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科学及文化组织

执行局

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总干事关于大会通过的计划执行情况的报告

第 I 部分

概 要

本报告旨在向执行局委员通报大会通过的计划的执行进展情况。报告第 A 部分的重点是战略性问题，包含在 2012--2013 双年度前六个月期间取得的主要成果、遇到的挑战以及应汲取的经验教训。文件（已在网上公布）第 B 部分报告了对照 36 C/5 每一项预期成果所取得的初步成果。为了更简洁、更具策略性地汇报计划的执行情况，本报告专注于以下几个方面：(i) 对五项重大计划以及教科文组织统计研究所的关键成果的整体评估；(ii) 教科文组织对联合国系统内发展领域的合作方面的业务政策与活动做出的贡献。

就其性质而言，本文件不涉及与行政或财务有关的问题。

未提出任何决定。

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执行摘要

本报告概述了截至 2012 年 6 月的六个月里计划的实施情况。报告分为两个部分：第 A 部分的重点是战略性问题，包括主要成就、为应对财务状况而采取的措施、挑战与经验教训；第 B 部分集中汇报对照 36 C/5 中的各项预期成果所取得的初步成果。在报告所涉期间，财务资金是按季度向各项计划下拨的，因此，本文件中所提供的计划实施率也仅与这六个月期间的实际拨款额相对应。

I. 总体结论

本组织在报告期始终致力于在极具挑战的财务状况下确保计划得到实施，并为此合理使用有限的资金；在全组织上下大幅削减开支；筹集预算外资金；通过深入审查限制对雇员的需求；减少行政费用。

在这初期阶段，一些初步的教训已经显现：

- 各重大计划单项报告（参见下文）表明，**教科文组织依照 36 C/5 预期成果所进行各项活动的范围已比原先预计的活动范围大幅缩小**。例如，由于资金紧张，重大计划 I（教育）将无法按照原计划通过正常计划资金向 18 个优先国家提供支助。本组织无论总部还是总部外的许多活动被迫延后、推迟，甚至取消。
- **本报告所述为实现预期成果所取得的进展大部分为借助预算外资金实现**--或通过紧急基金，或通过传统捐助方以及新捐助方--与正常计划的各项目标和优先事项是相一致的。按照目前的补充性追加计划（CAP 2012--2013 年），截至 2012 年 6 月底，已经筹集资金 2.12 亿美元以上。多捐助方紧急基金的设立有助于扩大教科文组织的捐助方，包括会员国的捐款和捐款承诺。此外，还与传统的和新兴的政府捐助方达成了一些新的伙伴关系协定，例如中国将支助非洲的教师培训（800 万美元）。
- 2011 年与私营部门建立的一系列合作伙伴关系在 2012 年得到进一步扩展，如按照与宝洁公司的伙伴关系在法国发起的营销活动也推广到了东南欧各国，支助女童和妇女的教育；与环球教育集团（阿联酋）的合作伙伴关系为加纳、肯尼亚和印度开发“校长领导计划”学习平台提供了资助（150 万美元）。
- 然而，全球金融危机对一些会员国的影响也在一些领域转化成了未能预料的资金挑战和资金缺口。
- 为**全神贯注于**计划，已经作出了很大努力：**路线图目标 1**（要求在 2012 年底之前将工作计划总数减少 20%）已经实现（五个重大计划已削减 17%）；**路线图目标 2**（在 2012 年底之前，以最低限度的业务费用将工作计划数量减少 30%（从预算外资金受益者除外）”）已经实现，现正在努力实现和**路线图目标 3**（“每一工作计划的最低

预算额将提高到 2.5 万美元，达到切实可行的程度”）。

- 已经向正常计划下拟于 2012 年 6 月底完成的各项工作计划发放总额为 5380 万美元的资金。截至 6 月底，这一拨款在本组织的内支出率为 69%。然而，依据正常计划进行的非行政工作计划的实施率则较低，为 48.8%（而实施时间已过 100%）。虽然资金拨放时有耽搁、而且多为分两批下拨，因而对开支率有所影响，但是，各部门在接收拨款时是承诺将这些拨款按照已过两个季度统筹使用的。因此目前的较低支出率要求对计划实施情况进行紧急动员。
- **五个重大计划部门预算外项目的年度拨款在 2012 年前六个月的支出率为 35.9%。尽管低于 50% 的理论耗时率，但是必须强调，这一支出率是按照年初各个计划部门请求下拨的指示性拨款而得出的。必要时将会在对预算外项目作一审查后对拨款加以调整，因为预算外项目的实施不同于正常计划项目，不受年度拨款所限，而且不在某一日历年内开支的资金也可结转至下一年度。在这种情况下，预算外资金拨款的支出率便有可能低于理论耗时率。每一预算外项目的实施情况与其总拨款（即项目总资金）均已写入年度捐助方报告。**
- 对各个重大计划进行的量化分析表明，各个计划部门在对活动和相关拨款作出选择时，倾向于“法定”活动，无论是常规会议、政府间计划理事会会议、某一教科文组织日，还是诸如此类的活动。其他活动所获拨款则大为减少，尽管也在努力对预算外资助进行挖掘。总体效果令人不安，因为这一情况可能会对教科文组织活动的意义带来负面影响，在国家层面更其如此。
- 同样，初步结果表明，似乎也有不顾总部外业务活动而优先重视**总部举办的活动**的趋势。之所以如此，是由于大多数重大计划的非集中化率都已降低至 54.9%，而相比之下，批准的 36 C/5 里重大计划的非集中化率则在 56.3%。这对于重大计划 II 和 III 来说，尤其令人担忧。

第 A 部分--计划执行情况的战略评估

重大计划 I: 教育

I. 主要成就

1. 作为全民教育的全球领导者及协调机构，教科文组织寻求**全民教育协调机制的改革**，并致力于**2015年后教育日程的制定工作**。在全民教育指导委员会第一次会议（巴黎，2012年6月）上，就进一步制定通往2015年的路线图以及将于2012年11月召开的全球全民教育会议（GEM）上所要取得的主要预期成果，与全民教育相关的各方达成了共识。教科文组织的教育部门也与联合国其他机构一道，参与联合国工作组的工作，为2015年后发展议程进行准备，以确保教育议题顺理成章地纳入向联合国秘书长提交的首份报告当中。为此，教育部门已经准备好了思考意见并已与有关的各方进行了一系列磋商。教育部门还为联合国可持续发展大会（里约+20）（2012年6月）的召开作出了实质性贡献，促使成果文件中纳入了教育议题，这与教科文组织的优先项目完全一致。通过一次与会者广泛参与的周边会议，大会为展示教科文组织在可持续发展教育方面的工作提供了一个绝佳场合。大会的成果文件确认，可持续发展教育仍旧是实现可持续发展的一个主要优先项目，教科文组织的领导作用也得到了广泛认可。
2. 教科文组织在支助**联合国秘书长发起的“教育第一”全球教育新行动**方面，发挥了关键作用，该行动将动员高层支持和关注教育。联合国秘书长要求教科文组织总干事在辅助“教育第一”行动的高级别指导委员会中担任执行秘书。
3. 教科文组织作为**全球教育合作伙伴**（GPE）理事会成员，继续对该组织积极支助。一经理事会批准，教科文组织将与联合国儿童基金会一道，成为该合作伙伴对乍得实行的一项资助的管理实体，并随时准备在该组织资助的其他国家承担相似的责任。
4. 新的《**师资战略**》草案和新的《**撒哈拉以南非洲教师行动**》草案已经制定完毕，旨在对新的师资计划加以指导，使之加强重点，提高效率。《师资战略》重点集中在三个优先行动领域：师资短缺；师资质量；研究、知识的生产及传播。该战略虽然有其具体的活动范围，但也为旨在使撒哈拉以南非洲加速达到全民教育各项目标而制定的新的教师行动提供一个总体框架。该战略和行动经与非洲国际能力培养研究所以及国际全民教育教师工作组磋商而制定，为的是确保行动协调、影响最大化。就该行动与教科文组织非洲地区组进行的磋商仍在

进行当中。教科文组织教育部门力图统筹不同预算外来源的资金，以使该行动在国家一级的影响达到最大化。

5. 教科文组织组织召开的**第三届国际职业技术教育与培训大会**（上海，2012年5月14--16日），是就国际职业技术教育与培训进行全球对话开展的一项突出的标志性活动。大会集中了107个国家的540名代表与会，通过了《上海共识》，号召对国际职业技术教育与培训进行改革和扩展，并加强对可持续发展和合作伙伴关系的关注。

6. 在教科文组织**全球女童和妇女教育全球合作伙伴关系**建立一周年之际，组织了一个高级别讨论会，以审议取得的进展，增加相应的行动。该全球伙伴关系在筹集资金（超过500万美元）、发展各类合作伙伴关系并将这些资金及合作伙伴关系转化，增加女童和妇女的学习机会等各个方面，发挥了促进作用，并已在非洲五个国家开展了项目。另外还与联合国妇女署及赤脚学院（印度）分别建立了两个新的合作伙伴关系。

II. 应对财务状况

i. 计划的实施

7. 教育部门的总体预算将削减31%，亦即削减其活动预算的57%。¹为了应对预算的削减，教育部门进行了内部重组，下力气精简其各项计划，通过在每一专题领域减少所联络国家的数量，缩小部门的活动范围。尽管该部门力图对12项预期成果中的每一项都进行即使是最小的支助，努力维持一种综合的教育方式，但是，预算削减仍旧严重束缚了教育部门充分实现原先所预见的各项活动的的能力。全民教育全球协调行动因从属于工作重点4而受到教育部门保护，除此以外，对工作重点（MLA）3和4预期成果有所助益的所有其他活动均已酌量削减，幅度超过了与工作重点1相关的各个优先领域。

8. 与工作重点1各个优先领域相关的各项活动仍旧占活动预算的58%，²其中不含第1类教育机构的财政拨款。由于财务缩减，教育部门将无法通过正常计划资金对18个优先国家提供支助。因此，教科文组织对这些目标国家提供的支助也高度依赖于预算外资金，目前只能照顾到的国家的数量就更为有限。事实上，本报告中所描述的12项预期成果中的每一项

¹ 不包括第1类教育机构的财政拨款。

² 同上。

都在很大程度上通过预算外资金实现，而近年来，这些预算外资金也正日益同正常计划的目标和优先项目结合起来。

9. 尽管遇到了这种困难的财务形势，但是，教育部门仍然决心确保对全民教育全球协调行动与师资等关键领域进行支助。该部门将寻求以预算外资金对大规模国家活动计划的实施进行保护。

ii. 内部重组

10. 教育部门将工作规划数量从上一双年度的 511 个大幅削减至目前的 200 个，并将更多的精力集中在地区性计划和分地区性计划上面，以便有效地集合资金，避免小规模活动。

11. 教育部门已经与内部监督办公室合作，开始进行**对教科文组织第 1 类教育机构的大规模审查**，目的在于找出此类机构所面临的系统性、具体性问题，从而为将来的行动找到符合实际的解决方法。正在特别关注计划的协调一致、财务的可持续性和行政管理机构的精简。同样，面对审计结果，教育部门正在对**姊妹大学/教科文教席计划**进行审查，开展新的工作，使所有计划部门更能从战略性角度相互联系起来，提高效率。教育部门还在对**职业教育中心所属的各中心**网络进行审查，以提高其效率。

12. 由于资金减少，冻结了 54 个空缺职位。此外，还进行了一项**内部重组**，目的在于使分工合理，同时又能在优先行动领域使人员配备得以加强。调整后的组织结构里，总部各个计划部门的数量正在从 10 个减为 8 个，各处工作任务分布更为平均，诸如师资等优先领域的人力资源也得到了加强。

13. 在非洲进行总部外改革的环境下，磋商进程已经启动，以使该地区教育部门的人力资源集合起来，使非洲五个新设的多部门地区办事处得到加强。预计改革的第一阶段将集中在其中三个办事处：达喀尔、内罗毕、雅温得，并将确保每一办事处均集中有至少 4 至 5 名国际专业人员。此外还将在非洲国际能力培养研究所设置一个非长期职位，以便加强该机构的专业能力。

14. 此外，为了提高协调性，加强合作与协同增效，还成立了一个部门间工作组反映即将召开的全民教育地区性会议的情况，并致力于会议的筹备工作，以更加全面、有效的方式，为 2015 年前全民教育各项目标的实现加快努力；协助全民教育的全国性和地区性评估；确定 2015 年后教育议程。

iii. 提高成本效益与减少行政开支

15. 已经做出努力对各项正常计划活动和预算外目标进行更好的协调，分担了成本费用，提高了一致性。同样，也通过战略伙伴关系与合作及计划实施中的成本分担追求成本效益。差旅通讯费用严格限制到最低，在可能的情况下，采用替代通讯方式，如远程电话会议、虚拟会议等。外部顾问的招聘受到限制，采用了较先进的人力资源管理方法，以便最富成效地、最有效益地对内部的专门知识加以利用。

iv. 筹集资金

16. 自 2012 年初以来，已经筹集了可观的预算外资金。捐款分别来自中国（800 万美元，用于非洲教师培训）、日本（300 万美元，用于埃及、伊拉克、利比里亚、利比亚和南苏丹等遭受战乱和灾害影响的国家）、非洲发展银行（150 万美元，用于促进西非国家经济共同体分地区的和平、人权和公民意识）、石油输出国组织基金（120 万美元，用于西部和中部非洲艾滋病和性传播疾病教育）、联合国艾滋病规划署（620 万美元，用于 2012 年，预计 2013 年将捐助同样数额的资金）。巴西捐献了自利基金（1 200 万美元以上，用于政策制定与规划、职业和技术教育与培训及基础教育）。另外，与其他各个捐助者的商讨尚在进行当中，其中包括卡塔尔、沙特阿拉伯和伊斯兰教育科学与文化组织。

III. 挑战与经验教训

17. 本组织所面临的主要挑战是在人力资源、财务资源有限的情况下，如何对采取一种多样化、全面的教育方式。财政窘迫也已影响到充分实施计划的能力，导致了一定数量的活动规模缩减、延迟或取消。为了应对这一问题，教育部门已经着力进一步加强各种网络和合作伙伴关系，加大资金筹集的力度，将内部费用减到最低。

18. 资金筹集经常需要大量精力，也非常耗时，而又常常不见成效。随着一些大的捐助者有可能大幅削减其教育资助，挑战变得更加严峻，随之也会减缓、甚至中止实现全民教育各项目标的进度。

19. 尽管教科文组织着力提高自身作为全球教育牵头机构的影响力并已取得进展，但是，在国家层面所产生的影响却不甚显著。这主要是由于教科文组织所从事的是诸如能力培养、

政策顾问等性质的工作，是一种长期投入，其影响不会立竿见影。未来削减的 57% 的活动预算也会使这一工作更加困难。

重大计划 II：自然科学

I. 主要成就

20. 2012 年前半年，联合国系统内外与科学相关的重要进步包括：联合国可持续发展大会（UNCSD，或里约+20）的召开以及大会主要筹备活动的组织和教科文组织与生物多样性和生态系统服务政府间科学政策平台（IPBES）的正式成立。现将与里约+20 相关联取得的重要成果总结如下：

21. 本组织受联合国秘书长委托，组建**国际科学顾问委员会秘书处**，就可持续发展中的科学事务向秘书长和联合国系统整体提供咨询。这一指派起因于应联合国秘书长要求，教科文组织总干事牵头在联合国内外进行的广泛磋商工作，就全球可持续发展高级别小组的报告--《坚韧的人民，有复原能力的地球：值得选择的未来》中所提出的与科学相关的各项建议向秘书长提供咨询。科学顾问委员会的一个主要职能将是促进联合国各机构之间及其与国际科学研究社会之间的合作。

22. **里约+20 与海洋问题**：联合国可持续发展大会成果文件直截了当地指出了发展中国家能力培养的重要性，这也是政府间海洋学委员会的核心职责，强调以政府间海洋学委员会关于海洋技术转移指导方针为基础，进行海洋科学研究方面的合作的必要性。这样的成果是经政府间海洋学委员会努力提高人们对海洋方面一些关键问题的认识后取得的，这样的努力包括在里约+20 首日正式举办的“海洋项目”、与全球海洋论坛共同主持组织并大获成功的海洋日活动等。政府间海洋学委员会--粮农组织--国际海事组织--联合国开发署发表的《海洋及海岸可持续发展蓝图》中所提出的各项建议是里约首脑会议对海洋问题的重要贡献，为《大洋协约》的制定提供了基础。《大洋协约》则是联合国秘书长为使联合国系统按照其海洋相关的职能、以更为协调一致和富有成效的方式作出战略远景规划所提出的一项倡议。

23. 同样，国际水文计划也与其合作伙伴密切合作，促使**淡水内容纳入了联合国可持续发展大会成果文件**当中，并在大会期间组织或协助组织了七项高级别水相关活动，使成果文件中的水元素与国际水文计划第八阶段战略达成了完好的匹配。

24. **第六届世界水论坛（WWF）**于 2012 年 3 月 12-17 日在法国马赛举行。论坛期间，教科文组织--国际水文计划牵头协调了主要的专题活动，共同主持了论坛的政治进程，组织或共同组织了四十余场正式会议、周边会议和地区性活动。由教科文组织作东道组织、设在意大利佩鲁贾的联合国世界水资源评估计划（WWAP）编制出版了《世界水开发报告 4：管理存在不确定性和风险的水资源》（WWDR4）。已经将内容广泛的信息传播材料翻译成八种语言并散发全球，中文、朝鲜文译本也在准备之中。

25. 在里约热内卢联合国可持续发展大会之前，由巴西政府与其他合作伙伴共同组织了“**科学、技术、革新促进可持续发展**”论坛，论坛上通过了准备在联合国可持续发展大会之后实施新的全球议程的科学主题建议。该论坛巩固了教科文组织作为联合国系统科学领域牵头组织的地位。

26. 在论坛期间的 2012 年 6 月，一个多国联盟在里约大胆发起了一项题为“**未来的地球：研究促进全球可持续发展**”的新的十年行动倡议，关注全球环境变化研究如何促进可持续发展。该联盟的成员包括研究团体（国际科学联盟理事会和国际社会科学联合会）、研究基金会（贝尔蒙特论坛）、业务服务提供者（世界气象组织）和使用者（教科文组织和联合国大学）等。该行动倡议定义为“压力下的星球大会”，于 2012 年 3 月由教科文组织一名雇员在伦敦主持召开，三千余名科学家和其他相关各方代表出席，期间教科文组织组织了数场专题会议。

27. **其他主要成就**包括：在有联合国环境规划署、粮食及农业组织、联合国开发计划署参与的一项活动中，本组织被接纳参加。该活动为的是确保生物多样性和生态系统服务政府间科学政策平台（IPBES）临时秘书处的设立（最后的决定将在预定于 2013 年初召开的该平台第一次全会上做出）；在“科技与创新促进青年就业、人力资源开发包容性增长”的非洲论坛（肯尼亚内罗毕，2012 年 4 月）上，非洲各国负责科技与创新、财政和计划、教育的部长们通过了关于科技与创新的内罗毕宣言；国际水文计划的政府间理事会通过了题为“水安全：应对地方性、地区性、全球性挑战”的国际水文计划第八阶段（2014--2021 年）战略规划；欧洲原子能研究机构发现了被认为是希格斯玻色子的一种新的基本粒子，人们预期这将会解释宇宙中质量的存在。阿卜杜勒·萨拉姆国际理论物理中心（ICTP）由于参与了成就这一发现的超导环场探测器实验，因而在这一过程中发挥了重要作用。

II. 应对财务状况

28. 重大计划 II 已尽可能地采取了一套综合措施，例如：将重点放到教科文组织具有明确领导作用的优先事项和领域上面；确保在预算削减的情况下仍能履行法定的承诺；通过更具综合性的手段筹集额外资金；提高正常计划（RP）与各项预算外活动之间的协同性；更加积极地利用雇员的专业知识；探索通过教科文组织下属的研究所和中心（第 2 类）、机构和网络等进行实施，等等。

i. 计划的实施

29. 最优先资助的是非洲和法定的国际/政府间科学计划（ISP）会议：国际基础科学计划、地球科学计划、国际水文计划、政府间海洋学委员会和人与生物圈计划。优先考虑非洲（组织非洲科技与创新论坛和非洲水源科学、政策和管理部长级会议，解决非洲之角的干旱问题，优先考虑来自和用于该地区的紧急资金请求）。政府间海洋学委员会通过对某些优先考虑的领域加以鉴别，作出了一系列计划性选择：海啸预警系统，海洋学及海事气象学，地区性会议和海洋科学，这些选择于第 45 届政府间海洋学委员会执行理事会（巴黎，2012 年 6 月 26--28 日）上获得了批准。

30. 对重大计划 II 进行的正常计划预算削减业已严重减少了已经计划的活动。例如，预期成果（ER）10 中，在科学领域通过外交和合作得到发展的和平建设，完全失去资助，而其他一些预期成果也仅有部分资助，许多已经计划在总部和总部外举行的活动或取消、或无限期推迟。这些活动包括：

- 为坦桑尼亚、塞舌尔、毛里求斯和马达加斯加全国科技与创新体系管理进行的能力培养；
- 为海地可持续发展而进行的科技战略的实施；
- 与各国议会联合进行的科技与创新政策和决策工作方面的合作被中断；
- 组织关于科学和国际事务的国际会议，以提高人们对科学手段在和平建设和发展中的重要性认识；
- 组织关于在非洲适应气候变化政策中包含地方和原住民知识的国际专家会议；
- 蓝碳科学工作组；
- 在加勒比海、印度洋、太平洋进行的适应气候变化活动；

- 使受气候变化影响的跨边界水资源适应战略主流化并进行试点、对亚洲水文地质和跨边界蓄水层进行清点，进行这方面的能力培养；
- 改善雅温得多国办事处所覆盖国家的水资源治理活动；
- 中美洲和加勒比地区适应气候变化及减灾活动；
- 非洲干旱监测的可持续性不能确定。

ii. 内部重组

31. 鉴于教育部门于 36 C/5 初期进行了重组、新的构架处于测试当中，三个处和四个横向专题股的格局保持不变。进一步的变革或许会依据资金筹集和新伙伴关系形成的进展情况，在 36 C/5 实施的过程当中进行。该部门总体上实行了内部政策，对所有空缺职位的 75%进行了冻结。

iii. 提高成本效益与减少行政开支

32. 由于总干事为紧急基金拨出款项，也由于人们作出了富有成效的努力减低开支，组织国际/政府间科学计划的法定会议也便成为可能。这种努力确保了这些法定会议的成功举办，并使会议成果纳入了重大计划 II 目前和未来的规划当中。国际/政府间科学计划(ISP)所采取的减低成本措施包括：减少理事会成员数目（国际基础科学计划和地球科学计划）；减少教科文组织资助的旅行（国际水文计划；政府间海洋学委员会；人与生物圈计划）；减少会议天数并将重点集中于议程上面（所有机构）；避免在会期内递交决议草案（政府间海洋学委员会）；限制正式语言的使用（国际水文计划；人与生物圈计划）；减少文件数量及长度，使用电子文件以消除纸质文件（国际水文计划；政府间海洋委员会；人与生物圈计划）；请会员国承担部分费用（人与生物圈计划）等。正常计划中的旅行开支则限制在百分之八封顶。

iv. 筹集资金和动员伙伴关系

33. 前半年，社会科学部门拟定了 120 多项补充性追加计划，筹集了 3 500 多万美元预算外资金。与双边和多边捐助者的新协议也正在商谈之中。根据追加拨款，社会科学部门已经筹集资金 100 万美元以上，直接注入正常计划预算。另外还有令人鼓舞的迹象表明，有望与私营部门结成合作伙伴关系，促进重大计划 II 的各项活动，如工程和科学教育。现有的全部信托基金项目已与正常计划各项活动配套，改善了实施情况，并且富有协调一致和协同增效的效果。

