholders contributing 50 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies	80 stakeholders contributing 100 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies	40 additional stakeholders contributing 50 additional pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies
7	Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery	At least two formal partnerships established or renewed per Biennium 10 civil society organisations contributing to the governing bodies deliberations per Biennium.	Two formal partnerships established or renewed 10 civil society organisations participate in the governance mechanisms of the Convention.	Five formal partnerships established or renewed 20 civil society organisations participate in the governance mechanisms of the Convention.	Five new formal partnerships established 20 additional civil society organisations participate in the governance mechanisms of the Convention.
8	Cities in industrialized and developing countries collaborate to enhance creativity and creative economies	Per Biennium: - at least 20 new cities, including 7 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network (extrabudgetary); 4 network activities jointly designed to strengthen the role of cities in economic, social and cultural development (extrabudgetary); 2 joint events organized by World Book Capitals on books (extrabudgetary).	- at least 20 new cities, including 7 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network (extrabudgetary); 4 network activities jointly designed to strengthen the role of cities in economic, social and cultural development (extrabudgetary); 2 joint events organized by World Book Capitals on books (extrabudgetary).	- at least 40 new cities, including 15 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network (extrabudgetary); 8 network activities jointly designed to strengthen the role of cities in economic, social and cultural development (extrabudgetary); 4 joint events organized by World Book Capitals on books (extrabudgetary).	at least 5 new cities, become members of the Creative Cities Network; 2 network activities jointly designed to strengthen the role of cities in economic, social and cultural development.
9	Creativity, arts	Per Biennium:	- at least 16 cultural	- At least 32 cultural	- at least 16

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
	and design used as tool for sustainable development, especially in developing countries	<ul style="list-style-type: none"> <li>- at least 16 cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries (extrabudgetary);</li> <li>- 2 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 35 awarded fellowships in the field of arts and design(extrabudgetary).</li> </ul>	<ul style="list-style-type: none"> <li>projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries (extrabudgetary);</li> <li>- 2 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 35 awarded fellowships in the field of arts and design(extrabudgetary).</li> </ul>	<ul style="list-style-type: none"> <li>projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries (extrabudgetary);</li> <li>- 5 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 70 awarded fellowships in the field of arts and design(extrabudgetary).</li> </ul>	<ul style="list-style-type: none"> <li>cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries);</li> <li>-35 awarded fellowships in the field of arts and design</li> </ul>
10	Young people's capacities for cultural expression and creativity, dialogue and social cohesion strengthened through the arts	Third World Conference on arts education (extrabudgetary)	- preparations for the Third World Conference on arts education achieved with extrabudgetary funds	Third World Conference on arts education is held with extrabudgetary	

## Global Priority Africa

### Flagship 5: Harnessing the power of culture for sustainable development and peace in a context of regional integration

#### Expected Result 1: Cultural-policy frameworks and strategies in cultural matters developed and/or strengthened in Member States to improve the protection and safeguarding of the heritage and emergence of a more dynamic cultural sector

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of new institutions established and existing institutions strengthened in the field of cultural and creative industries or the heritage	0	At least 30	At least 60
2	Number of policies, strategies and laws on the cultural and creative industries and/or the heritage formulated or amended	0	At least 15	At least 15

#### Expected Result 2: Enhancement, protection and safeguarding of the heritage improved

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark	
			2014-2015	2014-2017
1	Number of persons trained in the field of cultural the heritage		At least 100 African cultural officers, heritage specialists, museum professionals and	At least 100 African cultural officers, heritage specialists, museum professionals and

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
			practitioners benefit from training activities	practitioners benefit from training activities
2	Number of countries that have ratified the cultural conventions		At least 4 new ratifications of each Convention (except the 1972 Convention)	At least 8 new ratifications of each Convention (except the 1972 Convention)
3	Number of financial assistance packages provided in the fields of the heritage and creativity		At least 100 financial assistances granted	At least 200 financial assistances granted

**Expected Result 3: The general public, in particular young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of teaching materials developed to promote and enhance the heritage and based, in particular, on the General History of Africa		3 contents, 3 teachers' guides and accompanying materials for primary and secondary schools developed	9 contents, 9 teachers' guides and accompanying materials for primary and secondary schools developed
2	Number of curricula revised in order to enhance the heritage		10 curricula revised	20 curricula revised
3	Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people		At least 10	At least 20

**Global Priority Gender Equality**

**Expected Result 1: Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of periodic reports that describe policies promoting equal access to and participation in cultural life	11	25	50
2	Number of UNESCO-led workshops, events and capacity-building programmes that raise awareness of gender principles, especially women's roles in heritage or creativity	No data available	30	60
3	Number of Member States whose policies/measures to promote women's contributions to cultural life are disseminated as best practices	0	25	50
4	Number of statutory operational documents related to the Conventions that reflect gender equality principles	1	1	2

**Expected Result 2: Creative horizons of women and girls broadened and encouraged**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of Member States that have introduced capacity-building programmes aimed at broadening the creative	none	at least 4	at least 8

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	horizons of women and girls			
2	Percentage of beneficiaries of UNESCO-funded activities that empower women and girls	An estimated 10 %	Over 20% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)	Over 40% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)
3	Partnerships and collaboration with gender-related networks initiated	2 new partnerships/ collaborations	At least 5 new or renewed partnerships /collaborations	At least 10 new or renewed partnerships /collaborations

**Expected Result 3: Cultural policies that respect gender equality, women's rights and freedom of expression and ensure women's access to decision-making posts and processes**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions	Average (1972, 2003 and 2005 Conventions) 36.6% - 40% are women	At least 40% of experts / participants are women	At least 45% of experts / participants are women
2	Percentage of UNESCO - trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations)	No data available	At least 25% based on post training impact monitoring	At least 30% based on post training impact monitoring
3	Number of supported Member States that have introduced national gender-sensitive and gender responsive cultural policies	No data available	At least 15	At least 30

**Expected Result 4: Women's and girls' access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services enhanced**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of governments, institutions and civil society organizations that use UNESCO research on gender equality in the fields of heritage and creativity for advocacy, policy making and research purposes	No data available	At least 10	At least 20
2	Number of references to the UNESCO World Report on Gender and Culture	0	10	20
3	Number of references to gender analysis published in the 2005 Convention global monitoring report 2015	0	10	20



## Major Programme V - Communication and information

### Expected Result 1: The environment for press freedom, journalistic safety and self-regulation strengthened, for both on-line and off-line media platforms, especially in post conflict countries and countries in transition, through favourable policies and practices

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Press freedom, including on the Internet, promoted by Member States.. International campaign of sensitization of freedom of expression by professional organisations working in the field of press freedom	80 countries per year - 1 UNESCO/Guillermo Cano World Press Freedom Prize per year. - more than 500 media articles/news/tweets per year	Press freedom, including on the Internet, promoted worldwide, notably through 10 major international fora, as well as UNESCO's yearly World Press Freedom Prize.  Major event organized as well as local activities held on the occasion of WPFDF in at least 160 countries;  Awareness campaign in mainstream media and social media, including: 100 local, regional and international professional organizations working in the field of press freedom actively engaged in the International campaign on freedom of expression through social media and a dedicated website on press freedom.  - Adoption of a concept on Internet Universality	- Press freedom, including on the Internet, promoted in 50 major international events, as well as UNESCO's yearly World Press Freedom Prize. - Major event organized as well as local activities held on the occasion of WPFDF in at least 320 countries; - Awareness campaign in mainstream media and social media, including: 100 local, regional and international professional organizations working in the field of press freedom  International campaign on freedom of expression through social media and a dedicated website on press freedom  - Adoption of a concept on Internet Universality	Participation of youth in all events linked to the promotion of press freedom.
2 Policies and norms conducive to freedom of expression, freedom of information, press freedom and media independence strengthened	15 countries per biennium	25 countries, including support for media during elections in at least 5 countries; Media independence supported through media legislation and editorial independence facilitated in at least in 10 countries, especially in Africa	30 countries, including support for media during elections in at least 10 countries; Media independence supported through media legislation and editorial independence facilitated in at least in 20 countries, especially in Africa	
3 Self-regulation based media accountability systems supported in collaboration with media associations	Professional associations in 15 countries biennium	Professional and ethical standards reinforced in at least 15 countries in collaboration with media associations, including at least 6 countries in transition.	Professional and ethical standards reinforced in at least 30 countries in collaboration with media associations, including at least 6 countries in transition.	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
		Investigative journalism capacity is strengthened in at least 5 countries.	Investigative journalism capacity is strengthened in at least 10 countries, notably in Africa	
4 7 first-phase countries implementing the UN Plan of Action on Safety of Journalists and the Issue of Impunity. Contribution to the UPR, via submission of relevant information	6 first-phase countries, including Africa	In at least 7 countries and reinforcement of the coordination mechanism at the international level; Action Plan and gender dimensions promoted in at least 15 additional countries, at least 6 of which are in Africa  Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 45 countries	In at least 7 countries and reinforcement of the coordination mechanism at the international level; Action Plan and gender dimensions promoted in at least 15 additional countries, at least 6 of which are in Africa  Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 90 countries	Reinforcement of UN action on Safety of Journalists through implementation of the UN Plan of action with a regional approach; global awareness campaigns on the issue of impunity with the celebration of 4 major events; reinforcement of professional capacity of media professionals and training of security forces, the judiciary on freedom of expression in 5 countries; implementation of safety indicators in a 5 Member States
5 Support to IPDC project and strengthening knowledge driven media development	120 media development projects biennium, with a special emphasis on Africa	At least 100 media development projects supported by IPDC in at least 80 developing countries across all regions	At least 240 media development projects supported by IPDC in at least 100 developing countries across all regions	Depending on voluntary contributions to IPDC, 30 media developments project in Africa
6 National media landscapes based on UNESCO's Media Development Indicators completed and integrated within programmes to strengthen media development in these countries	5 countries biennium	In at least 7 countries	In at least 15 countries	
7 Adoption by journalism institutions of new syllabi, based on the UNESCO model curricula, on journalism and science, development and democratic governance, and/or new reporting techniques	6 new syllabi per biennium, particularly in African countries	At least 6 new syllabi addressing issues of democratic governance, sustainable development and peace are produced by journalism institutions and promoted as supplements to the model curricula, particularly in African countries	At least 15 new syllabi addressing issues of democratic governance, sustainable development and peace are produced by journalism institutions and promoted as supplements to the model curricula, particularly in African countries	