III. 挑战与经验教训

34. 筹资中遇到的主要困难，特别是在国家一级，是资金总体而言是双边拨款，教科文组织并无资格介入这样的环境当中。科技政策咨询和制订等领域需要长期、持续注入款项，与此相关的另一个挑战是，这样的款项在目前财政窘迫的情势下实际上是不可行的。政府间海洋学委员会所经历过的各项挑战使得该机构仍旧保留着较宽的职能；与会员国的请求相对的是极为有限的活动预算；人员配置方面，计划实施与协调所需的全部职位仍然空缺。经验和教训是：各项活动必须因需而生，才能造成影响，吸引资金；教科文组织各项活动须与诸如地区经济共同体（REC）等主要利益相关方的战略优先项目相一致，这对于明确共同的活动、为成功筹资创造条件十分关键。因此，将寻求在总部和总部外常设单位之间增强合作。

重大计划 III：社会科学及人文科学

I. 主要成就

35. 在**生物伦理**方面，培养能力，在国家一级支助团体机构的设立和政策的制定，在本双年度仍然具有优先性，以期使发展中国家有能力应对科技领域的伦理挑战。已经作出了显著努力，以便在商讨培训预算方面提高效率，与国家内组织者协作，从地方来源筹集资金。

36. 在**体育领域反兴奋剂**方面，会员国数目已经达到 170 个，使《反对在体育运动中使用兴奋剂国际公约》的批准国家数目在教科文组织所有公约当中位列第二。2012 年，政府间体育运动委员会（CIGEPS）召开了全会，其顾问机构--常设协商理事会（PCC）也于 2012 年 4 月 17--19 日在洛桑召开了相关会议，得到了国际奥林匹克委员会（IOC）的支持和完全资助。已就德国主办第五届体育运动部长和高级官员部长级会议（MINEPS V）与德国达成一致，会议将于 2013 年在柏林举办。

37. 由于非洲会员国参与审查或制定其各项青年政策，**非洲青年战略**的推广和实施正在进行。在中美洲，尼加拉瓜和萨尔瓦多正在启动两项防止暴力的新行动，同时也在对拉丁美洲最近发生的青年运动产生的深层原因进行调查。在加勒比地区，启动了一项新的青年道路项目。在阿拉伯地区，行动主要集中在影响青年政策的制定、民主建设和青年的公民参与等方面。遇到的挑战是如何使政府认识到，青年问题的处理需要由数个政府部门在一个完整的政策框架下面参与进来，以一种全面的方式加以解决。

38. 重大计划 III 继续在国家层面展开工作，通过根据联合国发展援助框架各项成果而制定的明确计划，对公共政策的包容性进行评估。这些计划还要在可能的时候协助在金斯頓（2010 年）、萨尔瓦多（2011 年）和科伦坡（2011 年）分别举办的社会发展部长级论坛各项建议的后续行动。

39. 教科文组织与特立尼达和多巴哥政府合作，组织了第二届**社会变革管理计划加勒比地区社会和可持续发展部长论坛**（2012 年 5 月 21--23 日），主题为“促进平等与社会包容：全面繁荣之路”。论坛通过了题为“西班牙港宣言 2012”的最后政策声明，声明包含包括青年问题在内的六项具体政策建议。后续机制已经到位。

40. 在**伦理**领域，世界科学知识与技术伦理委员会的工作由于资金不足的限制，特别是在非洲经历延误之后，于 2012 年 7 月在其非常会议上重新启动。其核心的中期成果仍然有望达到。

41. 在**加强社会科学知识库**方面，构成知识库核心成果的下一部《世界社会科学报告》的准备工作已经取得进展。

42. 促进全球环境变化国际议程重点集中在推广一项**可持续发展社会议程**上面，该议程牢牢依靠社会科学知识，特别是通过里约+20 期间与各个合作伙伴合作组织的各项活动，包括挪威教科文组织全国委员会、联合国社会发展研究所、国际社会科学理事会。

43. 关于**总体优先事项--非洲**，在布隆迪、科特迪瓦、加纳、利比里亚、塞拉利昂和赞比亚，与各国政府以及其他相关方一道已经提出了具体步骤，审议并制定影响青年的各项政策。此外，通过组织培训讲习班（计划在 2012 年为科特迪瓦、加蓬、加纳、几内亚、马拉维、多哥和纳米比亚新近设立的全国生物伦理委员会举办六期培训讲习班），生物伦理方面的能力培养也已取得进展。

44. 重大计划 III 的所有工作计划，包括生物伦理方面的能力培养活动、青年计划和社会变革管理计划等，均已将**总体优先事项--性别平等**纳入其中。教科文组织出席了地区性妇女、性别和和平建设研究与文献中心理事会会议（金沙萨，2012 年 5 月 18--20 日）。重点工作领域包括妇女参与和平建设、冲突后重建和防止基于性别的暴力行为等。

II. 应对财务状况

45. 本双年度前六个月，重大计划 III 的工作计划预算削减 31%，大大影响了该计划的总体效力。在实施 C/5 时，本部门更加着重采用跨学科途径，以反映社会科学部门所处理问题的复杂性。本部门还将重点集中于相关的外部独立评估提出的各项建议和总干事在季度工作计划修订中提出的路线图，还将考虑由社会科学部门专题工作小组联合规划、联合实施该路线图。

46. 重大计划 III 采取与横向方式相结合的部门内及跨部门工作方法，并为三项工作重点确定具体目标和工作方式。政府间社会变革管理计划在社会包容和全球环境变化的社会问题领域里，提供了一个跨学科工作机制，以强化社会科学能力和青年与民主问题。横向的实施行动将尤其侧重于非洲的需求和性别平等问题。

i. 计划的实施

47. 在重视四个计划优先领域（生物伦理、社会包容、青年、全球环境变化的社会问题）的同时，围绕着确保法定活动的开展、与理事机构各项决定及国家层面的能力培养活动相一致、主要由紧急基金资助的其他各项优先事项的落实，重大计划 III 的各项工作计划也得到了加强。

48. 重大计划 III 通过削减各项工作计划数量的 31%，将各项活动合理化，进而实现总干事路线图中提出的各项相关目标。零预算活动只有与紧急基金拨款相关联、或者能够在雇员时数内实行，或者能够依靠已从合作伙伴（如国际奥林匹克委员会，IOC、拉丁美洲社会科学理事会 CLACSO、拉丁美洲社会科学学院 FLACSO、大韩民国、德国、特立尼达和多巴哥等）切实获取的实物捐助，才能得以保留下来。这些合作伙伴关系展示了本部门工作的明显价值和社会科学部门加强资金筹集的战略，主要目的是通过在联合计划实施中建立的网络来更好地协同增效。

49. 鉴于预算紧缩，重大计划 III 取消了一个 D-1 职位，冻结了 11 个空缺职位，使各项活动的预算减到了 260 万美元的最低限度。为了对正常计划加以增补，重大计划 III 从紧急基金接受了 78.9237 万美元，用于生物伦理能力培养和青年等关键领域的活动。这些活动均已在国家层面实行了非集中化。

50. 倘若资金水平保持不变，本部门将无法完全实现 36 C/5 中提出的各项预期成果。特别是：

- 对能力培养和国家生物伦理委员会培训的需求日益增长，将无法完全满足；这将影响教科文组织在生物伦理领域所采取行动的广度和深度，特别是其在贫穷地区的效力。
- 重大计划 III 将不会为社会包容政策的影响制定指标。
- 社会科学研究系统的国家审查工作已经暂停。
- 反对歧视和种族主义城市联盟将完全依赖预算外资金。
- 为确保重点放在全球环境变化上面，冻结了一些环境伦理和新兴技术伦理方面的活动。
- 研究了各种不同选择，以减少青年论坛的费用，即对网上技术和媒体加以利用。

ii. 内部重组

51. 社会科学部门在横向团队协作的基础上，整合了其结构编制，以便在实施优先计划各专题小组进行人力资源分配上提高灵活性。

iii. 提高成本效益与减少行政开支

52. 为了提高成本效益、减少行政管理费而采取的措施包括：大幅精简出版计划、减少差旅费、普遍冻结临时人员的雇用，包括顾问在内。已经开始与会员国协商，对法定承付款项作出调整，例如对国际生物伦理委员会组织的会议采取了紧缩措施，已经使费用减低。

iv. 筹集资金和动员合作伙伴关系

53. 本部门一向努力从正常预算以外的来源动员资金，以使计划得到实施。在前六个月里，本部门通过国际奥林匹克委员会（IOC）、拉丁美洲社会科学理事会（CLACSO）、拉丁美洲社会科学学院（FLACSO）、大韩民国、德国、特立尼达和多巴哥等合作伙伴，确保了相当于 47.0425 万美元的实物捐助。本部门还收到相当于 16.72 万美元的追加拨款。还依据补充性追加计划确保了 4 967.9141 美元资金，主要来自巴西。巴西的自利项目达到 4 800 万美元。社会科学部门正在通过探索南南合作，从葡萄牙语非洲国家开始着手，借鉴巴西利亚筹集资金的成功经验。

III. 挑战与经验教训

54. 主要的一个挑战是，预算削减影响到了教科文组织各项行动的广度与深度：(i) 生物伦理领域：特别体现在在贫穷地区“实现新突破”的效力和为国家生物伦理委员会进行的能力培养，因为这样的需求正在增长；(ii) 全球环境变化问题上：改换重心已对环境伦理造成伤害；(iii) 体育计划。作出了很大努力提高效率，特别是通过商讨培训预算、与各国国内的组织者合作以从地方来源筹集资金、采用实物替代的方式、在国际和国家层面建立合作伙伴关系等。

55. 目前国家决策层对于青年问题的认识，需要以一种综合、协调的方式、围绕青年问题综合政策框架的建立，使所有部门均可参与其中。

重大计划 IV：文化

I. 主要成就

56. 2012 年前半年对于几个**文化会议**而言是一个转折点。1970 年《关于采取措施禁止并防止文化财产非法进出口和所有权非法转让公约》缔约各方自 2003 年以来首次集会，决定设立一个附属委员会，这将大大加强公约的实施及其管理工作。这一主要成就是各方集中努力使教科文组织在防止文化财产非法交易领域重建其国际牵头地位而取得的成果。在这些制度化安排方面，特别是在目前的预算环境下，各缔约国的支持至关重要。

57. 按照 2005 年公约提交的第一份《四年期报告》和按照 2003 年公约提交的 17 份新的《定期报告》，对于分析相关政策、采取措施，以及为监测这些机制在国家层面的影响制定基准，均极为有利。按照 2005 年公约提交的报告已经表明了文化纳入发展政策和计划的程度，包括有关文化领域官方发展援助（ODA）的描述。按照 2003 年公约提交的报告强调了教科文组织的全球能力培养战略的重要性，因为这一战略目的是强化政策和制度，使《公约》在国家层面得到落实。

58. 教科文组织在联合国系统内的相对优势得到进一步展示。联合国开发计划署已邀请教科文组织发挥牵头作用，与联合国贸易和发展会议、世界知识产权组织等机构一道，编制开发计划署 2013 年《**创意经济报告**》。紧急基金也将提供支助，促进此项编制工作，这也将可使教科文组织证明，创造性能够在地方层面促进社会经济发展。

59. 已有几支联合国国家工作队把文化纳入其计划工作。在利比亚，“文化与旅游”内容已经纳入与利比亚政府共同制定的战略框架五个优先领域，表明了文化对于冲突后恢复的重要性。在摩洛哥，联合国国家工作队建立起了文化和发展机构间工作组。自 2006 年以来，包含文化内容的联合国发展援助框架的数量已经翻番，于 2012 年达到了 70%，主要是由于千年发展目标基金获得成功使然。

60. 最后，文化部门积极参与**联合国可持续发展大会**（里约+20）筹备工作及其成果文件编制工作的讨论，数度涉及文化的重要性、文化多样性、文艺遗产、文化旅游促进可持续发展等问题。在设计编制联合国 2015 年后全球议程的过程中，本部门积极促进关于最终实现可持续发展目标的磋商。因此，教科文组织得以确保在于 2012 年 5 月向联合国秘书长提交的联合国机构间文件中，文化的重要性得到认可。

I. 应对财务状况

i. 计划的实施

61. 在本报告期，由于总体预算削减 30.4%，即各项活动的预算拨款削减 76%，因此，36 C/5 预期成果实施的进展严重受限。这样的预算削减对所有领域及所有地区的活动均有影响。在这种情况下，考虑到大会进行的磋商，决定严格通过预算外资金开展有益于工作重点 5 和 6 某些预期成果的几项活动。目前资金仍然缺乏，意味着这些活动有几项已经受到影响。另外也很清楚，其他几项活动也将无法在本部门开展，尽管在 2011 年春季筹备名义零增长方案时本部门已经着力于：中止出版教科文组织刊物《国际博物馆》；中止关于宗教间对话的文化部门分计划；缩小旅游计划，把重点放在世界遗产上面；暂停对非政府组织和专门机构（如拉丁美洲及加勒比地区图书倡导中心的资助；使一些活动，如保护濒危语言和手工艺行业的工作完全依赖预算外资金来源。

62. 然而，2012 年的紧急基金拨款使文化部门得以按照惯例履行自己的法定职能，包括召开已经安排的法定会议。³此外，紧急基金还按照 1954 年、1972 年和 2005 年各项公约支助了非洲优先各项计划，以及为实施 1970 年公约而召开的一系列能力培养地区性会议、“奴

3 2001 年《保护水下遗产公约》缔约国会议科学和技术咨询委员会第三届会议，2012 年 4 月 19 日，巴黎。

2003 年《保护非物质文化遗产公约》缔约国大会第四届会议，2012 年 6 月 4-8 日，巴黎。

1970 年《关于采取措施禁止并防止文化财产非法进出口和所有权非法转让公约》缔约国大会第二届会议，2012 年 6 月 20-21 日，巴黎。

促使文化财产归还原属国或归还非法占有的文化财产政府间委员会第十八届会议，2012 年 6 月 22 日，巴黎。

世界遗产委员会第 36 届会议，2012 年 6 月 24 日—7 月 6 日，俄罗斯联邦圣彼得堡。

隶之路和在教学中使用《非洲通史》”的关键活动，以及为支助文化和发展议程而提出的知识管理倡议等。

63. 总体而言，这一形势凸显出计划需要进一步的集中和优化，特别是有鉴于目前重大计划 IV 预期成果数量巨大和本部门在实施这些预期成果时将会面临相关的挑战，因而需要作出更大的努力，把计划建议集中于占有无可争议的比较优势的领域。在准备编制 37 C/5 时也将需要增加的内容。

ii. 提高成本效益与减少行政开支

64. 在为实施 36 C/5 而定的路线图目标 16 和 17 中，已经提出了改进理事机构工作方式、减少与教科文组织各类公约的管理相关的办事费用和行政开支而应采取的具体措施。其范围包括设立普通后勤股，负责法定会议的计划和组织；在可能的情况下缩短各委员会会议的长度；缩短文件的长度；商谈削减翻译费用；电子发件；为口译提供预算外资金；在 2015 年之前，减少海牙公约第二议定书政府间委员会文件翻译的语种、减少委员会磋商时的口译。其他可能的选择，如缩短委员会会议长度等，正在与缔约国协商之中。

iii. 内部重组

65. 依照大会第三十六届会议期间会员国确定的优先事项，文化部门对其机构作了进一步调整。调派雇员加强 1972 年公约，以及 1954 年、1970 年和 2005 年公约的工作，体现出对各项公约更加重视。同时，根据总干事要求实现全部冻结空缺职位的决定，几乎 100% 的现有空缺职位已冻结，五位雇员（总部四名、总部外一名）已选择自愿离职计划。

iv. 筹集资金和动员合作伙伴关系

66. 在这种形势下，文化部门下了很大力气确定新的合作伙伴关系，为其计划优先事项吸引关键资金。依照关于实施 36 C/5 的路线图目标 9，2012 年 4 月与哈里里人的可持续发展基金会商定 100 万美元资金，在阿拉伯世界开展艺术和创新活动。2011 年 8 月与深圳深圳红钻足球俱乐部签署的 100 万美元同专题协议已经生效，第一笔拨款已于 2012 年 4 月到帐。在冲突后恢复的环境下，意大利政府向能力培养计划提供了 100 万欧元，用以保护利比亚的文化财产。

67. 2012 年头六个月，文化部门的预算外资金增加了约 2500 万美元。它包括各公约设立的强制性和自愿性捐款基金以及自利基金。所筹集资金的 60% 以上用于实现工作重点 1 的预期成果，10% 用于工作重点 3 的预期成果，15% 用于工作重点 6 的预期成果。这些预期成果此前均未曾吸引到过大额资金。

III. 挑战与经验教训

68. 文化部门面临的主要挑战关乎该部门在其惯常的平台上履行职能的能力。尽管最近几年作出了持续的努力，以图改善公约实施的人力资源和财务资金，但是准则框架在有效达到会员国日益提高的预期方面，仍旧面临重大业务挑战，特别是在技术援助和能力培养方面、将原则转化为国家立法和政策等方面。这种情况因为目前的预算紧张变得更具挑战性，意味着正常计划的大部分都去支助国家层面的活动的法定业务工作。这些困难可能会阻碍教科文组织对国家层面的规范行动，因而在一个其并无竞争对手并有较大价值的领域，使其长期公信力遭到削弱。这一总体形势要求计划更加集中、优化，才能巩固本组织的规范职能并将其落到实处。

重大计划 V：传播和信息

I. 主要成就

69. 尽管遇到预算困难，但本部门继续在传播和信息领域，特别是涉及准则制定、标准设定、与政策相关和体制性能力培养等方面展示了领导能力。

70. 教科文组织带头制定了《**联合国关于记者安全和有罪不罚问题的行动计划**》，该计划在 2012 年春季的行政首长协调会（CEB）获得批准，为联合国在这一重要主题领域采取更加协调的行动铺平了道路。

71. 广泛的媒体报道和建立的合作伙伴关系（例如，非洲开发银行、谷歌、微软、半岛电视台等）的数量均证明 5 月 3 日**世界新闻自由日**在全世界的影响。

72. 本组织在对冲突后/灾后（PCPD）国家**新闻立法和监管**方面的援助吸引了预算外资金，证实了教科文组织在促进表达自由和信息自由方面所发挥的持续不断的重要作用。此外，2 月 13 日的首个世界无线电日成功举办，同样证实了教科文组织在动员合作伙伴关系支助媒体发展方面，特别是在国际传播发展计划框架下，将重点放在社区无线电台方面。

73. 世界开放式教育资源（OER）大会关心关注**促进信息与传播能力、使全民共享知识，缩小数字鸿沟**，强调了教科文组织在知识的开放式获取和教育信息与传播技术等领域的领导作用，强烈呼吁各国政府对公共资助的教育资料实行开放式许可授权。

74. 教科文组织大会第三十六届会议的 36 C/59 号决议后续行动中，明确了如何加强**世界记忆计划（MOW）**及其影响，以便在国家和国际层面均能满足会员国的期望。

75. 联合国信息社会小组（UNGIS）是一个机构间信息和传播技术政策的协调机制，**教科文组织作为这个小组的轮值主席**，进一步说明本组织处于有利位置，能够牵头将信息与传播技术同国际社会商定的发展目标（IADG）联系起来。在履行其总体协调职能的同时，教科文组织还继续发挥领头作用，使十八个专题目标中有六个得以实现，包括电子学习、知识的获取、信息和传播促进科学、网络空间的文化与语言多样化、表达自由和传媒发展，以及促进信息社会的伦理问题等。

76. 教科文组织继续与国际电信联盟一道领导联合国**宽带发展委员会**，加快努力，倡议通过利用宽带的潜能和宽带服务与应用，达到国际社会商定的发展目标，包括各项千年发展目标。

II. 应对财务状况

i. 计划的实施

77. 本部门 31% 的总体预算削减导致活动预算削减 65%。然而，本部门依旧按照最初预计，使总部外非集中化率维持在 55%，使总部非集中化率达到 45%。

78. 在 2011--2012 年双年度前六个月，依照外部独立评估提出的建议实施了几项行动，以加强战略性计划重点。本部门把重点放在数量有限的战略优先事项上面，确保其计划按照 189 EX/15 第 I 部分增补件所属要点加以实施。为此，进行了一项评估以确定：

- (a) 可以在现有预算方案内实现的计划基准；
- (b) 可以在没有预算的情况下由雇员实现的计划基准；
- (c) 需要筹集预算外资金才能实现的计划基准。

79. 这一分析使需要筹集预算外资金的优先事项得到了确定，使从紧急基金拨款的建议得以提交。对计划实施进行了定期监测和审查，并对计划作了改编，特别关注了两项全球优先事项：非洲和性别平等。

80. 为了明确本部门在联合国系统框架内进行国家层面德计划联合实施方面的相对优势，对教科文组织向联合国发展援助框架（UNDAF）所作的与传播和信息相关的捐助进行了一项初步分析。为加强可信度和有利于计划的实施，也为确保总部和总部外各项活动之间的协调，对各项计划所作的注重成果的管理也通过培训，从内部得到了加强。

ii. 内部重组

81. 之所以进行内部重组，为的是达到正在进行的非洲总部外改革的要求，确保五大多部门地区办事处和联络处均可见到传播和信息顾问（ACI）。

iii. 提高成本效益与减少行政开支

82. 所采取的措施包括鼓励在可能的时候召开虚拟大会和会议，例如网上举办的第 19 届全民信息计划（IFAP）局会议；削减印刷出版物；削减按照正常计划雇用顾问的人数。

iv. 筹集资金和动员合作伙伴关系

83. 报告所涉期间，共筹集了约 2000 万美元用来加强重大计划 V 的实施工作。在部门计划优先事项领域动员了与私营部门、教科文全委会、非政府组织、联合国各机构和网络，如教科文组织教席以及第 2 类中心等的合作伙伴关系，对业务合作伙伴整体情况也作了综合分析。部门间合作得到加强，确保通过所有六个部门间平台，特别是在信息社会世界首脑会议（WSIS）后续行动和定于 2013 年 2 月召开的该首脑会议的审议会议等筹备工作的框架下，使计划实施达到最佳。

III. 挑战与经验教训

84. 尽管当前的财务困难对正常计划造成了影响，但是传播和信息部门仍旧筹集到了数目可观的预算外资金，促进计划的实施，主要是 2012 年前两个季度的总部外业务开展。现在，正全力关注实施计划，特别是总部外的实施，本部门也在寻找可以从总部派往总部外的雇员。

85. 目前的挑战是如何带来预算外资金，支付传播和信息各类各项计划的费用。本部门认为，为促进表达自由和新闻自由相关的活动筹措资金相对容易，例如制定支助新闻自由的政策框架、记者安全和冲突后和灾害后国家选举的报道等；还有数字化信息保存和信息化传播技术促进发展，包括开放获取和信息和传播技术--教师能力框架等--而记者教育、公共服务广播和全面信息计划等领域则不太容易。

86. 下了很大气力明确了教科文组织实施其计划中的效率增益和革新方法，例如举办网上会议等。

教科文组织统计研究所（UIS）

I. 主要成就

87. 过去六个月，统计研究所根据安排更新了其**国际教育数据库**，对其质量作了一些改进，包括定出 11 项新指标，即将纳入 2012 年版《全球教育概况》；改进了主要指标的计算方法；统计研究所数据库中（1999 年以前）的历史资料经过改正谬误，用外部来源的数据完善时间序列，得到了改进；教育财务数据根据《国际教育分类标准》(1997)作了清点。

88. 此外，统计研究所采取了几项重要步骤，扩展其**地区性数据收集**。设计这些数据集为的是满足决策者的具体需求。撒哈拉以南非洲教学条件方面的数据已经以各种不同格式公布，这样的模式已经延伸到了北非各国，参加世界教育指标（WEI）计划的国家除外。拉丁美洲和加勒比地区，对有关成人教育统计数据地区性问卷的回答率较高（19 个国家有 17 个作答），数据分析正在进行。统计研究所正在同亚洲各国教育部协商，制定适合他们地区的模式，将重点集中在以下三个领域：分国家层面的师生；高等教育；教育质量。

89. 由于统计研究所开展了**能力培养项目**，教育财务数据的可获取性和质量也得到了改善。这一项目原本针对法语非洲各国，现在扩展到了英语非洲国家，并在亚洲和拉丁美洲选取了适用国家。结果令人充满希望。例如，厄瓜多尔和尼加拉瓜已自 2002 年以来首次向统计研究所递交了教育财务数据。而且，这些国家现在正在对其正常计划过程中的数据和各自教育部的报告进行整合。