**Expected Result 2: Pluralistic media institutions are facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
1	Number of community radio stations that adapted programming guidelines to strengthen women and young people's representation	0	At least 10 community radio stations, mostly in AFR, adapted programming guidelines. They conduct audience assessments, focus group workshops; establish listener's clubs, localize, published and implement guidelines	At least 20 community radio stations, mostly in AFR, adapted programming guidelines. They conduct audience assessments, focus group workshops; establish listener's clubs, localize, published and implement guidelines	A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 30 radio stations, in particular in APA and LAC which are not priority regions for the Organization
2	Number of regulatory bodies that introduce/strengthen community media sustainability policies	0	At least 2 regulatory bodies introduce community media sustainable policies. They conduct studies, consultative and expert workshops; draft policies and present proposals to legislative bodies in collaboration with research institutions, civil society and national community media networks, particularly in AFR	At least 5 regulatory bodies introduce community media sustainable policies. They conduct studies, consultative and expert workshops; draft policies and present proposals to legislative bodies in collaboration with research institutions, civil society and national community media networks, particularly in AFR	A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 regulatory bodies, especially in LAC and APA which are not priority regions for the Organization
3	Number of countries piloting community media funding models	0	Community media funding models piloted in at least one country	Community media funding models piloted in at least two countries	Extrabudgetary funding would allow UNESCO to target additional 5 countries, especially in LAC and APA which are not priority regions for the Organization
4	Number of countries celebrating World Radio Day on 13 February each year	80	Radio pluralism is strengthened through World Radio Day celebrations in at least 40 countries	Radio pluralism is strengthened through World Radio Day celebrations in at least 80 countries	
5	Number of international/regional associations of media organisations promoting UNESCO's Gender Sensitive Media Indicators	1	At least 3 international/regional associations promote the GSIM	At least 6 international/regional associations promote the GSIM	
6	Number of media institutions and journalism schools applying GSIM	1	At least 2 media institutions and 5 journalism schools are applying GSIM, in particular in Africa	At least 5 media institutions and 10 journalism schools are applying GSIM, in particular in Africa	A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 media institutions and 5 journalism schools, especially in LAC

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
					and APA which are not priority regions for the Organization
7	Number of media partners contributing to the action "Women Make the News"	80	At least 10 media partners contribute to the action "Women Make the News"	At least 20 media partners contribute to the action "Women Make the News"	UNESCO could have additional 60 media partners through extrabudgetary funding
8	A global mechanism for partnership on gender and media strengthened	0	Action plan by the Global Alliance on Gender and Media executed by relevant partners	Action plan by the Global Alliance on Gender and Media executed by relevant partners	This activity has zero RP budget allocation and would therefore be in need of extra-budgetary funding to meet the benchmark
9	Number of teacher training curricula integrating Media and Information Literacy (MIL)	1	At least 1 teacher training curricula integrating MIL, especially in AFR, and 1 youth association	At least 2 teacher training curricula integrating MIL, especially in AFR, and 2 youth associations	A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 teacher training curricula, particularly in LAC and APA which are not priority regions for the Organization, as well as more youth associations
10	Number of Member States developing related national policies and strategies	0	At least 2 Member States initiate related national policies and strategies	At least 4 Member States initiate related national policies and strategies	

**Expected Result 3: The Open Solutions for Knowledge Societies programme (open educational resources, open access, free and open source software, open training platform, open data, open cloud) and ICT accessibility including for the disabled, and for all languages, promoted in Member States**

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
1	Number of Member States formulating Policy Frameworks on Universal Access to Information and knowledge using ICTs and Open Solutions, and on the provisions contained in the normative instrument "Recommendations concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace"	2 countries, developed national-level OER Policies; 450 institutions have a mandate on Open Access (OA); 3 countries have ICT CFT in national education policies; There are 9900 OA journals and 2500 OA repositories;	At least 10 new Member States adopting national level OER policies; ICT CFT based teachers training become part of national education policies in at least 10 countries;  At least 20 additional National level institutions establishing OA Policies;	At least 20 Member States adopting National OER Policies; ICT CFT based teachers training become part of national education policies in at least 20 countries;  At least 50 additional National level institutions establishing OA Policies;	10 additional countries included ICT CFT based teachers training in their national education policies;

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark			
		2014-2015	2014-2017	CAP 2014-2015	
		<p>Number of journals in DOAJ increased by 200 and Open Access Repositories listed in DOAR increased by 90;</p> <p>At least 2 Member States enacted National policies on FOSS, Open Data, Open Cloud, and/or Open Source;</p> <p>At least 5 Member States introduced information and ICT accessibility policies and measures;</p> <p>At least 7 Member States implementing the Recommendation on multilingualism in Cyberspace in national policies, Strategies, initiatives and legislation;</p>	<p>Number of journals in DOAJ increased by 500 and Open Access Repositories listed in DOAR increased by 200;</p> <p>At least 6 Member States enacted National policies on FOSS, Open Data, Open Cloud, and/or Open Source;</p> <p>At least 15 Member States introduced information and ICT accessibility policies and measures;</p> <p>At least 20 Member States implementing the Recommendation on multilingualism in Cyberspace in national policies, Strategies, initiatives and legislation;</p>		
2	<p>Number of Member States institutional capacities strengthened to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, learners, researchers, information professionals or scientists</p>	<p>2 Member States have implemented national OER Repositories;</p> <p>Information and ICT accessibility training resources: 3 national education institutions ;</p> <p>1 Member State implements participatory Disaster Risk Reduction strategies based on Free/libre open source (FOSS) tools and openly licensed GIS data;</p>	<p>At least 5 Member States implementing national-level, scalable OER repositories with a critical mass of teachers confidently developing and sharing teaching and learning materials;</p> <p>Information and ICT accessibility training resources in OER format developed and tested by 7 national education institutions;</p> <p>At least 2 Ministries of Education, and Youth launching initiatives to develop mobile applications for sustainable development and youth employment;</p> <p>7 educational institutions in developing Member States adopted a programme on information sharing through mobile application development targeting</p>	<p>At least 8 Member States implementing national-level, scalable OER repositories with a critical mass of teachers confidently developing and sharing teaching and learning materials;</p> <p>Information and ICT accessibility training resources in OER format developed and tested by 20 national education institutions;</p> <p>At least 5 Ministries of Education, and Youth launching initiatives to develop mobile applications for sustainable development and youth employment;</p> <p>20 educational institutions in developing Member States adopted a programme on information sharing through mobile application development targeting</p>	

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
		adolescents, and with a strong focus on girls;  At least 2 Member States developing Media and Information Literacy-related action plans based on evidence-based data;  4 Member States implementing participatory Disaster Risk Reduction and green economy strategies based on Free/libre open source (FOSS) tools and openly licensed GIS data;	adolescents, and with a strong focus on girls;  At least 5 Member States developing Media and Information Literacy-related action plans based on evidence-based data;  10 Member States implementing participatory Disaster Risk Reduction strategies based on Free/libre open source (FOSS) tools and openly licensed GIS data;	
3 Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments	3 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)	At least 5 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)	At least 10 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)	5 additional Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)
4 Policy support initiatives for open, distance, flexible and online (e-learning) education capitalizing on open solutions		At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed  Dynamic community-based inter-regional policy tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning) education	At least 5 policy support tools for open, distance, flexible and online (e-learning) learning developed  Dynamic community-based inter-regional policy tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning) education	3 additional policy support tools for open, distance, flexible and online (e-learning) learning developed

**Expected Result 4: Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the World Summit on Information Society (WSIS) outcomes**

Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
		2014-2015	2014-2017	CAP 2014-2015
1 Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States through the Memory of the World programme and a Recommendation		-At least 40 new inscriptions on Memory of the World Register -At least 10 new National Memory of the World Committees and registers set up and operational	-At least 80 new inscriptions on Memory of the World Register -At least 20 new National Memory of the World Committees and registers set up and operational	