90. 统计研究所还帮助各国实施了新近修订的《**国际教育分类标准**》（ISCED 2011），同时还在与合作伙伴一道修正其数据收集工具。这样的合作过程纳入了统计研究所的常规培训讲习班，对各国的统计学家及其自身的员工进行培训。

91. 为庆祝 3 月 8 日国际妇女节，统计研究所与教科文组织总部合作，发布了《**世界教育性别平等图解**》。有关该报告的新闻报道十分正面。统计所还编制了电子版《图解》。

92. 在联合国儿童基金会--统计研究所提出的《**关于全球辍学儿童的倡议**》的框架内，统计研究所审查了 27 份国家和地区性研究报告草案。统计所及其总部外雇员网络继续通过对数据进行分析、回答方法学问题，对国家工作队加以支助。

93. 统计研究所会同布鲁金斯学会设立了**国际学习效果工作组**，旨在为 2015 年后教育发展日程提供资料。这一伙伴关系将支助统计研究所设立可比学习评估信息数据库。统计研究所还为编纂国家和国际评估名录打下了基础。

94. 第五次**研发领域人力和财务资源调查**已经在约 150 个国家展开。前几次所收集的所有元数据已经处理且并入统计研究所数据中心。统计研究所还在以 2011 年进行的数据试收集为基础，编制全球创新统计数据。

95. 统计研究所与韩国教育与研究信息服务机构合作，编制一个新的亚洲国家**信息和传播技术（ICT）在教育中的运用**数据集。拉丁美洲和加勒比地区关于学习和传播技术在教育中的运用地区性调查结果将在统计研究所网站上发布。

96. 统计研究所还散发了其 2012 年电影故事片数据集，并在制订一项新的**全球文化职业统计数据调查**。

97. **统计研究所网站**正在进行一系列修改，以改善其功能。就其信息而言，不同种类的直观化文章和数据定期编入，以改善用户体验。特别之处在于，用户可以获取各种互动图文数据，内容有扫盲率、非洲的教育财务情况和对学前教育的需求等。

98. 此外，统计研究所还启动了**新电子出版物系列**，以便在减少印刷出版物开支的同时，获得更广泛的读者。新系列使用户既能够自己厘清数据，也可以直观地看到历史趋势。现有三期可供与印刷出版物配套阅读。数据内容有：辍学儿童；全球研发趋势（包括科技领域的妇女）；教育领域的性别差异等。

II. 应对财务状况

i. 计划的实施

99. 根据筹款工作的结果，统计研究所将重新评估其目前的各项活动。正如每一个统计机构一样，编制高质量的数据库对于统计所而言至关重要。我们的‘资本’完全依靠的是用户对我们的信心和信任。统计所无法用 80% 的资金维持 100% 的质量，因此，为了确保其核心服务项目拥有充足的资金，统计所可能会被迫裁减某些活动。

ii. 内部重组

100. 为了应对目前的财务困难，统计研究所已冻结了固定期限职位的雇用，这导致了人力资源的重新分配。自 2011 年 11 月以来，14 位雇员已经离开统计所，但替代他们的临时合同雇员只有三人。

iii. 提高成本效益与减少行政开支

101. 统计所业已通过实施一系列成本效益合理的措施，削减了其 2012--2013 年的预期支出，例如：减少旅行；组织培训讲习班及其他活动时更多地依赖教科文组织办公室以及其他的合作伙伴。

iv. 筹集资金和动员合作伙伴关系

102. 统计研究所在巩固与现有捐助方关系的同时，也正在积极寻求新的资金来源。



联合国教育、
科学及文化组织

执行局

第一九〇届会议

190 EX/4 Part I Add.

巴黎，2012年10月9日

原件：英文/法文

临时议程项目 4

总干事关于大会通过的计划的执行情况的报告

第 I 部分

增补件

概 要

本增补件包括对非洲和性别平等两大总体优先事项在实现 36 C/5 成果方面取得的进展和在实施教科文组织推进这两项总体优先事项的活动时遇到的挑战的全面战略性评估。

A. 总体优先事项--非洲

1. 本文件的这一部分介绍了非洲这一总体优先事项下的主要成果，面对财务状况采取的措施，遇到的困难和 2012--2013 双年度前六个月的经验教训。其参考文件为 190 EX/4 号文件第 I 部分和 190 EX/4 号文件第 IB 部分，可在线查阅。

I. 主要成果

重大计划

2. 教科文组织向非洲的重大**教育**需求提供了支助性计划，即良好教育、教师培训、职业技术教育与培训（TVET）及国家和地区政策。

3. 为了更贴近当地需求，与非洲国际能力培养研究所（IICBA）为撒哈拉以南的非洲国家的教师共同制定了一项新计划。在地区层面，教科文组织对非洲联盟的 2012 年教育千年发展目标报告的审议标志着一个重要阶段，因为距非洲教育第二个十年（2006—2015 年）和千年发展目标结束还有三年。因此，其成果有助于对 2015 年之后的思考。考虑到青年技术发展在非洲的重要性，**职业技术教育与培训**在国家和分地区层面仍然是非洲行动重点领域。西非国家经济共同体地区在这一时期从该行动中受益。

4. 在**科学**方面，加强国家和如非洲科技创新观察站等非洲机构在设计、实施或评估科学政策方面的能力（布隆迪、中非共和国、塞内加尔和多哥修订和批准科技创新现状报告）是教科文组织根据非洲科技综合行动计划的实施继续开展的行动。内罗毕科学、技术和创新论坛于 2012 年 4 月 1 至 3 日在内罗毕（肯尼亚）举行，将科学、技术和创新视为可持续发展过程的核心，科技创新为包容性增长的动力。这一论坛的举办得益于一项跨部门方法和一项组织间的知识、技术和经济伙伴关系（教科文组织、非洲联盟委员会、非洲开发银行、联合国非洲经济委员会和促进非洲教育发展协会（ADEA））。

5. 海委会非洲小组委员会的建立进一步促进了与非洲国家和地区机构及利益攸关方的政策对话和资源动员。对非洲之角的适应气候变化和防灾工作给予了特别关注。

6. 青年的教育、社会包容及其对发展的贡献问题是非洲各优先事项的核心。**社会科学及人文科学**部门在这一框架内协助会员国通过和实施与《非洲青年宪章》有关的促进公民意识和社会包容的政策。

7. 将《非洲通史》用于教育使**文化与教育**之间建立了联系，这是一项用于地区协调的跨部门计划。在该计划的预算外资金暂停后，总干事关于使用紧急基金支持该计划的决定表明了教科文组织的支助意愿。紧急基金的拨款还使“奴隶之路”项目得以继续，这一项目对和平文化、文化多元化和文化间对话有重要贡献。

8. 关于**传播和信息**，继续促进信息与传播能力、使全民共享知识，缩小数字鸿沟，促进表达自由和信息自由。还重点加强网络和促进南北合作，如启动非洲-英国新闻教育交流网络。在分地区层面，将促进教科文组织帮助西非经济货币联盟在其八个会员国建立虚拟图书馆网络的计划。

协调和监督援助非洲的行动与“非洲优先”跨部门平台

9. 在教科文组织非洲行动的协调、推动、跟进和战略监督的作用中，非洲部将行动集中在两大重点：加强部门间行动，使教科文组织的各项计划/活动更符合非洲的优先需要；以及促进实质性的伙伴关系/合作，为非洲的发展服务。

10. 非洲部根据对非洲的优先事项的分析、下一个 C/4 期间的展望和业务规定，为给非洲优先事项制定一项业务战略在 2011 年进行了磋商。各部门、亚的斯亚贝巴办事处、教科文组织非洲国际能力培养研究所和总部外办事处都与这一程序紧密联系。

11. 关于**在非洲促进和平文化**，重点为加强与非盟的合作，以便确保坚实的政治基础，合并行动，获得更好的效果。2012 年 4 月起草了一份关于将采取的行动和开展的项目的备忘录。合作伙伴还扩大到其他机构和民间社会。在科特迪瓦举行的（阿比让，2012 年 6 月 4—5 日）“西非和平文化：经济发展和社会凝聚力势在必行”思考论坛就得益于教科文组织、非洲联盟、科特迪瓦政府和战略研究与预测中心（CEPS）卓有成果的伙伴关系。

12. 在非洲部的协调下，与中非总部外办事处和各部门的合作开展旨在确认用紧急基金资助的分地区项目的行动，为 11 个项目提供了资金。

13. 重申了与会员国的**实质性伙伴关系**。这也正是非洲部举办非洲周的意图，尤其表现在围绕文化与发展举办的专题会议，以及对科学在非洲的特别关注和与非洲国际专门机构的伙伴关系（发展中国家科学院（TWAS），国际水和环境工程研究所（2IE），基扎尔博基金会）。

14. 通过加强与教科文组织第 2 类中心的合作促进了北南合作与南南合作。教科文组织位于塞尔维亚的水管理和气候变化的第 2 类中心与位于瓦加杜古的水和环境工程研究所之间建立了类似的伙伴关系，非洲部和温得和克办事处确定了与南非和曼彻斯特商学院（MBS）的伙伴关系协议，开展由南非和澳大利亚援助资助的培训。

15. 非洲部与各部门和总部外办事处合作制订并提交给**非洲优先跨部门平台**一系列共计 31 个项目。这些项目重点关注水、环境教育和和平文化、促进非洲语言、科技创新领域的教师培训以及青年和性别问题。目前已有 11 个项目获得资金。

II. 对财政问题的应对措施¹

(i) **计划执行**：非洲部总体预算减少 10%，包括各项活动的预算拨款削减 20%，紧急情况和重建教育计划（PEER）的预算拨款削减 19%。

(ii) **行政支出的成本效益和削减**：支出数额最大的计划活动在合作伙伴、预算和实质性框架内有系统地开展。西非和平文化论坛就是一例，其资金主要来自战略研究与预测中心（CEPS）和主办国科特迪瓦。肯尼亚科学、技术与创新论坛同样由肯尼亚提供实物捐助，非洲开发银行（BAD）和促进非洲教育发展协会（ADEA）共同提供资金。还与常驻代表团紧密合作，共同呼吁为总干事发起的紧急基金提供捐助。

此外还减少、取消或延迟了行政支出。包括传播费、设备和家具购置费、会议和差旅费、临时人员聘请费用等。

(iii) **内部重组**：在加强非洲部的能力之后，自 2012 年 1 月起得以开展根据计划采取的行动，三名负责与各部门开展优先领域旗舰项目的工作人员逐步转移，这些优先领域包括：在非洲的和平文化教育，科学、技术和创新，在教育领域开展的活动。

III. “非洲优先”的计划实施：困难、挑战与经验教训²

16. 对活动的总体评估表明，“非洲优先”的计划实施遇到了一些困难，首先是预算困难。在过去的六个月中，活动总体预算为 3.88 亿美元，与 2010 年相比削减了 48%；正常计划的工作计划数量也从 1191 削减到 1020 个，下降 14%。

¹ 各重大计划的成本效益和效率措施详见 190 EX/4 号文件第 I 部分。

² 本段对 190 EX/4 号文件第 I 部分中各部门的挑战和经验教训进行了补充。

17. 这些削减影响了一些对非洲非常重要的计划，包括教师培训、良好教育或技术和职业教育。加强和平文化教育方面的地区性计划，如重建教育计划（PEER）也受到了影响。

18. 另一项挑战是实质性和技术伙伴关系的建立和/或加强。执行局第一九〇届会议上提交的新的《战略伙伴关系政策框架》和将于其第一九一届会议提交的“非洲优先”业务战略将强调多平台和有针对性的伙伴关系，包括一项由非洲为非洲提供资助的“自利”内容。会员国和非洲机构提供的捐助是一颗振奋人心的定心丸。

19. 另一项挑战是以高效的方式确定需求并排列其优先级。包括：

- 重点关注比较优势，避免过于分散的小型活动；
- 与国家、受益的地区性组织和发展方面的合作伙伴共同开展行动，作为补充；
- 在上游依靠教科文组织非洲办事处的专业知识，这些专业知识将通过实施新的非洲总部外网络得到加强；在下游依靠非洲部根据“其任务调整”对计划的分析、协调、跟踪、促进和评估工作。

B. 总体优先事项—性别平等

1. 促进性别平等是所有国家支持的全球议程，所有的联合国机构，无论其具体使命为何，也都支持促进性别平等。教科文组织自 2008 年 1 月起就将促进性别平等作为其优先事项。在此后的四年半中实施了第一个《优先关注性别平等优先事项行动计划》（2008—2012 年），各部门都制定了具体活动、成果和指标。总干事每两年向大会提交一份报告，汇报在国家层面开展的活动和取得的成果。2009 年和 2011 年向大会提交了两份报告。

I. 主要成就

2. 总干事办公室的性别平等处（ODG/GE）的使命是通过三个层面的系统性工作促进性别平等这一总体优先事项，包括：(i) 机构性的性别平等主流化；(ii)（在内部和外部）建立和保持伙伴关系、协作和网络；(iii) 通过技术知识和支持将性别平等纳入计划。前两个层面的工作由性别平等处直接全权负责，第三个层面的工作与各业务部门、中央服务部门、总部外办事处和研究所的工作人员合作开展。

3. 尽管有预算限制，教科文组织仍然在组织内部和外部通过政策建议、政策对话、高级别政策宣传、能力开发、技术支持、协调、网络及建立和保持伙伴关系等方式，继续提升妇

女权能和促进性别平等。本组织不断从其机构与方式中汲取经验教训，调整和采取一系列新计划和战略，联合国其他机构也纷纷复制。性别平等处的一份自我评估表明，通过在大部分政策和战略框架与文件中有系统地纳入性别平等来实施性别平等优先事项时，需要投入精力最多的是总体政策和战略框架。

4. 在报告所涉期间，教科文组织继续积极高效地与联合国系统合作，特别是与联合国妇女署的合作，其高峰是两家机构的领导人于 2012 年 5 月签署了一份合作信，拟定了协作的具体内容。教科文组织与联合国妇女署合作，促成在联合国可持续发展大会（里约+20）和 2015 年后的思考和议程中纳入性别平等观念。教科文组织积极支持“落实行政首长协调会关于性别平等和妇女赋权的政策的全系统行动计划”（SWAP）和联合国发展集团（UNDG）性别平等工作队筹备性别平等标志系统的工作，这一系统根据联合国系统内部商定的指标和标准跟踪和汇报性别平等和妇女和女童赋权的拨款和支出。此外，教科文组织派出代表参与联合国多个有关妇女赋权和性别平等的工作组和工作队，包括妇女问题常设工作组、和平与安全、农村妇女工作组，并与联合国开发计划署共同主持跟踪里约+20 大会的性别问题和气候变化机构间工作队。

5. 自 2012 年 1 月至 6 月，性别平等处与计划部门、各国代表团和外部合作伙伴合作开展了一系列提高认识、进行宣传的高级别活动，包括国际妇女节的妇女工程师和拐卖妇女专题活动，以及在妇女地位委员会第 56 届会议（纽约，2012 年 2 月）期间开展的有关农村女童和妇女教育的会外活动。

6. 此外，与学术界、政策制定者和民间社会网络的伙伴关系继续得到发展和加强，特别是通过设立和发展一系列地区和国际性别平等研究和文献中心，作为性别平等问题的研究与教学示范中心，以及作为通过虚拟网络和图书馆收集和传播文献和资源的中心。在这一领域，2012 年上半年，教科文组织与金沙萨的大湖地区妇女、性别及和平建设问题地区研究和文献中心的合作侧重于为该中心制订一项行动计划，以及为 2012 年后六个月和 2013 年全年编制预算。教科文组织还支持大湖地区会员国建立国家联营中心，办法是规划与有关部委的会议，开展建立虚拟图书馆的培训。至于拉马拉的巴勒斯坦妇女研究和文献中心（PWRDC），教科文组织与巴勒斯坦权力机构和挪威驻巴勒斯坦代表处合作对该中心进行评估。根据该评估报告决定对中心进行结构调整。教科文组织参与拟定了一项新的战略计划，从而确保巴勒斯坦妇女研究和文献中心能够响应当地的研究和文献需求，支持在巴勒斯坦乃至阿拉伯地区

内编制性别平等计划。在与肯尼亚政府、世界卫生组织和联合国人口基金合作在内罗毕建立第一个地区消除切割女性生殖器做法中心方面，取得了相当大的进展。

7. 为补充计划部门开展的性别问题主流化和有性别针对性的活动（计划部门工作的详细情况，见 190 EX/4 Part I (B) Addendum，该文件可在线查阅），在对优势领域与发挥增值作用的能力进行分析之后，性别平等处与有关部门和总部外办事处合作，重点在两大问题上支持会员国，这两大问题是：防止性暴力和基于性别的暴力（SGBV）以及妇女的政治参与和领导作用。与其他联合国机构以及研究和民间社会网络合作实施了这些领域的活动。启动了若干试点计划，包括刚果民主共和国（DRC）的一项与大学合作和让男生作为防止性暴力和基于性别的暴力大使的创新计划。该计划包括制作和验证关于性别平等和防止暴力的教学模块，这些模块现已在南北基伍地区的大学中教授。从刚果民主共和国的试验项目中汲取的经验教训还被用来为在马达加斯加制订一个有关项目提供依据，该项目即是与马达加斯加高等教育部门合作编制关于妇女政治参与和防止性暴力和基于性别的暴力的教学和培训课程。在西非，与 Rutgers 大学、非洲大学的合作伙伴和教科文组织达喀尔办事处和非洲地区教育办事处合作启动了一个计划，开展培训，以培养妇女的变革政治领导能力。还为阿拉伯地区，特别是经历了始于埃及和突尼斯的民主变革国家的妇女开发了这种培训。

8. 在秘书处内部，性别平等处与计划部门密切合作实施跨部门活动。一大成功是女童和妇女教育全球伙伴关系。2012 年 5 月 25 日在教科文组织总部举办了该全球伙伴关系的一周年庆祝活动，出席者包括高级别人士和贵宾。此次活动导致各方支持扩大由私营部门资助的项目，引起了新的私营部门合作伙伴的兴趣。与赤脚学院建立了新的伙伴关系。在塞内加尔、坦桑尼亚、肯尼亚、埃塞俄比亚和莱索托实施的项目已经结出丰硕成果。例如，在埃塞俄比亚，通过辅导和整个社区参与，支持大约 900 名弱势女童完成了中等教育。塞内加尔的一个项目通过开办扫盲班，惠及 40,000 名少女和妇女：开办了 163 个班，对 200 名教师和辅导员进行了使用信息和传播技术方面的培训。性别平等处制订了一个全面的监督框架，以与教育部门一道对该全球伙伴关系的项目进行监督。

9. 性别平等处还与世界水资源评估计划及其他联合国机构密切合作，开发关于水资源的获取、使用和控制、对性别敏感的指标和按性别划分的数据。性别平等因素被成功纳入 2012 年版《世界水资源开发利用报告》，该报告于 2012 年在马赛推出，期间只由教科文组织举办了一个关于水与性别平等的会外活动。

10. 性别平等处为修订和评估所有跨部门平台的的活动——包括有关拟定教科文组织与土著人民交往的政策——以及为评估提交给参与计划的建议，提供了技术支持。性别平等处是教科文组织出版委员会的当然成员，它起草了出版委员会的“出版物性别问题指导方针”，意在协助参与编写/编辑/委托编写出版物者不断全面考虑到性别平等问题。最后，性别平等处积极为秘书处 37 C/4 工作组献计献策，并为思考过程编写了三份思考材料，即关于人口动态；关于性别平等与可持续发展之间的联系；以及关于性别平等与和平/安全之间的联系的材料。

11. 为提升组织能力，性别平等处继续加强和强化已经过改进（2011 年）的遍布总部、总部外办事处和机构的性别平等协调人（GFP）网络。2011 年 11 月对 75 名性别平等协调人的培训已经产生了具体成果，许多部门工作计划的实施战略、指标和预期成果都得到了明显改善。通过该性别平等协调人网络，还加强了总部、总部外办事处和机构之间的协调与沟通。现已为总部的所有计划部门，以及为多个总部外办事处、机构、全国委员会及其他联合国机构的工作人员，提供了义务性的性别问题主流化培训。还为外部合作伙伴举办了培训，第一个培训班是 2012 年 9 月为国际生物伦理委员会（IBC）举办的。国际生物伦理委员会成员评价说这一培训十分有用。

12. 教科文组织的“性别问题主流化能力发展和培训计划”及其在线互动式电子学习工具被当作发展联合国全系统性别平等基本培训的基础。世界粮食计划署（WFP）已请求教科文组织为其高级管理层和总部外办事处改编和实施这一培训计划，费用由其全额负担。自 2012 年 2 月以来，还在与土耳其 Koc 大学合作，为土耳其各大学和大型私营公司改编该计划。后一项活动可望为性别平等处的其他活动带来源源不断的捐款。

13. 建立了新的机制，以在性别问题主流化方面向教科文组织工作人员提供技术支持。一个此类机制就是“性别平等诊所”，它在将性别平等纳入其计划编制、实施、监督和评估活动方面，向工作人员提供个别和定制支持。在 2012 年 4 月至 6 月期间举行了十次会议，参加者包括总部、总部外办事处和机构的同事。支持以面对面、电子邮件、视频会议和电话等形式提供，以适应有关同事的需要，限制给本组织造成的费用。这些诊所的效果非常好，改进了性别平等活动的规划与实施。在 2012 年 4 至 6 月期间，性别平等处还举办了一系列性别平等研讨会。这些非正式研讨会旨在为人们提供学习机会，了解性别平等方面的最新发展或其他实体的有关工作。组织这些会议是为了尽量扩大横向交流与对话，利用视频/电话会

议等手段鼓励总部外办事处的同事参与。在今年上半年举行了三次以“将性别平等纳入工作计划”、“里约+20：从性别平等角度看成果”和“社会组织与性别指数（SIGI）”为重点的会议，参加者为经合组织的同仁。

II. 应对财务状况

(i) 计划的实施

鉴于本组织目前的财务状况，活动预算削减了 80%，因此性别平等处已采取行动，确保资源集中用于实现影响最大化，用于建立促进性别平等的可持续结构和能力。通过创新性计划的编制，性别平等处实施了所需资源不多甚至不需要资源的活动，并将各种计划和活动聚合在一起共享资源。还利用了不需额外资源（除工作人员的时间外）的创新办法为各部门和总部外办事处人员提供培训。性别平等处的比较优势是，其工作主要依靠本处工作人员的知识，只有当实施预算外活动时，才为国家层面的特定活动/研究，向国家合作伙伴外包。

(ii) 内部重组

2012 年 3 月以来，性别平等处的编制已满，共有 5 名专业职类人员、一名处长和一名 G5 人员。这 5 名专业人员中有一人是意大利政府提供的协理专家。在总部外层面，总部外办事处的性别平等问题协调人提供了支持，但是为加强我们的行动，将来各地区办事处最好设有全职性别平等问题顾问。

(iii) 提高成本效益与减少行政开支

性别平等处继续利用虚拟方式参加机构间及其他会议，将差旅控制在最低限度并在得到进一步的通知之前停止出版一切出版物。性别平等处没有雇用临时工作人员或顾问，但培训了短期和较长期的实习生并与其一道工作。

(iv) 筹集资金

性别平等处积极应对本组织目前财务状况造成的各种挑战，向更广泛的财源寻求外部资金。除向日本信托基金（JFIT）计划提交的提案（总计筹集资金 240,000 美元）外，性别平等处还通过提交欧洲联盟委员会欧洲民主与人权工具（EIDHR）的提案，成功地筹集到了资金（迄今收到 220,000 美元）。

III. 挑战与经验教训

14. 所有组织改革的实施和大规模显效都需要时间。各国政府和各个国际组织的经验表明，改革的阻力对性别问题主流化而言是一个特殊挑战。自 2008 年以来，性别平等只是教科文组织的一个总体优先事项，而现在正在执行第一个《性别平等行动计划》。正如关于重大成果的那一节所证明，该行动计划正在产生影响，在计划编制和实施上取得了具体成果，但是要确保所有同事都充分致力于性别问题主流化，还需要更多时间。

15. 关于计划编制和实施，尽管许多工作人员做出切实努力，但进展却比预期的慢。在教科文组织现有预算制度下不跟踪分配给促进性别平等的资金走向，但是对工作计划和预算分配的“大概估计”表明各计划部门分配给性别平等的预算极少——从 5 % 到 20% 不等。如果“总体优先事项”意味着应分配给其大部分资源的话，根据预算分析，性别平等算不上总体优先事项。对性别平等这一总体优先事项的监督与评估还不够。目前，监督包括工作人员对工作计划的自我监督，部门、战略规划编制局和性别平等处的核实，但没有系统的、以事实为依据的分析。需要对在《2008-2012 年 性别平等行动计划（GEAP I）》中确定的成果进行监测和评估，以为将来的行动方针以及为编制《2014-2021 年性别平等行动计划（GEAP II）》提供依据。对教科文组织性别平等工作的评估已经列入内部监督办公室的工作计划，但由于目前的财务状况，原定于 2011 年开展的工作已被推迟。

16. 关于实务方面，性别问题主流化已经成为在教科文组织的工作中促进性别平等的最有希望的战略。不过，这一战略常常被误解。有性别针对性的活动——旨在解决有较大性别差距的领域/政策空白（例如女童和妇女教育全球伙伴关系、科学界妇女计划等解决的那些政策空白领域），但肯定不是要取代或替代性别问题主流化——似乎被视为实施性别平等这一优先事项的“足够”努力。还有相当多的“政策蒸发”，说明对于性别平等作为一项原则的坚定承诺还未转化为对计划编制其他阶段，即规划、预算分配、实施、监督/报告和评估阶段的有效行动。当对这一优先事项的支持不太全面并且没有预算外捐款的支持时，这不仅是秘书处的问题，而且也是理事机构的一个问题。

17. 对于提升妇女权能和促进性别平等的另一个重大挑战是，在教科文组织开展活动的许多领域缺少外部数据和按性别划分的统计数据。这种数据对于准确评估需求等活动是必不可少的，因此教科文组织在设计和实施有关计划和活动时必须自行汇编。



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

PART I (B)

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference. Part A of the report focuses on strategic issues and contains the main results achieved, challenges and lessons learned during the first six months of the 2012-2013 biennium.

Part B of the document (published online) reports on the initial results achieved under each of the 36 C/5 expected results. In order to provide a more concise and strategic account of programme implementation, this report is limited to (i) an overall assessment of key results for the five major programmes, the Intersectoral platforms and the UNESCO Institute for Statistics; (ii) UNESCO's contribution to operational policies and activities for development cooperation within the United Nations system; and (iii) UNESCO publications plan for 2012-2013.

By its very nature, this document does not entail administrative or financial implications.

No decision is proposed.

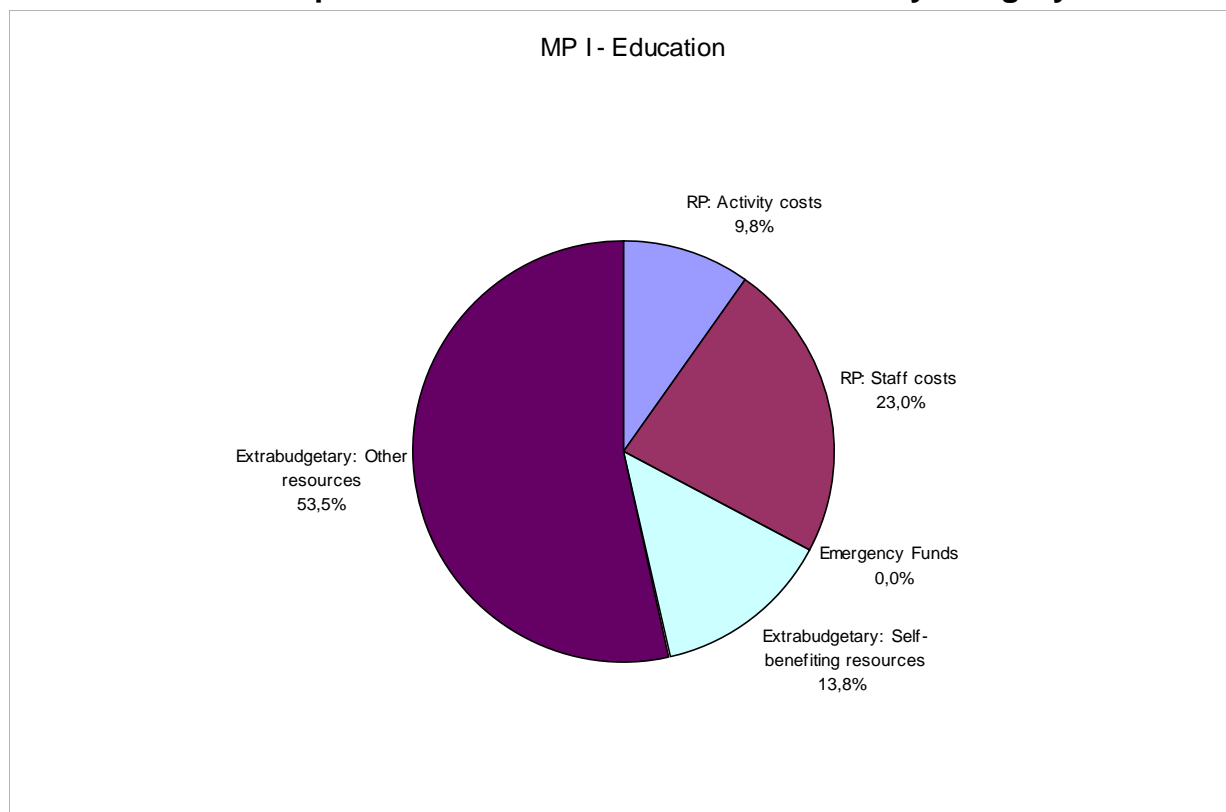
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PROGRESS ACHIEVED BY EXPECTED RESULT

MAJOR PROGRAMME I: EDUCATION

Breakdown of the expenditure incurred over the 6 months by category of funds



MLA 1: Accelerating progress towards Education for All (EFA), in particular at the country level

Expected result 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies

Provision of technical support and capacity development for sector analysis, needs assessments in education policy and planning and promotion of policy dialogue:

- A comprehensive education policy review was conducted in Malaysia, the results of which are informing national policy debate.
- A technical review of the inception phase for the Comprehensive Education Sector Review in Myanmar was carried out. Capacity needs assessments, resulting in comprehensive capacity development plans in educational planning were completed in Mauritania and Tanzania.
- A sector planning simulation model in the context of GPE was prepared and used in DRC. Capacities in simulation models were strengthened in Saudi Arabia and Burundi.
- National capacities to develop sector-wide EMIS and carry out education sector analyses were strengthened in the countries of the Southern African Development Community (SADC). EMIS supported in Senegal, Zimbabwe and Haiti.

- Generic policy and planning tools to inform national policies were developed: UNESCO OpenEMIS was pilot tested; the user manual of Education Policy and Strategy Simulation model finalized; Capacity Needs Assessment Methodology Framework in Educational Planning and Management technically finalized based on results from in-country pilots.
- Technical support was also provided to key partners, such as GPE in preparation of new guidelines and UNRWA for a Monitoring and Evaluation framework and a teacher simulation model.

Provision of technical backstopping to education in PCPD contexts:

- Technical backstopping, including resource mobilization, was provided for Lebanon, Jordan, Liberia, Egypt and Libya. The response to the crisis in Syria included contingency planning and the development of a Mid-Term Review of the Regional Response Plan for Syria and a Rapid Needs Assessment in Jordan;
- In South Sudan, the costing of the sub-sector education plan is currently under review. An induction course on education planning was designed;-
- In Afghanistan, 400 provincial planners were trained on the development of operational plans.

Promotion of ICTs in Education

- Three Member States were supported in the implementation of innovative programmes on ICTs in education. In Malaysia, following a policy review, recommendations on ICTs in education policy and a Master Plan were released. Antigua and Trinidad & Tobago were supported in developing and implementing national ICTs in Education Policies and Master Plans.
- Two series of studies covering five regions were produced on mobile learning and learning policies and the use of mobile technologies to support teachers.

Expected result 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes

Support to global coordination of international literacy initiatives:

- Preparations for the final evaluation of the United Nations Literacy Decade (UNLD) have started. Responses were received from 123 Member States to the joint questionnaire on the Sixth International Conference on Adult Education (CONFINTEA VI) and UNLD, and being analyzed. The mid-term evaluation report of the Literacy Initiative for Empowerment (LIFE) was finalized.

Support to the development of literacy policies and scaling up of literacy programmes:

- Advocacy resulted in new literacy policy frameworks in Cameroon, Central African Republic and Chad. Chad has prioritized literacy and non-formal education within the country's transitional Education strategy for the coming three years. The national strategies are endorsed in Iraq, and a new non-formal education act is being drafted in Bangladesh. In Kenya, a review of adult education policy was initiated;
- Policy makers in Bolivia, Columbia, Ecuador, Lebanon and Venezuela were trained to incorporate intercultural and gender approaches in their policy frameworks.
- UNESCO is providing technical support to Nigeria to significantly redress illiteracy in the next three years. A national strategic framework was developed to this end.

- UNESCO continues to work with about twelve countries to scale-up literacy programmes, for example through mobile based literacy programme in Pakistan and 125 pilot community learning centres (CLCs) in Iraq.

Support to the development of curriculum frameworks and literacy materials:

- Functional literacy materials are being developed for South Sudan and literacy textbooks in Iraq. Parenting education materials have been adapted in six countries in Asia-Pacific;
- The content and process of literacy instruction is reviewed and improved in Indonesia and Nepal, where CLC facilitators are trained in pedagogy of adult learning;
- Support was provided for the development of literacy and non-formal education teachers training guide in Togo;

Strengthening capacities to monitor the quality of learning:

- A multi-country research project on measuring literacy learning outcomes (RAMAA) in Africa has resulted in the development of assessment tools in multi-lingual environments in Burkina Faso, Mali and Senegal;
- The assessment of the Literacy Assessment and Monitoring Programme (LAMP) will be published in 2012 and its implementation has started in the "second wave" of countries such as Afghanistan, Jamaica, Lao PDR, and Namibia.

Expected result 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues

Support to teacher training and professional development through diagnosis and evidence-based teacher policy development:

- UNESCO supported countries to carry out needs assessments, based on which teacher policies and professional development plans are developed: new diagnostic studies were launched in Guinea, Mozambique and Uganda; diagnostic studies in Benin, Burundi, Lesotho and Mali were completed and teacher policies are being developed; in Central Africa Republic, revised teacher training programmes were validated; Cambodia and Malaysia are reviewing their national teacher policy. Support to the development of national and regional qualification frameworks for teachers is being provided through capacity development workshops for some 15 African countries. In Asia and the Pacific, Ministries of Education were supported to develop ICT Competency Standards for Teachers;
- In support of a Regional Strategy on Teachers, a regional report on "Background and Criteria for the Development of Teaching Policies in Latin America and the Caribbean" was completed. The report provides a comprehensive review of 14 countries;
- With UNESCO's support, five countries in Africa have started developing or revising their national teacher policy framework.

Application of ICT innovations to enhance quality of teaching:

- Adopted at the World Open Educational Resources (OER) Congress (Paris, 22 June), the 2012 Paris OER Declaration, calls for publicly-funded educational materials, adaptation of OER for diverse contexts, and support for capacity development;
- In Namibia, a review of the Open Distance Learning (ODL) and ICTs in Education policies was conducted, with special focus on teacher professional development;

- In Asia-Pacific, training modules were developed to strengthen national capacities to adapt ICT-Competency Framework for Teachers for national contexts.

Institutional capacity development for teacher training institutions:

- In Africa and Latin America, the knowledge base and capacity of teachers in curriculum development was supported through face-to-face and distance learning with participants from 11 countries. IICBA supported teacher training institutions for the revision of their courses and the introduction of new topics such as ICTs.

Expected result 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation

Policy advice provided and national capacities developed (core area 1):

- UNESCO obtained government endorsement for its policy reviews in El Salvador, Cambodia and Lao PDR and started follow-up actions.
- Policy dialogue, following-up on policy reviews, was supported in Malawi and Benin through new CapEFA programmes and the G20 process in partnership with ILO;
- UNESCO is facilitating national dialogue and strengthening national capacities for TVET policy in Afghanistan, Madagascar and Côte d'Ivoire through the CapEFA programme. UNESCO has thus reached 8 Member States through policy reviews. UNESCO has provided TVET policy advice, stimulated policy dialogue and capacity enhancement in Bangladesh, Timor-Leste, Pakistan, Malaysia, Algeria and Sudan;
- Country ownership of the Republic of Korea-funded BEAR project was enhanced through validation workshops held in five countries. Operational support was provided to the development of entrepreneurial education in Iraq, to training of trainers and the development of competency standards in Turkey and to rural (Community learning Centers) CLCs in China resulting in the identification of 18 rural CLCs that demonstrate effective ways of serving rural populations.

Conceptual clarification and improvement in the monitoring of TVET (core area 2):

- In cooperation with partners, UNESCO adapted international approaches to regional contexts and is supporting the improvement of information systems. This involved a regional study on statistical information systems for TVET in 12 countries in LAC. In Africa, UNESCO and ADEA are jointly supporting the development of regional TVET indicators;
- At country level, information systems were strengthened (e.g. in Madagascar and Côte d'Ivoire) and frameworks for monitoring and evaluation of TVET systems and policy innovations enhanced in eight countries.

Clearing house functions and informing the global TVET debate (core area 3):

- UNESCO organized the 3rd International Congress on TVET (Shanghai, 14-16 May 2012) which led to the adoption of the 'Shanghai Consensus (see above). Two successful preparatory regional meetings were held in Oman and in Jamaica, and the outcomes were shared in Shanghai. Two successful post-Congress events took place: The first, organized with NORRAG, discussed the role of TVET in the post-2015 international agenda. The second, organized with Microsoft, looked at policy and operational options for introducing and using ICT in TVET.

- UNEVOC contributed to three thematic debates in the Congress on strengthening the UNEVOC network, greening TVET and teacher education. UNEVOC organized an Online Conference on TVET in PCPD situations and on TVET Teacher Education. The UNEVOC website was redesigned and recorded a 23 % increase in visitors.

MLA 2: Building quality inclusive education system

Expected result 5: Basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality

Support to Early Childhood Care and Education (ECCE):

- As a follow-up to the World Conference on ECCE, UNESCO, in collaboration with partners, has achieved progress on the development of the Holistic Early Childhood Development Index (HECDI). A list of potential indicators relating to policy, laws, services, programmes, and child outcomes were compiled.
- The Global Action Week on EFA (April 2012) was celebrated around the world to promote ECCE. Innovative ideas on ways to deliver ECCE through mobile technology were sought through the EFA Crowdsourcing Challenge.
- UNESCO is supporting the development of national strategies for ECCE (e.g. Yemen and Sudan). The policy for ECCE has been finalized in Cambodia and implementation has started.
- SITEAL (Sistema de informacion Sobre Tendencias Educativas en America Latina) is preparing an information system for early childhood covering 19 countries Latin America with comprehensive information on regulations, policies, and programme for children.

Improving the quality of education:

- The generic version of the General Education Quality Diagnosis/Analysis and Monitoring Framework (GEQAF) is now available in four languages. The first piloting was conducted in India. Consultations are ongoing with Nigeria, South Africa and UAE for further piloting.
- UNESCO has finalized a review and a survey on learning assessments in Asia-Pacific.
- The programme for Postgraduate Diploma in Curriculum Design and Development is ongoing. It develops national capacities to implement the Basic Education for Africa Programme (BEAP). 56 education professionals from 14 countries are enrolled.
- In Africa, partnerships have been mobilized for the improvement of Science and Mathematics Education in Sahel countries. A report compiling 14 country cases in mathematics education was published. In Iraq, teacher educators were trained on the methodology of developing competency standards for math and science.

Promotion of education for inclusion and equity:

- The 2011 UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability was awarded in February 2012 and provided the opportunity to promote the right to inclusive education for persons with disabilities.
- A technical guide was prepared to assess education systems to address exclusion. Success stories of seven countries of the Arab region on EFA and inclusive education were compiled for

advocacy. The regional information system for Inclusive Education in Latin America is being implemented in eight countries.

Expected result 6: Capacities in member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision

Support to the development of quality assurance (QA) systems and accountability tools:

- Capacities of national accreditation agencies were strengthened through the Global Initiative in Quality Assurance and Capacity Building (GIQAC). QA policy dialogue was facilitated at regional level and face-to-face training and IIEP e- courses were provided.
- Technical assistance was provided to Member States to develop quality assurance systems: e.g. Cambodia, for the development of indicators on minimum standards for accreditation at higher education institutions (HEIs); Senegal, for the establishment of the National Agency for Quality Assurance and a database of QA mechanisms at HEIs; Viet Nam for the development of a QA framework.

Fostering global policy debates on critical issues in higher education:

- Preparations have started for several global and regional fora: a global forum on graduate employability; three regional conferences in Africa on policies and practices in QA; and the Second Caribbean Conference on Higher Education.
- The Sector is improving the management of the UNITWIN/UNESCO Chairs Programme to involve all Programme Sectors more strategically and improve efficiency. The structure of the UNITWIN database was updated to better serve as a monitoring tool.

Support to scaling-up access to quality higher education:

- Support is being provided to the West African Economic and Monetary Union countries to integrate ICTs in Higher Education Institutions (HEIs) and to develop an action plan to create a pole of excellence in technology. UNESCO is piloting a gender & leadership programme in universities in the Gambia, Ghana and Liberia.
- UNESCO provided support to analyze priorities for enhancing higher education in Morocco. This will serve as a model for Algeria and Tunisia.

Promotion and monitoring of normative instruments:

- UNESCO continues to monitor the implementation of the 1993 Recommendation via the Regional Conventions. The revised Asia-Pacific Convention was finalized for distribution and UNESCO set up a technical working group to assist countries in implementing it.
- A feasibility study for a possible global recognition convention was launched and a draft questionnaire was distributed to all stakeholders.

MLA 3: Supporting education system response to contemporary challenges for sustainable development and a culture of peace and non-violence

Expected result 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes

Advocating, coordinating and monitoring the UN Decade of Education for Sustainable Development (DESD):

- UNESCO ensured that ESD had a strong presence at the UN Conference on Sustainable Development (Rio+20). UNESCO's side event, co-organized with Sweden and Japan, highlighted ESD's potential to transform education and ESD as one of the key priorities for advancing towards sustainable development.
- With UN partners, UNESCO supported a higher education (HE) sustainability initiative, launched by the Executive Coordinator of Rio+20. Higher education institutions were invited to sign up to the declaration on higher education and sustainable development.
- UNESCO published the 2012 Report on the DESD "Shaping the Education of Tomorrow".
- In southern Africa, technical support is provided, in cooperation with UNU, to develop two Regional Centres of Expertise to deliver ESD to local and regional communities.

Provision of technical support for the development of policies and plans on climate change education and to address biodiversity and disaster preparedness:

- Capacity development on climate change education (CCE) is underway in two pilot countries in Africa, including programmes for policy makers and teacher educators.
- A policy review workshop was carried out using the "ESD Lens" policy review tool in Jakarta covering Brunei, Indonesia, Malaysia, Philippines and Timor Leste.
- Together with UNICEF, UNESCO mapped the integration of disaster risk reduction in curricula in 30 countries.

Promotion of innovative learning and teaching to address climate change, biodiversity and disaster preparedness:

- A 6-day course on CCE for secondary-school teachers was developed and tested by teacher education institutions in 9 countries. Training on ESD and CCE was provided to media professionals and institutions in Mali, Namibia, Senegal, South Africa and Viet Nam.
- Regional working groups have formed as a result of the 7th meeting of the International Network of Teacher Education Institutions for ESD, which UNESCO organized together with York University, Toronto, Canada, with 90 participants from 40 countries.
- UNESCO organized an International Biodiversity Learning Workshop (Paris, May 2012) targeting ASPnet teachers, which led to commitments for follow-up activities.
- UNESCO set up an e-network on CCE in the Caribbean. It disseminates resources and strengthens the capacity of teacher training institutions.

Expected result 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights

Capacity development for effective and sustainable education responses to HIV:

- The Global Progress Survey on Education Sector Engagement in National AIDS Responses was produced, identifying capacity gaps and priority areas of intervention.
- Capacity development activities were implemented targeting teachers and educators: e.g., in Kazakhstan, Kyrgyzstan and Tajikistan, 300 educators were trained, expected to reach out to 13,000 students; In Cameroon, 581 trainers reached more than 4,000 teachers.
- Technical support was provided to Uzbekistan for the new National Strategic Programme to fight HIV; Cambodia revised the life skills curriculum on HIV preventive education; and Ukraine developed teacher training modules.

Strengthening comprehensive HIV and sexuality education (CSE):

- An International Technical Consultation on Scaling-up Comprehensive Sexuality Education (Paris, March 2012), resulted in a publication that provides policy makers with a conceptual framework and strategies for scaling up school-based CSE. In East and Southern Africa, UNESCO continued to strengthen political commitment for CSE promoting ministerial commitment. In Eastern Europe and Central Asia, advocacy efforts focused on sensitizing parents and young people's awareness to the importance of CSE;
- A toolkit for designing CSE curricula was developed and CSE curricula were reviewed in 15 countries. Capacities of curriculum developers to prepare sexuality education curricula were enhanced, e.g. in Africa, 153 participants from 15 countries were reached.

Advancing gender equality and protecting human rights:

- A booklet on Good Policy and Practice on gender, HIV and education was published.
- Technical support was provided to countries to meet the needs of key affected populations. Work included the publication of a guidance document - the first of its kind to analyse educational experiences of young people living with HIV. In Southern Africa, UNESCO with partners developed materials to reduce stigma.
- UNESCO addressed homophobic bullying through publications, research and events (e.g. the publication on Education Sector Responses to Homophobic Bullying; an online survey on homophobic bullying in China, the results of which were used for advocacy events reaching 300 people directly and a further 20,000 through media).
- Five countries in Africa are using UNESCO and ILO's Practical Recommendations to develop national HIV policies in the Education Sector. 13 countries in Africa identified priority areas for workplace policy formulation and support of teachers living with HIV.

Expected result 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity, integrated into education policies, plan and programmes

International coordination in monitoring, evaluation & technical assistance:

- UNESCO, as co-chair of the World Programme for Human Rights, is contributing to the progress report of the UN High Commissioner for Human Rights on the national implementation of the programme to be submitted to the 21st session of the Human Rights Council. This will allow the Sector to measure the number of countries that have integrated global citizenship-related components in national policies. To date 44 countries have submitted reports.

- UNESCO is promoting inter-agency cooperation and increased synergies with partners as a member of the International Contact Group on Human Rights and Citizenship Education.

Support for curriculum development for Education for Peace, Global Citizenship:

- The ED Sector, including through IIEP and IBE, is strengthening national capacities in curriculum reform with a focus on peace and human rights education in South Sudan.
- Technical support is being provided to 15 ECOWAS countries by preparing modules on education for peace, citizenship and democracy for teacher training institutions.
- UNESCO is developing a DVD compiling resources on textbooks and learning media to contribute to a toolkit about revision of curricula, school textbooks and other learning materials to remove cultural, religious and gender-biased stereotypes.

Education to counter discrimination:

- UNESCO, together with Brazil and USA, launched the Teaching Respect for All project in January 2012 in order to elaborate tools to address issues related to anti-racism and tolerance in education. An initial study on typologies of discrimination and education was conducted and a mapping of existing material and practices is underway.
- Progress was made concerning the programme of education for Holocaust remembrance. A conference on international perspectives in Holocaust education was organized on Holocaust Memorial Day (31 January).

Promotion of ASPnet in underserved regions:

- UNESCO is promoting ASPnet, with 308 new institutions having become members of the Network in 2012 (89 schools in Africa and 20 in Arab region). This represents a 4% increase in ASPnet presence in underserved regions.