	Performance indicator	Baseline	Quantitative and/or qualitative Target/Benchmark		
			2014-2015	2014-2017	CAP 2014-2015
			-A draft Recommendation on preservation and access to documentary heritage elaborated	-A Recommendation on preservation and access to documentary heritage elaborated	
2	Member State's libraries and archives contributing to the preservation of documentary heritage	Contribution of libraries and archives strengthened	-At least 2 new digital library services established by Member States;	-At least 4 new digital library services established by Member States;	
3	WSIS stakeholders implementing the World Summit on the Information Society (WSIS) outcomes, through knowledge-sharing and multi-stakeholder partnerships	UNESCO strengthened international cooperation, knowledge sharing and partnership building through the co-organization of at least one major meeting per year	- WSIS stakeholders actively contributing to international cooperation in the fields of ICTs, through knowledge-sharing and multi-stakeholder partnerships building -10 Governments submit WSIS+10 Review reports for the WSIS+10 Review; -Governments, civil society organizations and private sector participate in all WSIS Review meetings	- -WSIS stakeholders actively contributing to international cooperation in the fields of ICTs, through knowledge-sharing and multi-stakeholder partnerships building -10 Governments submit WSIS+10 Review reports for the WSIS+10 Review; -Post-2015 WSIS coordination and implementation ensured (if WSIS continuation decided); -Governments, civil society organizations and private sector participate in all WSIS-related meetings	
4	The international debate on Internet Governance (IG) prominently includes issues in UNESCO's field of competence	UNESCO developed the Global Internet Governance (IG) agenda in UNESCO's field of competence with the contribution to the IGF work and the organization of one IGF Open Forum per year.	Global Internet Governance agenda and debate includes issues in UNESCO's field of competence in relevant fora	Global Internet Governance agenda (pending the confirmation of a continuation of the IGF beyond 2015) includes issues in UNESCO's field of competence in relevant fora	
5	Multi-stakeholder implementation of WSIS outcomes enhanced through the strengthening of UN partnerships and networks		-UN partnerships and networks strengthened through high-level and working level meetings in 2014 and 2015	-UN partnerships and networks strengthened through high-level and working level meetings in 2014 - 2017	
6	Number of IFAP National Committees established or strengthened by Member States, particularly in Africa & SIDS Member States, to assess and operationalize responses to national	58 IFAP National Committees established by Member States	At least 5 National IFAP Committees established/ strengthened by Member States, of which 3 are in Africa and/or SIDS.	At least 12 National IFAP Committees established/ strengthened by Member States, of which 7 are in Africa and/or SIDS.	

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>		
			<i>2014-2015</i>	<i>2014-2017</i>	<i>CAP 2014-2015</i>
	policy needs in the IFAP priority areas through strategies, policies and projects				
7	Number of formal partnerships established with IGOs, INGOs, private sector & academic institutions to promote cooperation, outreach formulation and implementation of policies in the 6 IFAP priority areas.	No formal partnerships	-At least 2 formal partnerships established; -Cooperative programme of work elaborated /funded and activities implemented;	-At least 7 formal partnerships established; -Cooperative programme of work elaborated /funded and activities implemented in concert with at least 15 external partners and relevant internal UNESCO Sectors	
8	Number of Member States which have integrated UNESCO policy development resources / activities (declarations, guidelines, studies, capacity-building initiatives) in IFAP priority areas into their national information policies		Two Member States integrated information policies resources in their national information strategies	Four Member States integrated information policies resources in their national information strategies	
9	Number of MS implementing strategies and actions related to the Ethical dimensions of the Information and Knowledge Societies		One SIDS and one developing countries in Africa implementing strategies and actions in the Ethical dimensions	Three SIDS and three developing countries implementing strategies and actions in the Ethical dimensions	

## Global Priority Africa

### Flagship 6: Promoting an environment conducive to freedom of expression and media development

**Expected Result 1: The environment for freedom of expression, press freedom, journalistic safety and self-regulation strengthened, for both online and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices and support to national media institutions**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Awareness raising, monitoring and advocacy for freedom of expression and access to information as a basic human right is increased and related internationally recognized legal, ethical and professional standards are applied		- Press freedom, including on the Internet, promoted by publications and guidelines, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of WPF in at least 10	- Press freedom, including on the Internet, promoted by publications and guidelines, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of WPF in at least 15



	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
			countries each year; international campaign of sensitization of freedom of expression. - Policies and norms conducive to freedom of expression, press freedom and freedom of information strengthened in at least 3 countries, including support for media during elections. - Criminal libel and sedition laws repealed in 5 African countries - Self-regulation based media accountability systems supported in at least 2 countries, and professional and ethical standards reinforced in at least 2 countries in collaboration with media associations.	countries each year; international campaign of sensitization of freedom of expression. - Policies and norms conducive to freedom of expression, press freedom and freedom of information strengthened in at least 5 countries, including support for media during elections. - Criminal libel and sedition laws repealed in 10 African countries - Self-regulation based media accountability systems supported in at least 4 countries, and professional and ethical standards reinforced in at least 4 countries in collaboration with media associations.
2	International and national campaigns and capacity-building for safety of journalists and dangers of impunity are reinforced		- Implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity in at least 1 country and reinforcement of the coordination mechanism at the international level. - At least 250 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least 6 countries in Africa. - Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 6 countries.	- Implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity in at least 2 countries and reinforcement of the coordination mechanism at the international level. - At least 500 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least 6 countries in Africa. - Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 6 countries.