MLA 4: Reinforcing leadership for Education for All (EFA) through advocacy, partnerships and monitoring

Expected result 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of EFA and monitoring mechanisms of EFA strengthened

Reinforcing coordination and mobilizing global, regional & national commitments for EFA:

- Within the framework of the reformed coordination mechanism, a first meeting of the EFA Steering Committee was held, bringing together 18 representatives of all EFA constituencies (Paris, June 2012). Agreements were reached on the role and working modalities of the Steering Committee, the further development of a road map towards 2015 and the key outcomes of the 2012 Global EFA Meeting (GEM) to be held in November.
- The Sector prepared inputs to the UN's Task Team for the post-2015 development agenda and ensured that education was duly integrated in the Task Team report to the Secretary-General.
- Preparatory work for the 6th meeting of the Collective Consultation of NGOs on EFA (October 2012) is underway including extensive consultation of all 250 members.
- UNESCO has continued its active support to the Global Partnership for Education (GPE) both as a member of the Board of Directors and by contributing to different processes. UIS is a substantial partner in providing education data, and IIEP contributes to the development of guidelines for education planning in fragile states.

- EFA issues were addressed at high level by global and regional institutions: the new Global Initiative "Education First" by the Secretary-General of the UN will be launched in September; in Africa, Conference of Ministers of Education of the African Union (COMEDAF V) discussed equity and quality in basic education; and in Asia and the Pacific, a high-level expert meeting "Towards EFA 2015 and Beyond" was held.

Increased support to EFA from traditional and non-traditional partners, including emerging donors, private sector, foundations and innovative financing sources:

- The UNESCO Advisory Panel report on Debt Swaps and Debt Conversion Bonds was well received at the meeting of the Leading Group on Innovative Financing. A mapping of possible pilot countries for these debt swaps and a feasibility study are underway.
- The Director-General held a consultation meeting on the margins of the Education World Forum with representatives of the private sector to discuss the establishment of a Global Alliance of Corporate Partners for Education (London, January 2012).
- Emerging donors have reinforced their support to EFA activities. The Republic of Korea is supporting EFA activities in Asia and the Pacific, and India hosted the 4th International Policy Dialogue Forum on Teachers for EFA and a meeting of E-9 Countries on teachers in May 2012.

Expected result 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships

Raising awareness on the importance of girls and women's education through organization of key global events:

- A side event on education for rural women and girls was organized on the occasion of the 56th Session of the Commission on the Status of Women (New York, February 2012).
- The first World Atlas of Gender Equality in Education was launched on International Women's Day. The interactive electronic version ("eAtlas") is available online.
- The 3rd International Congress on TVET looked at ways to promote gender equality and inclusion of girls and women in and through TVET (Shanghai, May 2012).
- The 1st anniversary of the Global Partnership for Girls' and Women's Education (hereafter Global Partnership) was celebrated with a high-level panel discussion, presenting key achievements and reaffirming commitment towards girls and women's education (Paris, May 2012).

Strengthening partnerships:

- Efforts were made to identify new partners and to expand partnerships with the private sector within the framework of the Global Partnership. For example, UNESCO signed an agreement with UN Women and a MoU with the Barefoot College. Discussions are held with potential new partners such as Enel Green Power, and with existing partners to expand cooperation such as Procter & Gamble.
- In Africa, UNESCO collaborates with the Islamic Development Bank and UN Women; in the Arab Region, with the Office of Italian Cooperation for Development; in Asia-Pacific region, UNESCO works to raise public awareness around gender equality in education through UNGEI and GENIA; and in LAC, UNESCO collaborates with UN Women and other UN agencies to establish a Regional Interagency Group.

Expected result 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education

Rethinking Education in a changing world:

- Seven Occasional Papers have been prepared by the Sector: The Challenges of Creativity (in press); Beyond the Conceptual Maze; The notion of quality in education (in press); Desire and Doubt: Driving forces of creativity and rationality (in press); Sustainable Development and the Knowledge Society (draft); Perspectives for the Future of Education (draft). Two other Occasional Papers were prepared as part of the process to revisit one of UNESCO's landmark publications 'Learning: The treasure within'.

Contributing to shaping the Post-2015 international education agenda:

- UNESCO prepared two think pieces: "Education and Skills Beyond 2015" for the UN Task Team on post-2015 development agenda; and "Reflections on an International Education Agenda Beyond 2015".
- UNESCO participated in or organized the following consultations: NORRAG-UNDP international consultation on "Post 2015 Politics and Foresight" (Geneva, 1 June 2012), where UNESCO played a key role as co-facilitator; UNESCO-NORRAG brainstorming session organized following the 3rd World Congress on TVET on "Beyond 2015: Perspectives for the role of TVET and skills development in the international development agenda"; and the UNESCO Regional Asia-Pacific high-level experts' meeting, "Towards 2015 and Beyond: Shaping a new vision of education" (Bangkok, 9-11 May 2012). One of the outcomes of the regional meeting is a forward-looking analysis, "Emerging Development Challenges and Implications for Education in the Asia-Pacific Region", that is currently being drafted.

Global priority Africa

Support for the African Union's (AU) Second Decade for Education Plan of Action

- UNESCO led the review of the AU's 2012 MDG report on education, at the request from the United Nations Economic Commission for Africa (UNECA),.
- UNESCO led the process for adopting the Pan-African Conference on Teacher Development (PACTED) Roadmap and the monitoring and evaluation framework that was included in the resolutions of the Conference of Ministers of Education of the African Union (COMEDAF V).
- In joint efforts with UN partners, seven priority areas of support were incorporated in the Regional Coordination Mechanism (RCM) Education Business Plan for 2012-2013 which was merged with the Youth Development Plan.

Support for countries to adopt quality education framework on teachers, competency-based curriculum and learning outcomes

- In the Sahel and ECOWAS regions, support was provided to develop a regional ECCE index, through the identification of indicators to measure learning achievements.
- With a view to developing countries' capacities to implement the Basic Education for Africa Programme (BEAP), the first cohort of trainees for the Postgraduate Diploma in Curriculum Design and Development is expected to complete the training in July 2012.
- UNESCO launched the development of the National and Regional Qualifications Frameworks for teachers in 11 countries in West, Central and East Africa.

Support for the definition and adoption of TVET Regional Qualification Frameworks

- The 4th Inter-Agency Task Team (IATT) consultative meeting was held to identify the guidelines for developing National/Regional Qualifications Frameworks in ECOWAS.
- The IATT is now included in the ADEA process and ensures joint planning between ADEA, UNESCO and other partners in TVET.

Global Priority Gender Equality – Gender Equality Action Plan (GEAP) 2008-2013:

National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls

- More than 10 countries were supported in developing or reviewing gender-responsive policies for literacy and non-formal education: e.g. in Latin America, Bolivia, Columbia, Ecuador and Venezuela incorporated gender into literacy policies. A thematic study on 'Mobile Phone Literacy: Empowering Women and Girls' was undertaken. Two other studies on the same topic mainstream and address gender equality concerns.
- Within the framework of the Global Partnership for Girls and Women's education, projects are being implemented in five countries in Africa focusing on girls and women's education and literacy, with support from various donors such as Procter & Gamble, the Packard Foundation, and GEMS education. For example in Senegal, the projects aim to reach 40,000 young girls and women. So far, 163 classes have opened and 200 teachers and facilitators have been trained on using ICTs.

Teachers better trained in gender-sensitive teaching and learning approaches

- The draft of the *Guide for Gender Mainstreaming in Teacher Training Institutions* was developed and pilot testing will begin soon. In Asia-Pacific, an e-course is being developed to strengthen national capacities to promote gender-responsive education practices.

Quality of secondary education enhanced to expand equal access and retention

- Research on the situation of girls in secondary education was carried out to document success stories and best practices in order to inform policy. The French version of a guidebook on textbook research and revision was produced. Work was undertaken to ensure that educational contents are free from gender stereotypes. For example, in Bangladesh, gender-responsive curricula and training materials were developed; some 450 curriculum and textbook developers, teacher trainers and secondary school teachers were trained in their use.
- Research on Gender-Based Violence (GBV) was also undertaken in order to inform responses through education (e.g. DRC, Lebanon). In South Africa, UNESCO worked with UN Women on eliminating GBV in schools using mobile gaming technology.

TVET policies reviewed to ensure skills acquisition for employment for girls and boys

- The Third International Congress on TVET highlighted gender equality issues during a special session on Women and TVET where the findings of the related online UNEVOC consultation were presented. The TVET policy in Zanzibar was reviewed and the plan of action on Tanzania was developed, so that they become gender-responsive. UNESCO is leading research on gender and TVET to inform policies and strategies. A situation analysis on girls, TVET, and employment opportunities is underway.

National capacities strengthened to prepare and manage education sector plans and policies that are gender-sensitive and assure equitable access to education

- Emphasis was placed on mainstreaming gender in policy review and thematic studies. In Malaysia, gender was mainstreamed in the review of the policy on ICTs in education. In Africa, national capacities to develop sector-wide EMIS with sex-disaggregated data were

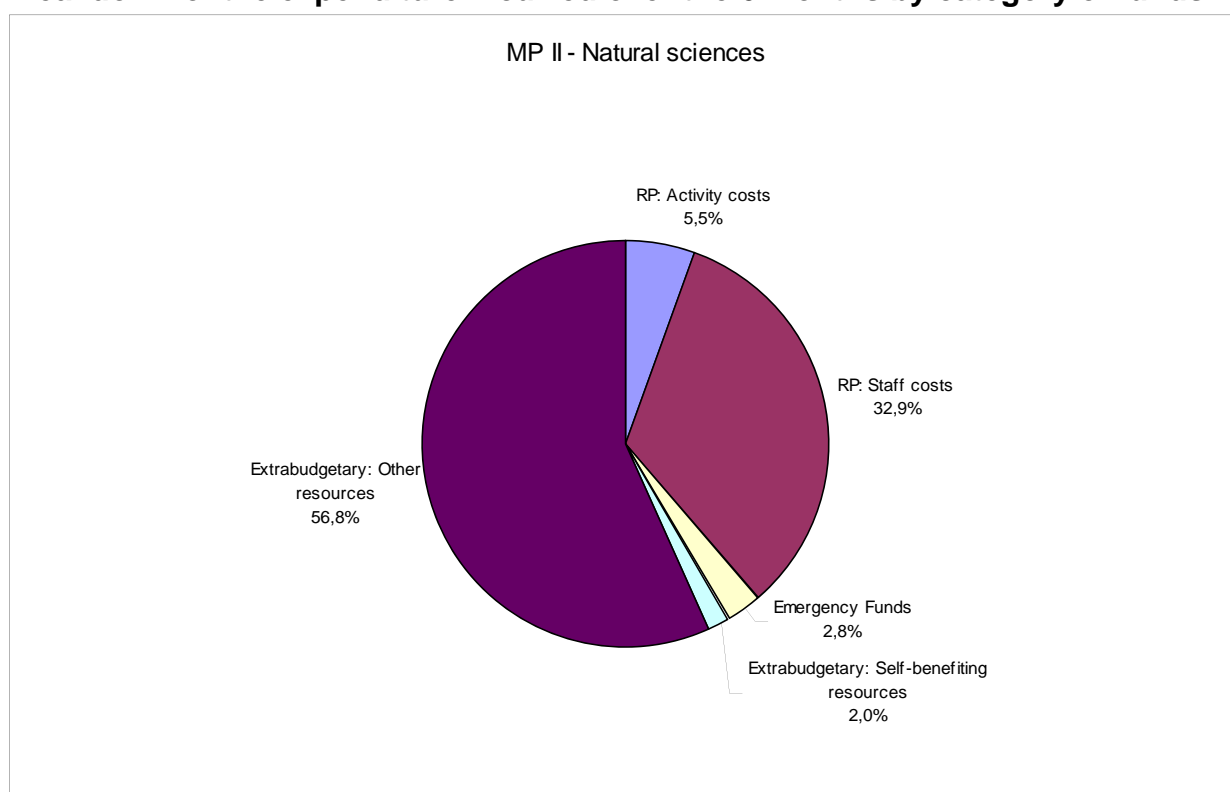
strengthened. In Central Asia, a sub-regional group was established on gender-responsive education, in an effort to strengthen national capacities in planning and the use of EMIS for policy formulation. A study on Roma children is being finalized which will guide countries in developing and/or strengthening intercultural policies and programmes that are gender-sensitive.

Education systems responses to HIV and AIDS are gender-sensitive

- 21 Member States received support for HIV and AIDS education that is gender-sensitive.
- Gender is mainstreamed in all the work and material related to HIV and AIDS: e.g. a booklet on Good Policy and Practice in HIV and Education and Gender was finalized.

MAJOR PROGRAMME II: NATURAL SCIENCES

Breakdown of the expenditure incurred over the 6 months by category of funds



MLA 1: Promoting STI policies and access to knowledge

Expected Result 1: Strengthened and self-driven national STI systems and policies developed

- Guidelines and recommendations for the development and strengthening of STI systems at national and regional levels, and for the design of STI policies, have been elaborated (Nairobi, April 2012) and through regular bilateral consultations with countries such as Botswana, Namibia, Senegal, Tanzania, Togo and Zimbabwe where UNESCO is assisting Member States via extrabudgetary funds in the development of national policies.
- Best practices in STI policy in developing countries were exchanged through a training activity organized in Kuala Lumpur, in June 2012 for policy-makers.

Expected Result 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators

- The culture of innovation and entrepreneurship was enhanced through an international training workshop for selected small and medium enterprise managers (Republic of Korea, May 2012), as well as through an Engineering and Science Fair (Cairo, March 2012). These activities were organized in partnership with specialized agencies working in this field, as well as the private sector.
- The expected result has been partly achieved in terms of providing assistance for the development of science parks (Congo).

Expected Result 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing.

- Fundraising is being carried out to prepare for subsequent implementation.

Challenges: The development of science policy and reform programmes implies broad consultations and diverse expertise due to the transversal and multidisciplinary nature of science policy. It is a slow process especially in countries which do not yet have the operational institutional structures to design and monitor their STI policy. A viable solution to face this challenge is to ensure the development of sustainable training programmes in STI policies in higher education institutions for managers of STI systems through strengthened university networking and collaboration with partners such as UNU-Merit, ISTIC, OECD, WIPO and WTO. The creation of this national capacity would make the work of UNESCO more sustainable and would allow the training of different stakeholders at national and regional level. A good example is the training of the Parliamentarian STI Commission in Africa that is delayed due to the lack of funds. To raise funds for national capacity-building in STI policies and related instruments, extrabudgetary proposals have been drafted and are being negotiated with partners.

MLA 2: Building capacities in the basic sciences, including through the International Basic Sciences Programme (IBSP), in engineering and for the use of renewable energy

Expected Result 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy

- UEI visibility events included the International Women's Day workshop on Women in Engineering, organized at UNESCO Headquarters together with WFEO.
- Concerning SED, the Framework Paper for "Science, Technology, Engineering and Mathematics Education" in the Context of Education for Sustainable Development in Universities in Asia and the Pacific was adopted and used for assessments of the state of science education in several Asian Member States within the COMPETENCE project and Connect-Asia network.

Expected Result 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances

- A new Roadmap setting up strategic direction and objectives of the Human Variome Project (HVP) for 2012-2016 was adopted by the HVP Conference hosted by UNESCO in June 2012. Topics included the role of a HVP Ethics Committee, initiatives in education and skills development through inter-institutional exchange and triangular N-S-S collaboration.
- Regional scientific cooperation between nine South Eastern Europe (SEE) countries was further reinforced through the establishment of the Phytochemistry and Chemistry of Natural

Products for Green and Sustainable Growth network (SEE-PhytoChemNet.network) which held the meeting of its Regional Steering Committee in May 2012.

Expected Result 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries

- Physics teachers were trained in Active Learning in Optics and Photonics at a workshop in Carthage, Tunisia in March 2012.
- Within the scope of the project "UNESCO Biotechnology School in Asia", academic consortia were created in Japan, Indonesia, the Philippines, Thailand and Vietnam, each consortium comprising several universities.

Challenges: Strong foundations for progress on the Cross-Cutting Thematic Units (CCTUs) for Science Education (SED) and the UNESCO Engineering Initiative (UEI) have been put in place despite the challenges of a freeze on the senior posts to head the units and almost no RP funds. For SED this has been possible through collaboration between IBSP, ICTP and the Education Sector, while for the UEI, external partnerships with the major engineering federations have been strengthened (e.g. with WFEO) or initiated, for example with the Institute of Electrical and Electronics Engineers (IEEE) and the American Society of Mechanical Engineers (ASME), thus enabling future collaborations for teacher training in innovative science teaching and the application of engineering, science and mathematics concepts. Concurrently, major resource mobilization efforts are underway with the private sector. Numerous universities have contacted UNESCO eager to collaborate under these initiatives.

MLA 3: Mobilizing broad-based participation in STI

Expected Result 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth

- The Africa STI Forum assembled scientists, including young scientists, policy-makers and youth associations in Nairobi in April to highlight the role of STI in propelling sustainable and inclusive development in Africa.
- Five women scientists and fifteen promising young women scientists received the l'Oreal/UNESCO Awards "For Women in Science". The Awards Ceremony attracted high media visibility. An event on "Women in Science for Sustainable Development" was held at the STI for Sustainable Development Forum, as a contribution to the UNCSD.

Expected Result 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels

- With support from the Government of Denmark, UNESCO organized the panel on Indigenous Knowledge and Sustainable Futures at the "Planet Under Pressure" Conference (March, London), as well as the plenary session on Indigenous Knowledge and Science at the "STI for Sustainable Development" Forum (13 June, Rio de Janeiro).
- A consultation with indigenous peoples on the impacts of climate engineering, which provided the basis for an information document of the Convention on Biological Diversity's (CBD) Subsidiary Body on Scientific, Technical and Technological Advice, was conducted by the Danish-funded Climate Frontlines Forum jointly with the CBD. The Climate Frontlines network was expanded to include community-based projects in the Federated States of Micronesia and Malaysia, compilation of data on indigenous knowledge for hydro-meteorological hazard risk

reduction in Indonesia, Philippines and Timor-Leste, and piloting in Nicaraguan schools of pedagogical materials to reinforce indigenous Mayangna knowledge and language, supported by the Royal Embassy of Norway.

Expected Result 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education

- With support from the Government of Denmark, the Spanish version of the second edition of the Sandwatch manual was published in May and widely distributed. Development of the Sandwatch database progressed to the trial stage, and an initial trial completed, while a second trial is now underway.
- Projects within “Youth Visioning for Island Living” have been selected and partners have been identified in Jamaica and Mauritius.
- Posters on Pacific Islander knowledge and sustainable development have been prepared and printed in five Pacific languages (Fiji, Kiribati, Samoa, Tonga, Tuvalu) and will soon be dispatched to the concerned countries and distributed to local schools.

Expected Result 10: Peace-building enhanced through diplomacy and cooperation in the field of science.

- Fundraising is being carried out to prepare for subsequent implementation.
- under ER 16, the “From Potential Conflict to Cooperation Potential” (PCCP) programme has begun an M.Sc. programme in water conflict management in collaboration with UNESCO-IHE and the category 2 centre HELP in Dundee, UK, with an initial eight students.
- Also under ER 16, at the sixth WWF, PCCP, IHP and WWAP coordinated the action line “Contribute to cooperation and peace through water”. Debate was facilitated between 70 institutions and resulted in 100 identified solutions and a number of commitments from participating entities.

Challenges: The funding shortfall led to a slowdown of several UNESCO commitments under this MLA: arrangements made for a planned sub-regional Pacific STI dialogue were postponed to November 2012; work on a UNESCO Policy on Engaging with Indigenous Peoples has been delayed and reduced in scope (the Latin America and Caribbean region only); the book “Weathering Uncertainty: Traditional Knowledge for Climate Change Assessment and Adaptation” was developed as an on-line publication with a very limited print run; in the framework of the Mayangna project, a training workshop was cancelled and production of preschool materials in the Mayangna language based on Mayangna knowledge was delayed one school year to 2013.

To ensure *cost effectiveness*, missions have been reduced except where Member State support has been received, as in the case for the pre-IPBES workshop in Panama that the Swedish Resilience Centre organised and funded.

MLA 4: UNESCO Intergovernmental Oceanographic Commission: strengthening IOC with a view to improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones for the benefit of its Member States

Expected Result 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards, established by Member States at national and regional levels, including disaster preparedness and mitigation measures

- An international symposium on the Great East Japan Tsunami of 11 March 2011 (Tokyo, February 2012), was co-organized by IOC with Japan and the United Nations University to

examine the lessons learned, consider its policy implications, the importance of preparedness and identify improvements for tsunami warning systems and the role of the mass media and international cooperation. The symposium was attended by 290 physical and social scientists, warning system operators, emergency and response managers, planners, journalists, policy- and decision makers.

- After the Regional Tsunami Service Provider (RTSP) operations for the Indian Ocean Tsunami Warning System commenced on 12 October 2011, the RTSPs of Australia, India and Indonesia issued their first ocean-wide bulletins on 11 April 2012. In the Mediterranean, France and Turkey will start interim provision of tsunami services as of 1 July 2012.
- Tsunami preparedness was promoted in Ecuador, Colombia, Chile, Peru, Nicaragua, Haiti, Indonesia and Philippines through more than ten training courses for school teachers. Anguilla (UK) became the first international TsunamiReady® non USA recognized community through a pilot initiative lead by IOC and NOAA. In the Mediterranean and North-eastern Atlantic, France, Greece, Italy, Portugal and Turkey are implementing or taking steps towards tsunami preparedness programmes.

Expected Result 12: Member States' understanding improved of ocean environment and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts

- The Fourth Session of the Joint Technical Commission for Oceanography and Marine Meteorology (May 2012, Yeosu, Republic of Korea) focused on a review of achievements in each of the Commission's programme areas, and adopted a revised structure and workplan for the upcoming intersessional period.
- The implementation level of the Global Ocean Observing System, a major component of the Global Climate Observing System, remained sustained at 60% of its initial implementation goal.
- The IOC was a co-convenor of the Second International Symposium on the Effects of Climate Change in the World's Ocean (May 2012, Yeosu).

Expected Result 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources

- Through the Ad hoc Advisory Group for the IOC Ocean Sciences Section, the IOC identified four strategic ocean science priorities for the future Medium-term strategy 2014-2021: science in support of sustainability of ocean ecosystems in a changing environment; assessing and predicting ocean health and variations in ocean goods and services; responding to governments' needs in ocean sciences; and science for the unknown sea.
- A regional project on ciguatera and other toxic benthic harmful algal blooms in South-East Asia was launched in May 2012 by GEOHAB (Marine Geological and Biological Habitat Mapping).

Expected Result 14: Capacities of Member States to protect and sustainably use oceans and coastal zones developed

- A work plan for the current biennium as well as elements of the Strategic Plan which to be developed further in the coming months were adopted at the first session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA), held in May 2012 in Nairobi, Kenya.

- The ninth Session of IOC Sub-Commission for the Western Pacific (WESTPAC) took place in Busan, Republic of Korea, in May 2012.
- Several countries offered to contribute to the IOC Regional Network of Training and Research Centres on Marine Science through the establishment of Regional Training and Research Centres in their domains of focus.

The *challenges* experienced by the IOC remained the broadness of its mandate and requests from Member States vis-à-vis a severely limited activity budget and a staff establishment still lacking all positions needed for programme delivery and coordination. Under the US\$ 465 M budget framework, IOC is moving towards a stricter focus on issues of high societal concerns, such as climate change and disaster risk reduction, prioritizing strategic actions that reflect IOC's unique mandate within the UN system, including marine scientific research and transfer of marine technology, and making use of different mechanisms and partnerships for implementation. In this light, direct contributions by Member States to support technically the activities of the IOC of global and regional scope appear essential to programme implementation. The 45th session of the IOC Executive Council (Paris, 26–28 June 2012) adopted a Priority Funding Plan for 2012–2013.

Cost effectiveness/efficiency measures: Measures initiated in 2011 were strengthened: internal coordination, cost efficiency (e.g., elimination of mobile phones), communication and cooperation with the UNESCO field network (especially for administrative processes) and streamlining of subsidiary governance structures. Use of the RP for staff-type contracts was brought virtually to zero. Travel expenditure on the RP was kept within the eight per cent ceiling. Cost-saving measures were put in place, in consultation with IOC Member States, for the organization of the 45th Session of the Executive Council including: (a) much reduced duration of the session with a focused agenda; (b) reduced number and pages of documents, including the conversion of the Action Paper ("pre-report") into an annotated agenda; (c) avoiding the process of submitting draft resolutions during the session; (d) going paper-free using electronic documents; (e) reduced number of staff traveling to the session.

MLA 5: Freshwater systems under stress and societal responses, incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)

Expected Result 15: Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base

- HELP LinkedIn social network is active and HELP volumes of the Journal of Hydrology and Journal of Hydrologic Environment were published which included case studies from over 30 river basins documenting best practices in IWRM.
- Sedimentation information system was further developed at the International Sediment Initiative (ISI) technical secretariat.
- In collaboration with the category 2 European Regional Centre for Ecohydrology and International Centre for Coastal Ecohydrology, the knowledge base for managing environmental conditions in rivers has been improved through the book *Practical Experiments Guide for Ecohydrology*.

Expected Result 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters

- Eight new resolutions, including the endorsement of the Strategic Plan for IHP-VIII (2014-2021) and of four new proposed category 2 centres related to water were adopted by the 20th session of the Intergovernmental Council of IHP and the 47th and 48th sessions of the IHP Bureau in June 2012.
- The WWDR4 was launched at the sixth WWF in Marseille. The WWAP has also published one special report, three side publications and seven Stakeholder Briefing Notes.
- Capacities enhanced through new training modules on water and conflict resolution organized by IHP and IHE. An update of the UNESCO/IGRAC Transboundary Aquifers World Map was published. Two thematic papers on the governance of groundwater and the legal aspects of groundwater governance have been prepared by UNESCO in cooperation with FAO, the International Association of Hydrogeologists (IAH), World Bank and international experts.

Expected Result 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems

- Knowledge base enhanced through three new books published in the Urban Water Series.
- Capacities enhanced through a G-WADI workshop for sub-Saharan Africa organized at AGRHYMET, in association with a training workshop on Africa drought monitor for West Africa countries. The Government of Oman approved hosting the secretariat of the Arab G-WADI Network.
- Knowledge base enhanced through the GRAPHIC case study book *Climate Change Impacts on Groundwater Resources - A Global Synthesis of Findings and Recommendations* published in cooperation with IAH and launched at the sixth WWF.

Expected Result 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues.

- The capacity of educational institutions to deliver IWRM master and training programs was strengthened through an international water education workshop, held in association with the Regional Centre for Integrated River Basin Management.
- Capacities for water education in schools were enhanced via an IHP WET guide in French and the Volga Kit educational materials. A set of tools to teach and learn about freshwater issues was produced as part of ESD intersectoral collaboration and served as a basis for an IHP workshop in Africa. New host institutions for IHP WET-LAC in Colombia and Paraguay.
- The capacities of over 800 African water professionals were strengthened via training within FETWATER II. Representatives of river basin organizations in Africa trained on the UNESCO IWRM guidelines.

Challenges and lessons learned included reduced seed funds for activity implementation which caused delays as well as the suspension of the UNESCO Water e-Newsletter. IHP was able to advance towards the implementation of its expected results by utilizing Emergency Funds and additional resources from external partners. The IHP Secretariat, in coordination with the IHP National Committees, will endeavour to seek extrabudgetary funding to pursue outreach.

Cost-effectiveness/efficiency measures, other than those related to the statutory meetings, included the temporary cancellation of the Kovacs Colloquium, a scientifically important event which used to precede the IHP Council, a vast reduction in travel costs for participation in WWF, largely paid for from extrabudgetary sources, increased collaboration with external partners, including category 2 centres and UNESCO Chairs, and collaboration with other SC divisions and sectors.

MLA 6: Enabling the application of ecological and earth sciences for sustainability, including through the Man and the Biosphere (MAB) Programme and the International Geoscience Programme (IGCP)

Expected Result 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks

- The numbers of new biosphere reserves predicted for inclusion in the WNBR for 2012 and the numbers of MAB Young Scientists Research Grants and the Michel Batisse Award are in line with the expected range of benchmark indicators foreseen.
- The production of five video films has to be negotiated with private sector partners who have indicated interest; achievement of the benchmarks during the biennium will depend on the feasibility of establishing partnerships with those partners within UNESCO rules, procedures and policies.

Expected Result 20: Sciences research, education and capacity-building for sustainable development strengthened, with a particular focus on Africa

- The IGCP 40th anniversary celebrated international geoscience research teams, increasingly collaborating on Earth science questions of special societal relevance, supported by IUGS, the Australian IGCP National Committee, the Swedish Development and Cooperation Agency and China.
- Due to the increasing interest in Member States who have emerging Geopark projects, the need became apparent to further define the role of UNESCO going beyond *ad hoc* support to the Global Geoparks Network. Consultations with partners and stakeholders resulted in a proposed Executive Board document.
- A fundraising brochure on the Earth Science Education Initiative was prepared with the African Field Offices. All GEO activities have been promoted prominently at recent meetings on Geoparks, natural resources, and international collaboration with the US Geological Survey including an ambassadorial round table organized with the US Delegation on Natural Resources and Natural Hazards.

Expected Result 21: Sustainable and equitable use of biodiversity and ecosystem services strengthened

- The CCTU Biodiversity Initiative's strategic activities included the display of the UNESCO Travelling Biodiversity Exhibition at UNCSD and the development of a UNESCO-CBD strategy for implementing the joint programme of work on biological and cultural diversity, in addition to participation in the on-going process to establish IPBES.
- Fundraising resulted in support for biodiversity public awareness products in SC and for biodiversity education materials within ESD. Other results include reactivation of UNESCO's participation in the Great Apes Survival Partnership and further expansion of the Ocean Biogeographic Information System, now part of IOC's IODE programme.
- Extra-budgetary projects linked to MAB arid lands ecosystem (SUMAMAD with Flemish funding), Coastal and Small Island Biosphere Reserves for Climate Change and Sustainable

Development (financed by Republic of Korea and Spain) contributed to the attainment of this result as did the UNESCO-ICSU Programme on Ecosystem Change and Society and other cooperative research partnerships being implemented with the Stockholm Resilience Centre.

Expected Result 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, the clean development mechanism (CDM – Art. 12 of the Kyoto Protocol) and similar climate change mitigation and adaptation financing mechanisms.

- The World Heritage Centre together with MAB has developed a concept note on Confronting Climate Change by Leveraging REDD+ Mitigation Initiatives in Support of UNESCO Site Ecological Connectivity. Potential partners have been identified for funding of related activities and a workshop will be held in August in Costa Rica. Financial constraints have slowed down the speed of progress under this expected result.

Expected Result 23: Management of natural and cultural WH sites enhanced through a network of space science and space technology partners. Consider subsuming this ER into ER 20 or 21.

- Four projects were started with the network of UNESCO space partners, exclusively supported through extrabudgetary funds: space technologies to make an overall assessment of the state of conservation of UNESCO tropical forest World Heritage sites; support with space technologies to the World Heritage nomination of the Silk Route; development of UNESCO-related topics for Eduspace (the European Space Agency educational package); publication and launch in New York of the atlas *From Space to Place for World Heritage sites in the Danger List*.
- The exhibition Satellites and World Heritage Partners to Understand Climate Change has been on display in Cuernavaca, Mexico; Cape Town, South Africa; Brussels, Leuven and Mons in Belgium.

Expected Result 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found.

- The Government of India is helping to train six women, from Rwanda (4) and Benin (2) in India to promote rural renewable energy resources development at the grass-root level. In Rwanda, trainees will implement in-country activities under the OneUN framework which in turn is expected to be used to raise funds and to create Community Empowerment Centres.
- As a contribution to 2012 International Year for Sustainable Energy for All, a round table conference was organised in Moscow with support of the Russian Ministry of Energy and the International Sustainable Energy Development Centre.

Challenges and lessons learnt: Thanks to the provision of financial resources under the Emergency Fund it was possible to maintain statutory meetings of the MAB Programme, i.e. the 18th meeting of the International Advisory Committee for Biosphere Reserves (UNESCO Headquarters, April 2012) and planning and the organization of the 24th session of the MAB International Coordinating Council (UNESCO Headquarters, 9-13 July 2012) as well as the commemoration of the 40th Anniversary of the IGCP.

Cost effectiveness measures concerned reduction of costs of these meetings as indicated in Part I of this document.

MLA 7: Natural disaster risk reduction and mitigation

The CCTU on disasters successfully built on collaboration with several category 2 centres in earthquake and water hazards, as well as with the International Strategy for Disaster Reduction (ISDR), universities and other partners to make progress on many activities despite the low RP budgets. A meeting of the ISDR Thematic Platform on Knowledge and Education took place at UNESCO Headquarters, producing a seminal report which sets the basis for a new holistic approach including school disaster management, safe school facilities and disaster prevention education.

Expected Result 25: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches

- Nine disaster-prone countries (Algeria, Egypt, El Salvador, Honduras, Jordan, Morocco, Peru, Syria, and Tunisia) have included a disaster risk reduction component in their CCA/UNDAF.
- Specialists were trained in earthquake risk reduction in three specialized workshops: Reducing Earthquake Losses in the Extended Mediterranean Region, in Malta (22 specialists); the UNESCO International Platform for Reducing Earthquake Disasters, in Tokyo (specialists from nine countries); and in Albania for over 20 managers of Cultural Heritage sites.

Expected Result 26: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved

- Twenty-four participants from seven countries learned to use the African Drought Monitor created by IHP.
- The foundations were put in place to identify groundwater case studies in hotspot areas of the IGAD region of Africa at the first meeting of the Global Groundwater Monitoring Network (UNESCO-IGRAC Programme).

Challenges and lessons learnt: Lack of funding precluded progress on several activities related to climate change resilience and disaster risk reduction, particularly in Central America and the Caribbean, and without further extrabudgetary funding, the sustainability of the African Drought Monitor is not ensured. Another challenge is that some countries have still not integrated a gender equality approach into natural disaster mitigation. Even though women are progressively occupying major decision-making posts in scientific institutions, their participation in local, regional and international activities remains low. Thus strategies need to be developed to allow further involvement of women in such activities.

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

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

- Approximately 144 water sector professionals from developing countries were trained at M.Sc. level during the first semester of the biennium, while 493 water sector professionals from developing countries were trained in short courses. Over 35% of these professionals are women.

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

- Thirteen Ph.D. theses successfully were defended, 144 MSc theses were written and 180 peer-reviewed research papers were published.

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

- Fourteen education projects are running in Bangladesh, Egypt, Indonesia, Kenya, Mozambique, Rwanda, South Africa, Vietnam and Yemen, and two regional networks are currently functional in the Nile Basin and in Asia.

Abdus Salam International Centre for Theoretical Physics (ICTP)

Expected Result 1: ICTP scientific expertise expanded in new research areas

- ICTP's five-year strategic plan of 2010 included three new research priorities: Quantitative Biology, Energy and High-Performance Computing, all of which have made significant progress, including new hires. *(Please refer to details in SISTER).*

Expected Result 2: Capacity in basic sciences, in particular Physics and Maths, enhanced in developing countries through education and training of scientists

- As of June 2012 six students are enrolled in the new Joint ICTP/SISSA PhD programme, 42 students in the STEP programme and 51 students in the Diploma programme.

Expected Result 3: ICTP's impact expanded through enhanced outreach activities

- The ICTP South American Institute for Fundamental Research officially opened in São Paulo, Brazil.
- An Agreement has been signed with the University of Chiapas, Mexico, for a regional centre, the ICTP Meso-American Institute for Science.

Priority Africa

Expected Result 1: National capacities strengthened to design, implement, reform and evaluate science policy in line with the implementation of the African CPA, including support to the establishment of the African STI Observatory and establishing two new AVC centres

- UNESCO assisted Burundi, Central African Republic, Senegal and Togo to revise and validate their STI status reports.
- One AVC e-learning Centre established at Lomé University, Togo.

Expected Result 2: Education capacity development and research in the sciences and engineering strengthened through networking, partnerships, collaborative research and training

- The "Nairobi Declaration" was adopted at the Africa STI Forum in Nairobi, Kenya, in April 2012.
- To counter the inadequate RP funding, conferences and workshops were conducted in partnership with Member States, development partners and institutions to leverage additional funding to set new regional or global agendas, such as Go-SPIN and the STI Forum mentioned above.

Expected Result 3: Policy dialogue enhanced between IOC Secretariat and African national and regional institutions and stakeholders; resources mobilized in support of African institutions and programmes in ocean observation and data and information exchange, sea level monitoring, vulnerability mapping and integrated coastal area management, and climate change adaptation

- The Secretariat of the IOC Sub-Commission for Africa and the Adjacent Island States was established in Nairobi and staffed with the IOC Coordinator for Africa.

Expected Result 4: Freshwater resources assessed, and technical cooperation provided for strengthening water governance, including of shared waters and management

- Capacities for strengthening the water education component of school curricula were reinforced in Cape Verde, Angola, Mozambique and São Tomé and Príncipe at the water education workshop held in Cape Verde in May 2012.
- Capacity of university instructors was enhanced at the water education workshop held in May 2012 in coordination with the Regional Centre for Integrated River Basin Management in Kaduna, Nigeria.

Expected Result 5: Renewable energy policies and knowledge base promoted

- Under UNESCO/ISESCO partnership a South East Asian Summer School on Renewable Energy was organised in Malaysia and a strategy for the development of renewable energy in Togo was developed.

Expected Result 6: Resilience of communities reinforced, with particular reference to climate change adaptation and natural disaster preparedness

- The “Strengthening Capacity to Combat Drought and Famine in the Horn of Africa” project in Kenya, Somalia, and Ethiopia was launched.
- Thanks to efforts of the MAB programme, the biosphere reserve agenda is gaining momentum in Angola, Botswana, Ethiopia, Kenya, Rwanda, Senegal, Tanzania and Zimbabwe with a focus on strengthening the communities' capacity to respond to climate change and to serious threats due to deforestation and mining activities.

Challenges and lessons learned: The severe funding shortfalls impacted activities in Africa: numerous planned activities are without RP funding and it is extremely difficult to start new activities without matching funds. Innovative ways through partnership have been considered. Working closely with key stakeholders, particularly the REC was crucial. As lack of capacity is still an issue in African countries, regional capacity-building activities targeted towards reaching a maximum of beneficiaries were given priority. Some of the activities of the MP II that identified Priority Africa expected results did not report on them or seem to warrant such an identification. The Africa Department should review the Work Plans from this standpoint.

Cost effectiveness/efficiency measures: In order to maximize their impact, RP funds were used to leverage funds or to raise UNESCO visibility (such as websites). Most of activities have been carried out in partnership with other donors, Member States or institutions. In order to support Priority Africa at Headquarters, a team of focal points, primarily from African Field Offices, has been set up for each Priority Africa expected result. This should facilitate information collection and sharing.

Priority Gender Equality

Expected Result 1: Women included in sciences promoted activities, women scientists promoted as role models and young women scientists supported

- Visibility of the need for greater progress towards gender equality in the sciences and engineering was highlighted on 8 March 2012, International Women's Day, at the "Women in Engineering: Importance and Challenges" Workshop held at UNESCO headquarters with the World Federation of Engineering Organisations, and the IOC-organised interviews with eminent women marine scientists from Canada, France, Italy, Mauritius and the USA which were placed on the IOC website.
- Five women scientists and fifteen promising young women scientists, doctorate or post-doctorate, received the l'Oréal-UNESCO Awards "For Women in Science" in March 2012 with excellent media coverage.

Expected Result 2: Awareness of the key role of women as holders and transmitters of indigenous and local knowledge raised

- Twelve women teachers and education experts in mother language teaching of Mayangna indigenous knowledge, including women's knowledge, were trained through a workshop organized in Nicaragua.

Expected Result 3: Gender equality issues incorporated in the WWDR4

- Chapter 35 of volume two in the fourth edition of the WWDR4 was dedicated to gender equality in the water sector. WWAP's commitment to mainstreaming gender equality implied its complete mainstreaming throughout the three volumes of the Report.
- At the WWF, WWAP was given an explicit mandate to promote the use of sex-disaggregated indicators and sex-disaggregated data in future water reporting efforts. WWAP seeks external funding for this.

Expected Result 4: Gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation, fostered.

- Visibility of role models was strengthened on this topic at the successful side event on "Women in Science for Sustainable Development" which took place at the Forum on STI for Sustainable Development preceding the UNCSD. Successful women in science included UNESCO-L'Oréal Laureates and Fellows, representatives from key international and regional networks and groups actively contributing to women's involvement in science. Discussions on the role of STI in sustainable development also served to inspire young women to choose scientific careers to this end.

Expected Result 5: Gender-responsive approaches to disaster risk reduction promoted

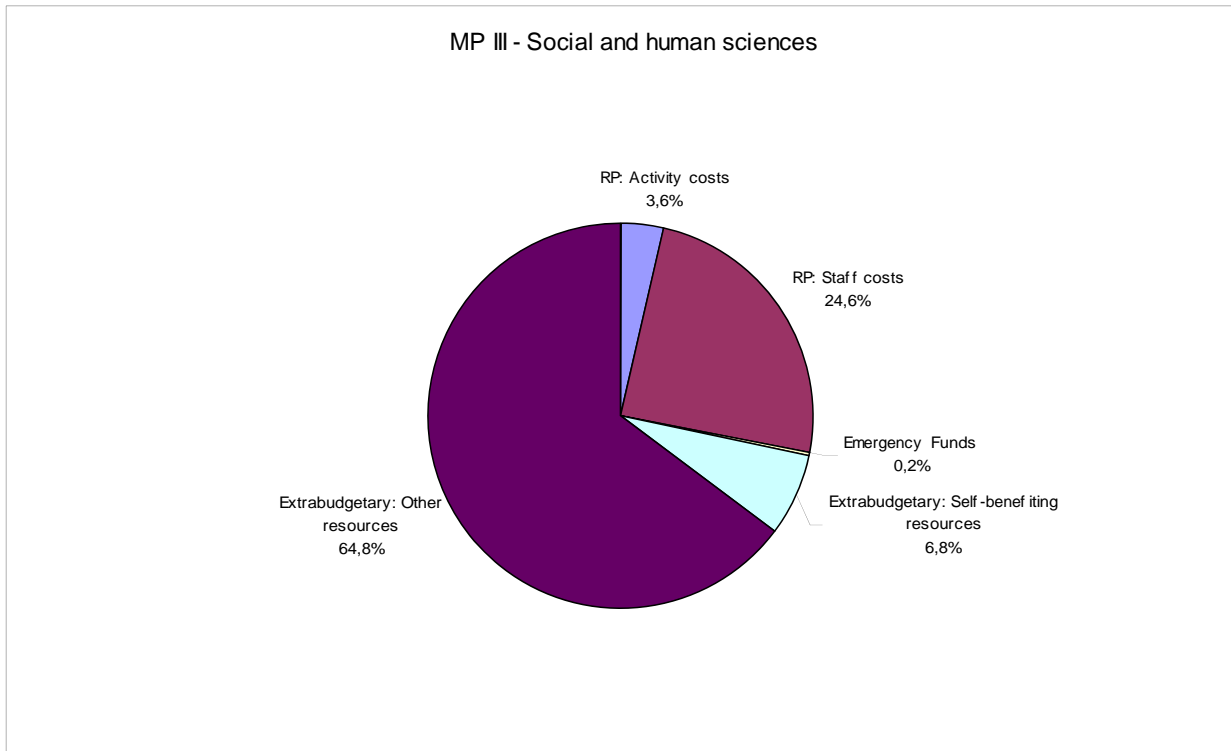
- Twenty women senior scientists from the extended Mediterranean region participated in the International workshop on "Seismicity and Earthquake Engineering", in the framework of the programme for Reducing Earthquake Losses in the region.

Challenges and lessons learned: The severe funding shortfall precluded initiation of many activities that flagged gender equality components. Other activities, such as the English translation of the book "Savoirs des Femmes" and a second training workshop for women teachers in Nicaragua, were delayed. Due to some inconsistency between divisional gender equality focal points and the expected results for gender equality, responsibilities were re-assigned and new focal points identified. However, the very large number of activities that self-identify gender equality

expected results means that the internal review process is still very heavy. This will be reviewed again in coming months.

MAJOR PROGRAMME III: SOCIAL AND HUMAN SCIENCES

Breakdown of the expenditure incurred over the 6 months by category of funds



MLA 1: Supporting Member States in the development of policies and advocacy in the ethics of science and technology, especially bioethics

Expected Result 1: Capacity of Member States enhanced at national level to identify and address bioethical challenges with due regard to appropriate human rights and gender equality frameworks

- UNESCO supported the establishment of two new National Bioethics Committees (NBCs) in Chad and Oman. Argentina and Malaysia are finalizing their respective MOUs. Technical assistance on bioethics and research ethics is being provided to five NBCs: Colombia, Ecuador, Trinidad and Tobago, and Uruguay; Ministry of Health of Peru; and to the National University of Colombia. One training session (the second of a series of three) has been completed for the Togolese NBC to enhance its capacity to develop an action plan for its work. Seven other training workshops for NBCs (in Cote d'Ivoire, Gabon, Ghana, Guinea) are under preparation, using the Emergency Funds. Thanks to cost saving measures by beneficiary countries one more country (Malawi) was added to the plan for 2012 under the Emergency Fund, with the possibility of expanding it to Tchad.
- Pilot testing of the UNESCO Bioethics Core Curriculum is under discussion or already being implemented with universities in Argentina, Costa Rica and Uruguay and consultations are ongoing with the Ministry of Education of Argentina to introduce it in every medical school in the country. So far, over 200 students from 20 countries in LAC region have been trained under the Ethics Education Programme.

- The International Bioethics Committee of UNESCO (IBC) has also started its reflection on Article 11 of the Universal Declaration on Bioethics and Human Rights (2005), regarding the principle of Non-Discrimination and Non-Stigmatization, with a view to preparing a policy report by the end of 2013.

Expected Result 2: Promotion and implementation of the International Convention against Doping in Sport ensured

- With the ratification of Tajikistan, the number of States Parties has reached 170, making the International Convention against Doping in Sport the second-most ratified of all UNESCO Conventions. The national reporting to monitor compliance has also improved with the submission of 104 national reports through the ADLogic system. (Sixty-six countries are being requested to update on ADLogic). UNESCO has entered into discussions with WADA and the Council of Europe on options for harmonizing the monitoring systems for the International Convention against Doping in Sport, the World Anti-Doping Code and the Anti-Doping Convention 1989 (Resolution 2CP/5.2, item 6 of the Conference of Parties).
- Ten new projects, amounting to US\$240,000, were approved at the first meeting of the Approval Committee of the Fund for the Elimination of Doping in Sport for the 2012-2013 biennium held on 11 April 2012. The national projects include preventative education programmes, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least-developed or low-income countries.
- Fifty-one Member States responded to the questionnaire sent in the framework of the second phase of a research project conducted in partnership with the World Anti-Doping Agency (WADA) and Loughborough University (UK), on legislation against the trafficking of prohibited substances. It examines the application of existing legislation by UNESCO Member States and seeks to identify the various legislative frameworks established around the world. The results are being analyzed by Loughborough University and will be made public in 2012.
- Several communication initiatives have been developed in the lead-up to the London 2012 Olympic Games. The world avant-premiere of the documentary "The War on Doping", produced by the Swedish company Mativersity (UK), on lion, with the support of UNESCO, was organized at Headquarters on 7 June 2012, gathering together key stakeholders of the world anti-doping movement. A media kit, providing a comprehensive overview of UNESCO's action in the field of anti-doping, was elaborated. The comic book "Rattus Holmes and the case of spoilsports", co-produced by UNESCO and the Edge group for the Beijing 2008 Olympic Games, has been updated for the 2012 Games.

Challenges and lessons learned

- The growing demand for capacity-building and training of national bioethics committees cannot be fully met due to budget reductions; this is affecting the reach and depth of UNESCO's actions in bioethics, especially its effectiveness to "break new ground" in needy constituencies.
- Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources. The IBC has also taken steps to reduce the operational costs of its sessions and working groups. There has been more effort on fundraising with various institutions and governmental entities by individual IBC members. Partnerships at the international level are also being mobilized.