**Expected Result 2: Independence and sustainability of media institutions are supported, particularly through IPDC projects that are innovative, policy-relevant and knowledge enhancing, and through capacity-building for journalists and journalism schools**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Number of journalists, journalism educators and their institutions is increased and their capacities are enhanced		- At least 150 journalists, of whom 50% are women, apply new reporting techniques - At least 150 journalists, of whom 50% are women, report on science and development - At least 3 new syllabi	- At least 200 journalists, of whom 50% are women, apply new reporting techniques - At least 250 journalists, of whom 50% are women, report on science and development - At least 5 new syllabi

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
		addressing issues of democratic governance, sustainable development and peace are produced and promoted as supplements to the model curricula	addressing issues of democratic governance, sustainable development and peace are produced and promoted as supplements to the model curricula
2 Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation		- At least 10 community radio stations adapt programming guidelines to strengthen women and young people's representation - At least 2 regulatory bodies introduce community media sustainability policies and community media funding models in 1 country	- At least 20 community radio stations adapt programming guidelines to strengthen women and young people's representation - At least 5 regulatory bodies introduce community media sustainability policies and community media funding models in 2 countries

## Global Priority Gender Equality

### Expected Result 1: Gender sensitive journalism and gender-sensitive media policies and indicators developed and implemented

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
1 Media institutions taking up UNESCO's gender-sensitive indicators or other gender-sensitive actions, including gender balance at leadership levels.		At least 10 media partners are contributing each year to the action Women Make the News  At least 2 media institutions and 5 journalism schools are applying GSIM  At least 3 international/regional associations of media organizations promoting GSIM	At least 20 media partners are contributing each year to the action Women Make the News  At least 5 media institutions and 10 journalism schools are applying GSIM  At least 6 international/regional associations of media organizations promoting GSIM
2 Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation.		At least 10 community radio stations adapt programming guidelines to strengthen women and young people's representation	At least 20 community radio stations adapt programming guidelines to strengthen women and young people's representation
3 Journalists trained who use new reporting techniques and report on science and development.		At least 1000 journalists, of whom 50% are women, are empowered in reporting on science and development At least 1000 journalists, of whom 50% are women, are empowered in new reporting techniques	At least 1000 journalists, of whom 50% are women, are empowered in reporting on science and development At least 1000 journalists, of whom 50% are women, are empowered in new reporting techniques
4 Youth, adults and professionals who use		At least 200 youth, adults and professionals trained	At least 200 youth, adults and professionals trained

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
	media and information literacy as a tool to advocate for gender equality.		on media and on MIL and use the new competencies to advocate for gender equality	on media and on MIL and use the new competencies to advocate for gender equality
5	International/regional partnerships established among media relevant		At least two international/regional partnerships strengthened	At least two international/regional partnerships strengthened
6	Civil society actors to promote awareness on existing gender inequalities and to contribute to change.		Agreement reached to cooperate on joint projects relating to gender equality and media	Agreement reached to cooperate on joint projects relating to gender equality and media
7	Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships.		Agreement reached to cooperate on joint projects relating to gender equality and media	Agreement reached to cooperate on joint projects relating to gender equality and media

**Expected Result 2: Gender equality approaches integrated into strategies and practices for building capacities of women and girls in ICT and into ICT and Knowledge Societies Fora; and gender inclusive access to information and knowledge reinforcement**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Young girls and boys are trained with open-licensed OER and materials, and develop locally relevant FOSS mobile applications for sustainable development and gender equality.		Through the YouthMobile Initiative: at least 1,000 young girls and boys fully trained with openly-licensed OER training materials to develop locally relevant FOSS Mobile Apps for Sustainable Development and gender equality;  at least 100 mobile apps promoted through new and existing App development competitions and "hackathons" and uploaded to local and international App markets, and other Cloud-based repositories;  At least 2 partnerships established with mobile device manufacturers and software makers, network operators, schools;  Training materials and courses uploaded on the UNESCO Open Training Platform.	Through the YouthMobile Initiative: at least 2,000 young girls and boys fully trained with openly-licensed OER training materials to develop locally relevant FOSS Mobile Apps for Sustainable Development and gender equality;  at least 200 mobile apps promoted through new and existing App development competitions and "hackathons" and uploaded to local and international App markets, and other Cloud-based repositories;  At least 4 partnerships established with mobile device manufacturers and software makers, network operators, schools;  Training materials and courses uploaded on the UNESCO Open Training Platform.
2	Percentage of usage of UNESCO databases providing free and easy access to gendered knowledge and data disaggregated by		50% increase in the number of online databases providing free and easy access to gendered knowledge	50% increase in the number of online databases providing free and easy access to gendered knowledge