MLA 2: Promoting a culture of peace and non-violence through action pertaining to human rights, democracy, reconciliation, dialogue and philosophy and including all political and social partners, in particular youth

Expected Result 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles

- Efforts have focused in the first six months on developing initiatives targeting youth as key actors in promoting democratic interactions and social cohesion, especially through the Intersectoral Platform on the Culture of Peace.
- In Brazil, six forums on a culture of peace were hosted in initiatives targeting youth as key actors in promoting academics to discuss their own visions and ideas on how to foster ethics, solidarity and a culture of peace. So far, 97 monthly forums on a Culture of Peace have been held since the São Paulo Culture of Peace Committee was created by UNESCO in 2000. Speakers are often eminent specialists in their respective fields and speak as volunteers. These forums have an average audience of 300 people, many of them youth leaders, social entrepreneurs or human rights militants.

Expected Result 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and engagement of young women and men in their communities

- A training course on 'youth citizenship' was organized in Tozeur, Tunisia, 17-18 March 2012 targeting two groups of young women aged 18 to 24 (students and out of school) benefitting from a high level of participation and important interaction between trainers and participants. A similar experience was carried out in Kasserine (Tunisia), 12-13 June 2012, in cooperation with the Tunisian National Commission on the theme 'culture and citizenship'.
- Two capacity-building sessions have been supported in Ghana and Sierra Leone, designed to promote positive youth participation in electoral processes.
- Linking to the recommendations of the 7th UNESCO Youth Forum related to sustainability, UNESCO partnered with the initiatives of the students of the Institut d'Etudes Politiques, Paris (Sciences Po) on "Paris+20 and MyCity+20". This is an example of an interdisciplinary approach, where the work on global environmental change targets youth initiatives. The results of the Paris+20 initiative were channeled to the French delegation for the Rio+20 Summit. The students from Sciences Po shared the concept with other students around the world thereby launching "MyCity+20", by which other cities were invited to follow the Paris example: Mumbai+20, New York+20, Dhaka+20, Kathmandu+20, Mexico+20, São Paulo+20, etc. UNESCO hosted sessions for the Paris+20 event and endorsed the overall concept of the "My City+20" initiative.
- The Fourth Group of the Youth Peace Ambassadors met in Hiroshima, Japan, from 24 to 31 March 2012 and issued 44 action plans in different domains: e.g. peace education, sports. This initiative enabled 44 young women and men to become peace builders in their community.
- In Brazil, UNESCO has trained over 100 youth leaders in the cities of Vitoria and Contagem in the scope of the UN joint programme in different domains: e.g. peace education, sports. This initiative enabled 44 young women Focus on Children, Adolescents and Youths in Vulnerable Conditions in Brazilian Communities". The project, funded by the MDG-F fund, is a joint initiative of UNESCO, UNDP, ILO, UN-Habitat, UNODC and UNICEF to reduce violence, particularly among youth, in three Brazilian municipalities selected in partnership with the Ministry of Justice. UNESCO is responsible for capacity-building initiatives on conflict

resolution and youth mobilization. In Vitoria and Contagem, where activities promoted by UNESCO had already been held, young volunteers were mobilized to renovate public spaces (sport courts, public gardens, etc.) and organize local gatherings in order to reinforce the feeling of belonging and care among the inhabitants of particularly deprived neighborhoods.

- Fostering the development of policies and frameworks to address youth issues: Two national youth policy review processes are underway (Burundi and Liberia). Four regional workshops were organized in the provinces of Ngozi, Gitega, Rutana and Bujumbura-Mairie (Burundi) which made possible the completion of the orientations of the national policy on youth further to an in-depth analysis of the situation of youth in Burundi. In Sierra Leone and Gambia, in close partnership with youth organizations and other key stakeholders, including UN agencies at the country level, steps have been taken to promote youth civic participation in the political process, with specific emphasis on mobilizing youth for positive, peaceful non-violent elections, consistent with Global Objective 3 of the UNESCO Strategy on African Youth.
- In terms of South-South cooperation and following the success of UNESCO's "Open Schools" programme in Brazil and Central America, the Ministry of Education and the Brazilian Cooperation Agency (ABC) - in cooperation with the Amizade (Friendship) NGO in Guinea-Bissau and in partnership with the Gol de Letra Foundation - built a public school, in an extremely socially vulnerable community of 40,000 people, among them children and youth. The school offers not only formal education, but also provides the local community with specific training and capacity building in entrepreneurship, education, culture, communication and sport, which enables youth to engage in their societies.

Challenges/lessons learned

- Limited resources to fully apply UNESCO's holistic approach to youth development and civic engagement
- Complexity of youth issues and of responses to them at national level. There is some lack of awareness that youth issues at national policy level should not be addressed in silos (by line ministries) but in a comprehensive and coordinated manner engaging all ministries around an integrated policy framework on youth.

MLA3: Supporting Member States in responding to social transformations by building and strengthening national research systems and promoting social science knowledge networks and research capacities

Expected Result 5: Improved capacities and awareness in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants and people with disabilities

- In the field of social inclusion, an initiative focusing on assessing the inclusiveness of public policies is being developed along with a methodology on how to implement participatory and multi-stakeholders policy reviews. This work will assist Member States in following up on the recommendations related to social inclusion of the ministerial fora for social development held during the last biennium and the UNDAF outcomes on social inclusion policies.
- UNESCO's Director-General chaired the Global Migration Group principals' meeting that took place during the CEB meeting in Geneva in April, which discussed the preparation for the High-Level Dialogue in 2013 and the evaluation of GMG. UNESCO and UNODC were tasked with the preparation of the GMG review report, in coordination with all UN entities of GMG. UNESCO is involved with UNICEF and other agencies in the preparation of a publication for

MLA 2: Promoting a culture of peace and non-violence through action pertaining to human education.

- The publication contract for the online journal *Diversities* (on Migration) has been renewed, as the partner (Max Planck Institut G 2013 and the evaluation of GMG. UNESCO and UNODC were taskedA worldwide survey on school physical education has been carried out to provide an overview of the situation of physical education in schools across the world. The evidence-based data will inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Training (QPETT) in provider institutions as well as a School Physical Education Basic Needs Model.
- The 2012 Plenary Session of CIGEPS and the meeting of its advisory body, the Permanent Consultative Council (PCC), were held from 17 to 19 April 2012 in Lausanne, Switzerland, with support from the International Olympics Committee. This served as a unique platform to unite stakeholders from Member States and the sport movement and bring different expertise and perspectives to bear on the substantive work of the programme.
- With a view to mobilizing the transformative potential of sport, key programme partnerships have been consolidated - notably with the IOC - in the initial preparations for the 8th World Conference on Sport, Education and Culture to be held in Amsterdam, the Netherlands, in November 2012; the development and implementation of the Olympic Values Education Programme; and the launch of a new youth initiative - with European Athletics in the organization of the 2012 Young Leaders Forum held during the Championships in Helsinki in June with the participation of 60 youth leaders; and with TAFISA through the launch of the first VIPS (Volunteer Initiative for Peace through Sport) workshop, held in Tanzania in April 2012. Moreover, a number of communication and visibility activities have been initiated including a more focused use of UNESCO Champions for Sport. The Gala Match organized in Algeria by the Goodwill Ambassador Rabah Madjer mobilized funds for youth programmes in Africa. The partnership with European Athletics resulted in UNESCO's name and brand being carried on mainstream European television for the duration of the Championship.

Expected Result 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences

- In the area of ethics, the work of COMEST has been delayed by resource constraints, in particular in Africa, but was relaunched at the Extraordinary Session in July 2012. Core medium-term outputs remain achievable. A series of activities in science ethics have established new partnerships (e.g. with the Académie de l'éthique, Centro Volta and, resuming earlier connections, with the Pugwash movement) and created opportunities to formulate agendas, notably at European level through participation in the Danish Presidency conference on "Science in Dialogue" (Odense, April 2012) and through planned collaboration with the European Commission. Environmental ethics has also benefited from improved synergies with philosophy and the humanities, notably through the series of events focusing on "narratives of change".
- Concerning the World Social Science Report 2013, following the meeting of the scientific editorial committee in June 2012, a call for papers has been finalized. The ISSC-led Global Change Design Project has also been successfully completed. In addition to feeding in to the WSSR, the Project will lead in due course to an ambitious integrated research programme, set within the Future Earth initiative, to strengthen social science on environmental change.
- Work to contribute to UN agendas has focused both on dissemination of the social science results and activities referred to above and on direct promotion of a social agenda for

sustainable development, notably through the five events co-organized at Rio+20 and through input to UNESCO's official contributions.

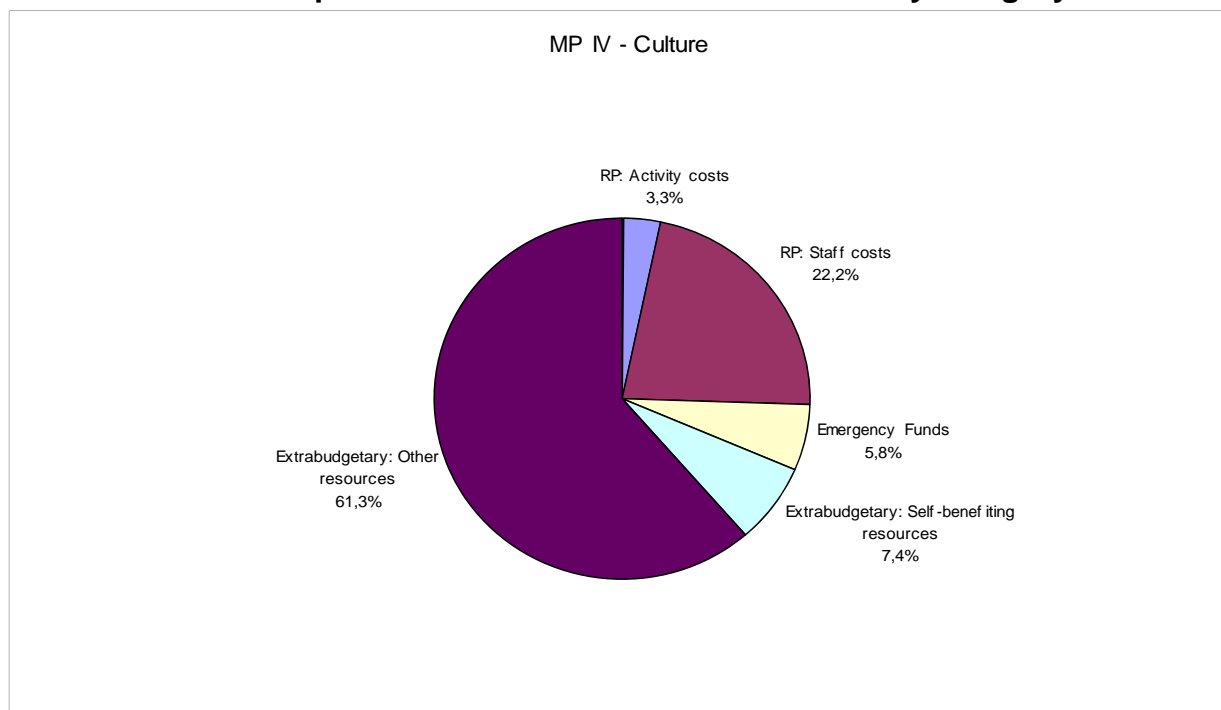
- Support for national adaptation policies depends on resource mobilization, which is actively being sought (via the emergency fund, the intersectoral platforms and external fundraising), with a targeted focus on the Caribbean, the Sahel and the Pacific. Some small successes have already been achieved in the first semester of 2012.

Challenges and lessons learned

- Despite severe resource constraints, activities on global environmental change have maintained the path towards key medium-term outputs. Refocusing has proved detrimental to activities in certain areas, particularly environmental ethics, but successful efforts to raise external resources and to build partnerships are enhancing capacity in ways that show significant promise. Furthermore, activities in ethics of science and technology implemented under global environmental change (such as science ethics) have been maintained and show significant potential for development.
- For the sport programme, the challenges for programme implementation remain related to a lack of human resources and regular programme funds. Efforts are being made to raise the necessary funds to support regular programme activities through extrabudgetary sources. To this end, US\$ 30,000 has been raised since the beginning of the year to support human resourcing and programme implementation. Additionally, options are being sought to employ in-kind alternatives.

MAJOR PROGRAMME IV: CULTURE

Breakdown of the expenditure incurred over the 6 months by category of funds



MLA 1: Protecting and conserving cultural and nature heritage through the effective implementation of the 1972 Convention

The 40th Anniversary of the Convention is being marked by a number of activities around the world throughout 2012. This demonstrates the commitment not only of the States Parties but also of the

general public to the concept of World Heritage. However, the main challenge for the World Heritage Convention remains the inescapable increase in the number of sites on the World Heritage List parallel to the decrease of its resources in the context of the current financial difficulties. Despite this difficult context, the key role of UNESCO, both in terms of expertise and mobilization for the preservation of heritage at risk, continues to be widely acknowledged at the international level.

In order to increase cost-effectiveness, the host-country of the 36th session of the World Heritage Committee covered additional supplementary costs, while Qatar provided funding for interpretation in Arabic and Spanish. The Category 2 Centres are also encouraged to take in charge activities that UNESCO is not in a position to finance.

Expected Result 1: The 1972 World Heritage Convention effectively implemented

- The 36th ordinary session of the World Heritage Committee was held in St Petersburg from 24 June to 6 July 2012. For the first time, documents were all made available to the general public and the session was webcast, thereby enhancing transparency.
- On 4 June 2012, Singapore ratified the Convention and became its 190th State Party.
- The Evaluation by the External Auditor underlined that Tentative Lists were a critical tool for the credibility of the List: 12 Tentative Lists were revised since January 2012 and 4 States Parties submitted their first Tentative Lists (Sierra Leone, Palestine, Bhutan and Antigua & Barbuda).
- Within the framework of the experimental Upstream Process, 7 States Parties are currently experiencing new forms of guidance, in order to reduce the problems encountered during the nomination process.
- The number of visitors on the World Heritage Centre website in the first five months of 2012 increased by 22.3% compared to the same period in 2011.
- A comprehensive database on the state of conservation of World Heritage properties since 1979 has also been launched to facilitate well-informed and consistent decision-making, analyze the threats affecting the properties and help identify the best mitigation measures.

Expected Result 2: Contribution of World Heritage properties to sustainable development enhanced

- In the context of the 40th anniversary theme “World Heritage and sustainable development: the role of local communities”, the best examples of successful heritage conservation benefitting local communities were selected among the 28 World Heritage properties proposed by States Parties.
- The new World Heritage and Sustainable Tourism Programme, was adopted by the Committee at its 36th session.
- The Historical Urban Landscape approach is implemented through a demonstration programme developed with the World Bank as part of the Indian Government’s urban programme.
- A ‘Climate change adaptation guidance for natural World Heritage sites’ toolkit is being finalized to help site managers identify climate change threats and adapt to them.
- Through the 2 youth fora held in June 2012 (Spain and Russian Federation) and the ongoing 5th edition of the “World Heritage Volunteers Project: Patrimonio Voluntary Action” (in

partnership with CCIVS and 35 youth organizations), 150 young people from 27 countries and more than 800 young volunteers from 25 countries have shared their cultures, united to preserve 40 World Heritage sites and raised awareness amongst local communities about their heritage.

- The participation of women in World Heritage training workshops as trainers/experts was around 40%.

Expected Result 3: cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict

- The state of conservation of 140 World Heritage sites was assessed. 11 conservation projects are undertaken in World Heritage properties in Danger, priority countries, Africa and SIDS.
- Activities related to the International Coordination Committee (ICC) for Angkor are ongoing. An evaluation of the ICC for Iraq will evaluate how to better meet needs to safeguard heritage in view of institutional changes.
- The World Heritage Centre continues to work closely with the Advisory Bodies, Category 2 Centres and regional institutions to prepare longer term programmes for capacity-building. Since January, almost 400 people were trained, especially within the framework of the SIDS programme and of the Periodic Reporting Exercise.
- The Anniversary year was launched by a ceremony (UNESCO Headquarters, 30 January 2012) which received wide attention by the media.
- Seven out of the nine recommendations made by the External Auditor in the Evaluation of the Partnerships' Initiative (November 2011) were implemented. Some existing partnerships have been extended. One new partnership has been concluded, and others are in development.

MLA 2: Enhancing the protection of cultural property and fighting against traffic in cultural property through the effective implementation of the 1954, 1970 and 2001 Conventions

- Continuing challenges related to the implementation of the 1954 (including its two Protocols), 1970 and 2001 Conventions include the difficulty to provide effective assistance in the fight against illicit trafficking in cultural property and its protection to countries in crisis (e. g. Egypt, Libya, Syria, Mali), the necessity to provide proper governance to the 1970 Convention, and the need to increase the ratification rate of the Second Protocol to the Hague Convention and of the 2001 Convention.
- Several measures were taken to increase cost-effectiveness/efficiency, among which the electronic distribution of documents. The Secretariat also initiated the development of multiple fund-raising initiatives towards public and private donors for the organization of statutory meetings, training sessions and awareness raising events (e. g. Greece, the Republic of Korea, Italy, Turkey, USA), and initiated discussions with the organizers of capacity-building meetings to cover travel and associated costs of UNESCO representatives. Italy also seconded a senior police officer to reinforce the Secretariat of the 1970 Convention.

Expected Result 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced

- Two Member States (Angola and Palestine) became party to the 1954 Hague Convention, one (Palestine) to the 1954 (First) Protocol and two (Poland and Palestine) to the 1999 Second Protocol.
- Continued assistance has been provided to the Azerbaijani authorities to facilitate the consideration of the two Azerbaijani requests for the granting of enhanced protection (The Walled City of Baku, including the Shirvanshahs' Palace and Maiden Tower and Gobustan Rock Art Cultural Landscape) by the Bureau of the Committee and then by the Committee at its 7th meeting in December 2012.
- Assistance has also been extended to the implementation of the Hague Convention during the recent conflicts in Syria and Mali through the application of the Standard Plan of Action developed to protect cultural property in such situations.

Expected Result 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased

- The third meeting of the Scientific and Technical Advisory Body on 19 April 2012, resulted in the adoption of recommendations strengthening the protection of the underwater cultural heritage.
- Intensive cooperation has been launched with Member States in view of preparing the next meeting on the draft Operational Guidelines for the implementation of the 2001 Convention scheduled to take place at Headquarters in the second half of September 2012.
- 14 Member States participated in a regional meeting on the protection of the underwater cultural heritage in Asia and Pacific, in May, in Koh Kong (Cambodia), which adopted an Action Plan for the region aimed at increasing ratification and capacity-building.
- A manual on the Annex of the Convention (available in English, French and Spanish both on-line and in a hard copy) has been finalized, as has a training manual on how to organize a foundation course.

Expected Result 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened

- Two Member States have become party to the Convention (Kazakhstan and Palestine).
- In addition to the second Meeting of the Parties (20 – 21 June 2012) and the 18th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (22 June 2012), a series of six workshops in Latin America, Africa and South East Europe is being prepared.
- UNIDROIT has been actively supported in the organization of its “First Meeting of the Special Committee to review the practical operation of the 1995 UNIDROIT” (19 June 2012) and strongly encourages the ratification of the UNIDROIT Convention.
- An exhibition of stolen and retrieved cultural objects was co-organized with the Italian Carabinieri.

- The Second Meeting of Parties to the 1970 Convention established two institutional mechanisms: a Meeting of States Parties every two years, and an eighteen-Member Subsidiary Committee of the Meeting of the States Parties that will be convened every year. The main functions of the Committee will be to review national reports presented to the General Conference by the States Parties to the Convention; to exchange best practices, and prepare and submit to the Meeting of the States Parties recommendations and guidelines that may contribute to the implementation of the Convention; to identify problem areas arising from the implementation of the Convention; and to initiate and maintain co-ordination with the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation in relation with capacity building measures combating illicit traffic in cultural property.

MLA 3: Safeguarding the intangible cultural heritage through the effective implementation of the 2003 Convention

- The effects of this young Convention at the local level in Member States are beginning to be demonstrated, for instance through the periodic reports of States Parties on their national implementation. Extrabudgetary funding permitted substantial progress in the implementation of the global capacity-building strategy, although these resources are not sufficient to meet expectations from all Member States. The decision of the General Assembly not to authorize using 10% of the Intangible Cultural Heritage Fund to support the statutory functions of the Convention poses a challenge to the Organization's delivery capacity. Other solutions are being explored. The knowledge management system, essential to the functioning of the Convention, continues to depend on extrabudgetary resources. The future success of the Convention thus depends on the will of its States Parties to ensure that the Secretariat's workload is in better proportion to the human resources available and that extrabudgetary funds continue to be made available to supplement those human resources.
- The Intangible Cultural Heritage Section continues its cost-cutting measures, having already moved to low-paper or no-paper meetings for its advisory bodies and governing bodies. On-line evaluation of nomination files by the Subsidiary Body and Consultative Body represents a substantial reduction in staff time.

Expected Result 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention and Expected Result 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings

- The governance of the Convention continues to mature. Two new States Parties were recorded. The first semester of 2012 saw the 4th session of the General Assembly and 4th extraordinary session of the Committee, a meeting of the 7th intergovernmental Committee Bureau and a joint meeting of the Subsidiary Body and Consultative Body. Civil society participation in governance meetings continues to grow.
- The General Assembly adopted important amendments to the Operational Directives: an annual ceiling of files will be set during each Committee session for the next two cycles. While striving to examine at least one nomination per submitting State, the Committee will give priority to countries having no elements inscribed, best safeguarding practices selected, or international assistance granted, and to nominations for the Urgent Safeguarding List. The Representative List will not benefit during its evaluation process from the recommendations of non-governmental organizations and independent experts, as is the case for the other

mechanisms, since the General Assembly left evaluation in the hands of the Subsidiary Body composed of six Committee members.

- The present biennium shows a marked increase in States Parties' pro-activity concerning international assistance, with more than 50 such requests currently being processed for possible examination in 2012 or 2013 (including four held over from 2011). There is also increased interest in the Urgent Safeguarding List shown in the 2013 nominations, and a continuing increase in the number of States submitting nominations, proposals or requests for the first time. For the 2013 cycle, the impact of the global capacity-building strategy is apparent from the fact that the Africa region is first in terms of number of submitting States.
- UNESCO's direct support to safeguarding at the national level depends upon the rate of requests from States Parties and approvals by the Committee in 2010 and 2011. Since few States were previously mobilized to request international assistance, there is little to implement now, although this will soon change with the marked increase in requests.
- Partnerships are being explored with museums in order to promote awareness-raising on the elements inscribed on the Lists, and the Secretariat continues to devote great attention to supporting category 2 centres so that they might in the future contribute to the Organization's programme.

Expected Result 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened

- The comprehensive global strategy for strengthening national capacities for safeguarding intangible heritage continues to bear important fruit around three axes: i) creation of training curricula and materials, ii) establishment and training of a network of expert facilitators and iii) delivery of training and capacity-building services to beneficiary stakeholders.
- During the first semester of 2012, capacity-building activities were underway in more than 50 States worldwide, carried out by UNESCO's network of field offices, in cooperation with national counterparts. Each beneficiary State receives a custom-designed complement of activities, including needs assessments, training workshops, and policy consultations, over the course of 24 to 36 months.
- The drawing up and updating of curriculum materials and training resources has been continued. Through effective mobilization of sizable extrabudgetary resources, these materials are being made available not only in English and French, but also in Spanish, Portuguese, Arabic, Russian and other languages.
- The statutory obligations have also been met with regard to publishing the Urgent Safeguarding List, Representative List and Register of Best Practices. The Convention's website has seen a marked increase in the number of pages available and several important new tools introduced such as online meeting registration and an interactive calendar.

MLA 4: Sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention

The 2005 Convention has entered into a new implementation phase, and the main challenge that has emerged is the lack of operational capacities at the national level, in particular in developing countries, preventing a number of Parties from fully benefiting from it. To remedy this situation, the Secretariat is pursuing activities to promote cooperation for sustainable development through the

International Fund for Cultural Diversity; capacity building and knowledge management support for the introduction of cultural policies leading to the emergence of cultural and creative industries in developing countries.