<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
		<i>2014-2015</i>	<i>2014-2017</i>
sex			
3 Open Access articles and Open Data repositories for gender equality research created.		At least 100 new Gender Equality peer-reviewed scholarly articles released as Open Access and associated research datasets released with the relevant Open Data license	At least 200 new Gender Equality peer-reviewed scholarly articles released as Open Access and associated research datasets released with the relevant Open Data license
4 Member States supported who access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists		<p>2 strategies and best practices developed and piloted in Member states on access to information including for women and girls with disabilities.</p> <p>15 women figures central to African history integrated into the e-learning platform dedicated to women in African History, as a complementary part of Phase II of the General History of Africa; and similar initiatives in other regions gradually introduced.</p> <p>5 cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>	<p>4 strategies and best practices developed and piloted in Member states on access to information including for women and girls with disabilities.</p> <p>30 women figures central to African history integrated into the e-learning platform dedicated to women in African History, as a complementary part of Phase II of the General History of Africa; and similar initiatives in other regions gradually introduced.</p> <p>10 cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>
5 Number of sessions with an explicit gender perspective organized in WSIS-related fora		At least 2 gender sessions organized	At least 4 gender sessions organized

## UNESCO Institutes for Statistics

### Expected Result 1: More relevant and timely education statistics and indicators produced

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Availability of more comprehensive and relevant global education data available to meet the needs of post-2015 goals	N/A	New global data collections designed to collect comparable, policy-relevant information implemented annually	New global data collections designed to collect comparable, policy-relevant information implemented annually
2	Availability of more comprehensive and relevant regional and national education data available to meet regional and national policy and monitoring needs	N/A	- new regional modules designed together with local partners that address regional information needs conducted annually - pilot data collection for E9/BRICS and other countries, which collect key indicators at sub-national levels, is implemented	- new regional modules designed together with local partners that address regional information needs conducted annually - pilot data collection for E9/BRICS and other countries, which collect key indicators at sub-national levels, is implemented
3	Availability of education data disaggregated by specific population groups	N/A	Education indicators from censuses and surveys, especially in relation to group differences are integrated into UIS databases and disseminated.	Education indicators from censuses and surveys, especially in relation to group differences are integrated into UIS databases and disseminated.

### Expected Result 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Greater awareness and use of ISCED2011 among Member States	N/A	- Member States have updated their mapping of education systems according to ISCED2011 - The revised classification of fields of education is implemented in UIS data collections - Member States have reported data to the UIS in accordance with ISCED2011 and the revised classification of fields of education	- Member States have updated their mapping of education systems according to ISCED2011 - The revised classification of fields of education is implemented in UIS data collections - Member States have reported data to the UIS in accordance with ISCED2011 and the revised classification of fields of education
2	Conceptual frameworks to better capture issues concerning relevant areas of education policy	N/A	New conceptual frameworks, methodologies and indicators related to education developed and implemented	New conceptual frameworks, methodologies and indicators related to education developed and implemented

### Expected Result 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions	2 regional workshops per year	4-6 regional workshops (2-3 per year)	8-10 regional workshops (2-3 per year)

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
2	National data plans and/or data quality assessments conducted and the recommendations implemented by Member States	n/a	in at least 10 member states (5 per year)	in at least 20 member states (5 per year)
3	Training materials on collection and use of education indicators to improve transparency of UIS education indicators made available to Member States	n/a	guides and training materials produced	guides and training materials produced

#### **Expected Result 4: Use and analysis of education statistics promoted**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	UIS education data disseminated regularly	N/A	- Education data released 3 times per year via the Data Centre - Accessible format tables (reflecting current GED) and regional and national data collections; indicators from household surveys added to the database	- Education data released 3 times per year via the Data Centre - Accessible format tables (reflecting current GED) and regional and national data collections; indicators from household surveys added to the database
2	Data presented more visually	N/A	E-atlases and other new ways to present data visually	- E-atlases and other new ways to present data visually
3	Technical, analytical, and informative products developed	N/A	Technical papers, thematic reports, website reference resources expanded	Technical papers, thematic reports, website reference resources expanded

#### **Expected Result 5: A common framework to produce comparative analysis and international monitoring of progress in learning outcomes used by international education community**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Regional assessment instruments are linked to produce comparable results	n/a	Comparable results for reading skills at the end of primary from at least three regional consortia	Comparable results for reading skills at the end of primary from at least three regional consortia
2	Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States	n/a	Student assessment initiatives in at least 80 countries analyzed	Student assessment initiatives in at least 80 countries analyzed

#### **Expected Result 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	STI database extended	Net response rate of 25% for countries to which UIS sends an R&D questionnaire for the 2012 survey - 108 surveys included in the Worldfile of the innovation inventory in	- Net response rate of 30% for countries to which UIS sends an R&D questionnaire to by March 2015 - 22 responses out of 65 innovation questionnaires sent by March 2014	Net response rate of 32% for countries to which UIS sends an R&D questionnaire to by March 2017. - 30 responses to the innovation questionnaire by March 2016

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
		2013	- at least 100 innovation surveys added to the innovation inventory (50 per year) - R&D metadata available for all countries with R&D data in the UIS database	- at least 100 more innovation surveys added to the innovation inventory (50 per year) - R&D metadata available for all countries with R&D data in the UIS database
2	Methodologies developed to assist Member States in carrying out STI surveys	none	At least 5 developing countries requesting assistance in carrying out an R&D or innovation survey yearly	- At least 5 developing countries requesting assistance in carrying out an R&D or innovation survey yearly - revision of 1978 UNESCO Recommendation concerning the International Standardization of Statistics on Science and Technology submitted to the General Conference
3	Number of countries/participants where capacities have been enhanced to collect STI statistics	none	1 - 2 regional workshops (1 per year) - 4 technical assistance workshops (2 per year)	2 - 2 regional workshops (1 per year) - 4 technical assistance workshops (2 per year)
4	Reports and other electronic materials prepared that promote the use of STI indicators and their linkages to development issues	none	20 requests received for R&D and innovation data by UIS (10 per year)	20 requests received for R&D and innovation data by UIS (10 per year)

**Expected Result 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Increase in the number of methodological resource documents produced to support the development of cultural statistics globally.	The number of technical resources available at the beginning of 2014	At least 2 methodological resource produced	At least 2 methodological resource produced
2	Cross-nationally comparable data and indicators produced and featured in a wide range of global reports	Coverage of data in UIS cultural statistical databases at the beginning of 2014	Increase in the number of data and indicators available for dissemination for the Survey of Feature Film Statistics	The availability of new data and indicators for dissemination for the UIS Survey of Cultural Employment Statistics
3	An increase in the number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics	The number of training and technical assistance activities completed at the beginning of 2014	At least 2 regional training workshop conducted	At least 4 regional training workshop conducted

**Expected Result 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States**

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	Global data on ICT in education are available and regularly updated	none	- response rate of 75% of the ICT in education regional survey;	response rate of 60% of the ICT in education global survey

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
			- response rate of 50% of the ICT in education global survey	
2	Media statistics are available and regularly updated		response rate of 75% of the media statistics regional survey	response rates of 75% of the media statistics regional surveys

### Expected Result 9: Quality of data produced by UIS constantly monitored and improved

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	All UIS surveys and questionnaires included in data quality monitoring framework			- response rates published for all survey collections -timeliness indicators published for all survey collections
2	Mechanisms to share data and metadata amongst international organizations and with users improved			- SDMX data exchange implemented with OECD and Eurostat for UOE education data collection -SDMX data exchange implemented with OECD and Eurostat for STI R&D data collection
3	Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced			by 2017, reduce by 10% (excluding inflation) the cost of conducting a data collection and processing the data
4	Number of member states where statistical capacities have been enhanced as a result of UIS field staff interventions		# of interventions (to be confirmed)	

### Expected Result 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements

	<i>Performance indicator</i>	<i>Baseline</i>	<i>Quantitative and/or qualitative Target/Benchmark</i>	
			<i>2014-2015</i>	<i>2014-2017</i>
1	New types of web-products and electronic publications to promote UIS data developed	Any improvements made to the UIS Data Centre after the fall 2013 launch	At least 2 types of new products added per year  2 enhancements to the data centre introduced per year	At least 2 types of new products added per year  2 enhancements to the data centre introduced per year
2	Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established	UIS Stat version 5 with web services must be installed (already accomplished in January 2014)	At least 2 UIS partners provided with SDMX data feeds  UIS data visually present on UNESCO HQ website and at least one regional UNESCO website	UIS partners provided with SDMX data feeds  UIS data visually present on UNESCO HQ website and on regional UNESCO websites
3	User experience of the UIS online Data Centre monitored and used to bring improvements	New initiative	Online surveys and consultations to be conducted	Online surveys and consultations to be conducted