Regular programme funds have been secured to prepare and organize the upcoming sixth session of the Intergovernmental Committee in December 2012 in the most cost-efficient manner. Resources will be required for the two statutory meetings to be held in 2013. Emergency Funds have been received to pilot a capacity-building programme in Africa until the end of 2012 and extra-budgetary funds have been received for the production of awareness raising communication tools.

Expected Result 10: The 2005 Convention effectively implemented and Expected Result 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels

- Since the beginning of 2012, three States have ratified the Convention (Indonesia, Angola, Central African Republic and the United Arab Emirates), bringing the total number of Parties to 124. At a Dhaka Ministerial Forum (organized in May 2012 by Bangladesh) and a capacity-building workshop for 47 African National Commissions (June 2012), several States made a public pledge that their governments are working toward ratifying it in the near future.
- The International Fund for Cultural Diversity (IFCD) is currently providing US\$2.8 million in funding for 48 projects in 36 developing countries. This number will increase as a result of the third funding cycle launched in March 2012. Projects cover a wide range of national and local development activities such as: development and implementation of cultural policies; mapping cultural industries; capacity-building of public officials and cultural entrepreneurs; strengthening of existing cultural industries production and distribution channels; promoting social inclusion through participation and access of youth and marginalized groups to cultural industries.
- Cost-effective preparations for the sixth session of the intergovernmental committee are well underway. Among major issues will be the analysis of the Parties' first quadrennial periodic reports, the selection of 2013 IFCD projects, the examination of the IOS evaluation and audit of the IFCD, a new fundraising strategy, the selection and use of the Convention emblem, the annual implementation report on Article 21 and funds to prepare and organize statutory meetings in 2013.
- Steps are being taken to respond to the Parties' call for intensified capacity-building efforts, but are not sufficient to address all demands. In the first half of 2012, national authorities in six developing countries have been supported through technical assistance missions to develop creative hubs (Buenos Aires), a music industry strategy (Seychelles), integrate cultural modules in school curricula (Burkina Faso), a cultural policy framework and a music sector strategy (RDC), introduction of new funding mechanisms for culture (Vietnam) and a strategy for the cultural industries (Mauritius). Progress and challenges encountered on the missions are regularly reported in the 2005 Convention website.

Expected Result 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention

- Activities focused on support for the first round of Parties' Periodic Reports on the implementation of the Convention at the national level. Unable to address the comprehensive demand for direct capacity-building in the preparation of these reports, a series of text-based guidelines and online video tutorials has been produced. Already existing forums were also used to build capacities among National Commissions, the Points of Contact for the 2005

Convention and officials of Ministries of Culture in Burkina Faso, Vientiane and Windhoek (national workshops), in Buenos Aires, Dhaka and Abidjan (regional workshops). These synergies were made possible thanks to a close and successful collaboration with UNESCO Field Offices and other international organizations such as the *Organisation de la Francophonie* (OIF).

Expected Result 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth

- The first test phase of the UNESCO Culture for Development Indicator Suite (CDIS) was finalized in 6 countries; preparations are underway for testing in five additional countries. In parallel, a theoretical and methodological revision of CDIS products (Methodology Manual, Result Tables, Implementation Toolkit and Global Database) has been undertaken. The CDIS project has progressively gained visibility receiving significant media coverage. This is made possible thanks to a close and successful collaboration with UNESCO Field Offices.
- In May 2012 a Policy Guide for the development of cultural and creative industries in Africa was published thanks to extrabudgetary funds and a partnership with OIF.

MLA 5: Promoting the role of culture in development at global, regional and national levels

Efforts were pursued to consolidate international commitment to the role and potential of culture for sustainable development and for the achievement of the MDGs, in particular in the context of the Rio+20 Conference and the development of the UN Post-2015 Agenda. These efforts complemented the normative and operational action at the field level, in particular through the implementation of the 18 Joint Programmes approved under the MDG Achievement Fund. Strategic institutional and operational partnerships are being strengthened with UN organizations and donor countries to further sustain these efforts. The new Global Partnership for Museums mobilized major scientific and technical stakeholders and development partners to promote and strengthen the role of museums as social, educational and economic actors. The International Fund for the Promotion of Culture was re-launched and the new Administrative Council held its first meeting on 9 July.

Progress towards many of the expected results under this MLA is dependent on extrabudgetary funding. In effect, several activities could not be implemented as planned (notably handicrafts, cities, books and languages). The Culture Sector is mobilized to identify partners and extrabudgetary funding and has established contacts in this regard.

Expected Result 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies

- Further to the recommendations of the Independent External Evaluation of SPOs 9 and 10, clear messages were developed on the contribution of culture to sustainable development both as a driver and an enabler. Extensive internal reflections addressed the ambiguities identified in terms of programme formulation, written contributions, tools, data collections and case studies to support the advocacy on culture and development, and formulated solid arguments to inform policy makers.
- These improvements have resulted in UNESCO's considerations on the contribution of culture to sustainable development being taken on into consideration in several key documents that paved the way to Rio+20, or that are informing the current debates about the UN Post 2015 agenda.

Expected Result 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth

- UNESCO contributions on culture were included in UN documents related to Rio+20 and the UN post-2015 agenda and helped underline culture's role in achieving equitable, inclusive and rights-based sustainable development, and to generate economic growth.
- Preparations began for the 2013 ECOSOC Annual Ministerial Review that will address, among other issues, the role of culture in achieving the MDGs.
- As of end June 2012, 9 MDG-F Joint Programmes have been completed and demonstrated tangible results on the impact and contribution of culture to development and the consideration of culture in national policies. These results are shown through the first products of the knowledge management project: 3 regional e-publications (South East Europe, Latin America, Asia) and dedicated MDG-F web pages on UNESCO's Culture website.
- The database and analytical report on culture entries in UNDAF show that the integration of culture in the UNDAFs has increased from 30% in the late 1990's to 70% in January 2012.
- A questionnaire on HIV/AIDS has been sent to different communities in Nigeria for collection of data for the creation of a Community-Based Advocacy tool. UNESCO Havana continues awareness-raising on the prevention of HIV/AIDS and homophobia, on the basis of joint actions with UNAIDS.
- The Culture Sector contributed extensively to the overall UNESCO contribution to the 11th Session of the UN Permanent Forum on Indigenous Issues 7-18 May 2012. A special issue of the World Heritage Review on Indigenous Peoples (Number 62, 2012) was disseminated at UNPFII and is available on-line.

Expected Result 16: Contributions of cities to sustainable development enhanced

- Bogota, Hangzhou, Beijing, Jeonju and Norwich were admitted to the Creative Cities Network. Partnerships have been established and cooperation developed with cities/local governments newly associated with the Creative Cities Network. Support was provided to cities in the Latin American and Arab States region to enhance the geographical representation of the Network.

Expected Result 17: Activities in the fields of books, translation and crafts promoted

- A partnership with the French *Foundation Culture et Diversité*, is facilitating the exchange of knowledge in craftsmanship through the provision of fellowships to young artisans. During the reporting period, 4 fellowships were awarded to young craftspeople and 5 more are to follow.
- The number of countries participating in the Index Translationum has risen to 149 (with data from Africa for the first time). During the first 6 months of 2012, some 90,000 new records were added to the database.

Expected Result 18: Social, economic and educational roles of museums as vectors of sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular developing countries

- Assistance to 9 World Heritage Site Museums in Cambodia, Laos and Viet Nam contributed to consolidating the sub-regional network of museum professionals, and increasing museums' capacity.

- A project for the Revitalization and Collection Care Programme for the Museum of Folk Architecture and Rural Life in Lviv, Ukraine, and the Revitalization of the Giorgi Chitaia Open Air Museum of Ethnography in Tbilisi, Georgia, provide an institutional capacity building programme to these Open-Air Museums contributing to safeguarding and documenting the collections as well as to the development of the permanent exhibition.
- In Jerusalem, the training of the staff of the Islamic Museum and of the Manuscripts Centre on the Haram al Sharif has progressed well and the inventory of the museum is nearly completed.
- Although staff training continued at the National Museum for Egyptian Civilization (NMEC), the construction works and the interior refurbishment have come to a halt. UNESCO commissioned a situational analysis of the project so as to determine what tasks, resources and time are needed to make the museum operational.

Expected Result 19: Indigenous and endangered languages promoted and protected

- Progress towards this result is contingent on the availability of extrabudgetary funds as no Regular Programme funds are earmarked in the 36 C/5.
- The remaining extrabudgetary funds (under the Norway FIT) were used to finance the maintenance and updates of the online Atlas of the World's Languages in Danger that had over 17,000 visitors in February 2012, and a few small grants for indigenous linguists, in partnership with the Smithsonian Institution.
- Efforts are underway to raise extrabudgetary funds, with proposals submitted to Governments and Foundations. However, no funds have been identified as yet.

MLA 6: Promoting intercultural dialogue, social cohesion and a culture of peace and non-violence

The drastic reduction in the Regular Programme budget allocated to MLA6 negatively impacted the implementation of many programmed activities which became dependent on the availability of extrabudgetary funding (notably Heritage and Dialogue, the Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal project, Arabia Plan, DREAM Centres). However, support provided from the Emergency Fund permitted the implementation of key activities, in particular the Slave Route and the Pedagogical Use of the General History of Africa projects. With the support of South-East European countries, it was also possible to undertake activities under "Culture: a Bridge to Development" initiative. These activities contributed to boosting exchanges and transnational cooperation among regional experts and cultural practitioners. Proposals were also submitted to the Intersectoral Platform for a Culture of Peace and Non-Violence.

Expected Result 20: Heritage promoted as vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries as a specific component of broader initiatives to promote innovative and creative approaches to culture as a bridge to sustainable social, economic and human development

- Although the absence of extrabudgetary resources did not allow the creation of the subregional experts working group, the four Regional Centres of Excellence for Cultural Heritage recently created in South East Europe in the field of underwater cultural heritage (Zadar, Croatia), intangible cultural heritage (Sofia, Bulgaria), cultural heritage digitization (Skopje, Former Yugoslav Republic of Macedonia) and cultural heritage restoration (Tirana, Albania) strengthened networks of experts in the region, promoted the exchange of best practices and

enhanced transnational cooperation, thereby promoting dialogue at the professional level and regional integration, in the spirit of the framework initiative “Culture: a Bridge to Development”.

- The Regional Centres of Excellence held their first meeting in March 2012. The meeting served to discuss and enhance new partnerships and funding mechanisms between the regional centres, international institutions (especially the European Union and the World Bank) and bilateral donors (Turkey, Italy). It was agreed to promote and use, in consultation with national governments and the support of UNESCO, relevant funding mechanisms (Instrument for Pre-Accession Assistance (IPA) funding, World Bank grants) for the enhancement of the regional centres on cultural heritage.
- Several of the MDG-F Joint Programmes implemented around the world promoted joint action to improve cross-cultural understanding by focusing on cultural diversity and cultural expressions, cultural heritage and cultural industries.

Expected Result 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes

- The publication of the last volume of the General History of Caribbean (Vol IV) and the Volume III of the Different Aspects of Islamic Culture enhanced historical knowledge developed within the framework of UNESCO’s General and Regional Histories, thereby helping to fight against ignorance and promote mutual understanding.
- The promotion and use of the Histories series for educational purposes was enhanced through the elaboration of common contents for the Pedagogical Use of the General History of Africa project. These will be followed by teachers’ guides, textbooks, historical atlas and glossary.

Expected Result 22: Knowledge of the slave trade, slavery and the African diaspora enhanced

- A film entitled “A Story Not to be Forgotten”, accompanied by a pedagogical booklet targeting youth, was produced and broadcasted in May 2012 by the French TV channel France O.
- A new Research Network was created in order to break the silence on the slave trade and slavery in the Mediterranean, Middle East and Indian Ocean and facilitate information sharing and cooperation between scholars of these regions.

Expected Result 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally

- More than 30 local, regional, inter-regional arts education projects were presented and cooperation established to foster social cohesion through the implementation of the Seoul Agenda in the framework of the first edition of the International Arts Education Week, generously financed by the government of the Republic of Korea..
- A USD 1 million agreement was concluded with the Hariri Foundation for Sustainable Human Development to carry out arts and creativity activities in the Arab world.

Global Priority Africa

In the area of capacity-building, African experts, professional institutions and networks benefitted from various mechanisms of support. With regard to intangible cultural heritage, Africa has the highest number of nominations proposed for the 2013 cycle. Likewise, more than half of the 48 projects funded under the International Fund for Cultural Diversity will be implemented in Africa. The MDG-F Joint Programmes have contributed to integrate culture in national development policies in Ethiopia, Mozambique, Namibia, and Senegal, and finally, new ratifications have been achieved under the 2003 and 2005 Conventions.

The difficulties encountered by the Pedagogical use of the General History of Africa Project due to the discontinuation of extrabudgetary funds, were alleviated through funds allocation from the Emergency Fund. The same Fund also provided support to capacity-building and awareness-raising programmes under Priority Africa in the context of the 1954, 1972 and 2005 conventions and the Slave Route project.

African heritage and cultural expressions better safeguarded and promoted in Member States

- 40% of the World Heritage International Assistance requests approved since January 2012 are from the Africa region. During the first semester of 2012, activities to strengthen national capacities to safeguard intangible cultural heritage were underway in 19 African States. The impact of the global capacity-building strategy is already apparent for the 2013 cycle of nominations as the Africa has the highest number of submitting States.
- 26 projects from 17 African countries will be funded by the International Fund for Cultural Diversity (IFCD). These projects carry great potential for structural impact on cultural policies and industries.
- The French adaptation of a Policy Guide for the development of cultural and creative industries in Africa was released in May 2012 in partnership with the *Organisation de la Francophonie*.

Culture mainstreamed across Africa in national development policies inclusive of gender equality

- The MDG-F Culture and Development Joint Programmes implemented in Africa (Ethiopia, Mozambique, Namibia, Senegal) reinforced the integration of culture into national development policies through the development of 7 legal acts, including with regard to gender equality.

Knowledge of Africa and the contribution of its diaspora increased

- Representatives of the African Diaspora were associated to the preparation of the common pedagogical contents of the General History of Africa Project aimed at modernizing the teaching of African history in primary and secondary schools. Collaboration with the African Union Commission was reinforced in this regard through decisions taken at the Conference of Ministers of Education of the African Union (COMEDAF) in Abuja, Nigeria, April 2012. The Slave Route Project has launched the preparation of a set of special initiatives to contribute to the Action Plan for the International Decade for People of African Descent (2013-2022) to be proclaimed by the UN General Assembly.

Global Priority Gender Equality

The mainstreaming of gender equality in MP IV has been systematically pursued, especially in conjunction with the culture conventions and MDG Fund programmes. This comprises the

participation of a higher percentage of women participants/experts in diverse meetings as well as their empowerment in the area of cultural industries.

A major challenge in this domain remains the general absence of quantitative data on gender-related issues. Gender equality has therefore been selected as one of the seven dimensions of the UNESCO Culture for Development Indicator Suite (CDIS) under elaboration by the Culture Sector as an operational tool of the 2005 Convention. In this context, a gender expert was seconded to the culture sector for 5 months to by the Government of Sweden.

Involvement of women in the conservation and management of tangible and intangible cultural heritage increased

- The overall participation of women in World Heritage training workshops as trainers/experts has been approximately 40%.
- In the area of intangible cultural heritage, every effort has been made to achieve gender parity among the beneficiaries of the “human resource strengthening” in Member States within the framework of the global capacity-building strategy. The concrete results of the ongoing monitoring exercise will be made available by end 2012.

Culturally appropriate and gender-responsive policies and actions at country level designed and implemented

- The 18 MDG-F Culture and Development Joint Programmes placed special focus on women’s empowerment through the creation of new employment and income-generating opportunities for women in the culture sector as well as through targeted capacity-building workshops.
- State Parties to the 2005 Convention have been encouraged to involve more women in the development of cultural policies and cultural industries, and monitoring of the participation and involvement of women in all capacity-building initiatives in the area of cultural policies and cultural industries is being actively pursued.
- 4 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 9, are women. One of the nine ‘learning units’ approved by the Scientific Committee for the Pedagogical Use of the General History of Africa project will cover gender issues with a view to giving due recognition to the role of African women.

Indigenous women’s movement and faith-based organizations engaged in reconciliation and peace-building initiatives

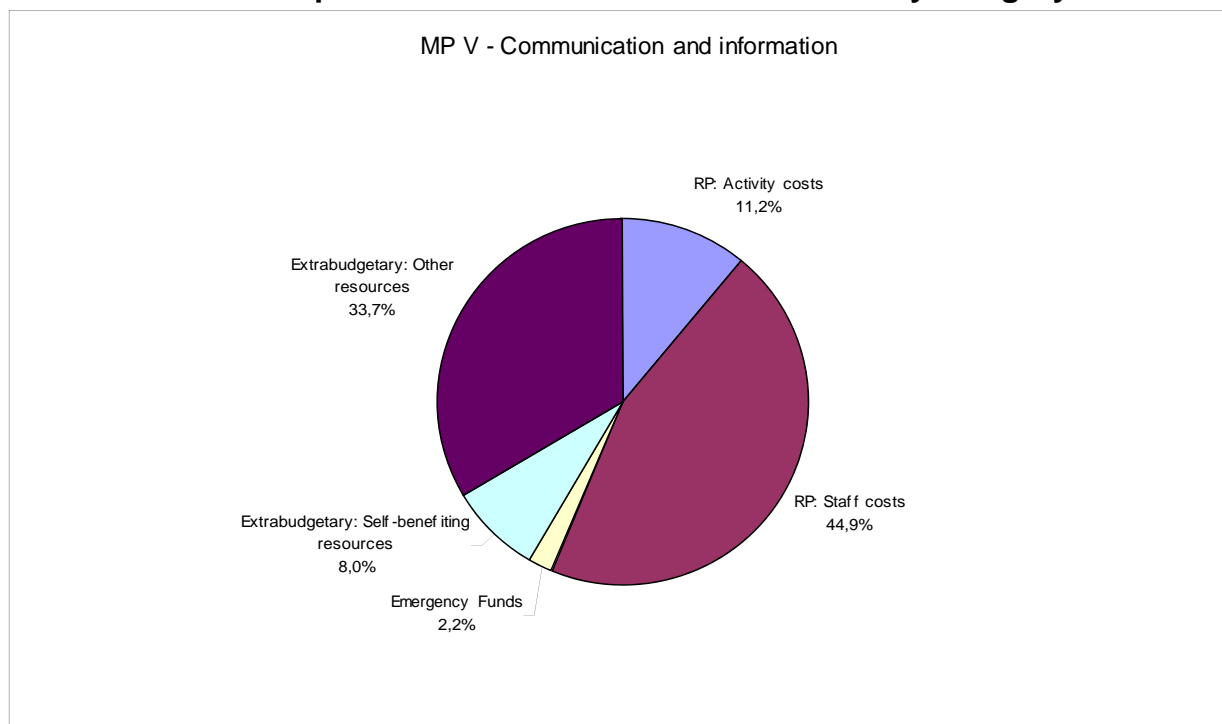
- The culture sector has contributed substantially to the overall UNESCO report to the 11th session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012. Likewise, a special issue of *World Heritage* has been devoted entirely to indigenous peoples (n° 62, 2012, available online) featuring an insightful interview with Dr Myrna Cunningham from Nicaragua.

Policy-making informed by a report on Gender and Culture promoting gender equality in the field of culture

- A working group has been established within CLT a view to undertaking research and joint publication of the report in close collaboration with the Division for Gender Equality. It is clear, however, that the absence of extrabudgetary funds for this initiative risks jeopardizing the production of the report during the current biennium.

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

Breakdown of the expenditure incurred over the 6 months by category of funds



MLA 1: Promoting an enabling environment for freedom of expression in order to foster development, democracy, and dialogue for a culture of peace and non-violence

The volume of extra-budgetary funds mobilized for UNESCO's advocacy work and the development of policy frameworks in support of press freedom, the safety of journalists, election reporting, work in PCPD countries, and public service broadcasting, testifies to the recognition of the importance of freedom of expression in fostering development, democracy, and dialogue for a culture of peace and non-violence.

Expected Result 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened

- World Press Freedom Day in 2012 was celebrated globally through local events in more than 100 countries, including Libya, Yemen, Myanmar and Lao PDR. The "Carthage Declaration" was adopted on the occasion of a special event "New Voices: Media Freedom Helping to Transform Societies organized" in Tunis, Tunisia, which brought together over 700 participants from some 90 countries
- The award ceremony of the UNESCO/Guillermo Cano World Press Freedom Prize (WPFDP) to Azerbaijani journalist Eynulla Fatullayev was hosted by the President of Tunisia, Dr Moncef Marzouki. The celebration of WPFDP 2012 enjoyed wide media coverage with almost 6,000 articles in the international press and with at least 80,000 tweets on 3 May, surpassing the 2011 event in terms of social media outreach. In addition, the online poster competition yielded some of the top performing online content about WPFDP on social media. To expand its outreach, UNESCO mobilized a number of partners, including Google, Microsoft, Al Jazeera, Canal France International, the African Development Bank, and GlobalNet.

- Work was initiated on media regulation and policies in Egypt, Tunisia, Jordan, East Timor, Myanmar, and Liberia, leading to a roadmap for media reform that would ensure the integration of Article 19 of the Universal Declaration of Human Rights into policies. .
- An unprecedented coalition of partners (UN, NGOs, professional associations, Member States) was mobilized to develop a strategy on the safety of journalists and the fight against impunity. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity was commended by the UNESCO IPDC Council in March 2012 and fully endorsed by the UN Chief Executives Board (CEB) in April 2012. This endorsement ensures a UN-wide approach and implementation strategy.

Expected Result 2: The role of media enhanced to contribute to a culture of peace and to democratic governance

- The role of media was enhanced to contribute to a culture of peace and democratic governance through work on election reporting and in PCPD countries,
- capacity development of ministries, media professionals and civil society to put into practice the principles of freedom of expression and freedom of information in Liberia, Tunisia and Egypt.
- With the support of extra-budgetary funding, UNESCO was able to pursue its activities linked to election, e.g. reporting, monitoring of media coverage, and conflict sensitive reporting in more than ten countries, with focus on Africa and the Arab region. Furthermore, capacity-building to ensure media's reporting on the implementation of freedom of information (FOI) legislation was carried out in the Arab region.

Expected Result 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information

- Media capacities were strengthened to foster dialogue and reconciliation and contribute to disaster risk reduction and provide humanitarian information.
- UNESCO partnered with Canal France International to develop capacities of media professionals on transition from emergency situations towards democratic processes in Palestine, Myanmar and Liberia; preparations were made to launch similar activities in Cote d'Ivoire and Libya.
- The funding provided by the Danish and Swedish governments allowed for UNESCO to support freedom of expression in Liberia, and initiate projects promoting freedom of expression in eight Arab countries and South Sudan.
- In-depth and long term assessments of the media sector were conducted with extra-budgetary funding and are under finalization in Egypt, Tunisia and Jordan, with the objective of putting forward a series of evidence-based recommendations on the measures to be taken.

Lessons learned include: (i) the importance for UNESCO to continue leading the efforts to develop on-line content and support new media for users of digital platforms, and to advocate for Article 19 to defend freedom of expression in the digital world; (ii) the importance of the Organization's presence at an early stage in conflict and post-conflict situations to optimize the value of its support in the analysis and redesign of media systems. (iii) Crowdsourcing is a powerful tool for public engagement, and the sector intends to utilize public-contributed event maps, online competitions etc., for future UNESCO events. There is great potential for utilizing social media to engage leading personalities to promote the Organizations mandate. This however, requires careful preparatory work for it to be successful.

The challenges encountered: (i) unstable environments that can hinder UNESCO in supporting independent media in areas of conflict; (ii) mobilization of sufficient resources to support the achievement of expected results in certain programme areas, such as Public Service Broadcasting. To increase cost-effectiveness and efficiency measures, the Sector continued to harness existing UNESCO networks to ensure optimal delivery of programmes in partnership with the private and public sector. Whereas the Power of Peace Network (PPN) was partially discontinued, the Sector is exploring possibilities to create synergies with the youth project funded by Saudi Arabia.

MLA 2: Strengthening free, independent and pluralistic media, civic participation and gender-responsive communication for sustainable development

Through the International Programme for the Development of Communication (IPDC) and the Sector's activities related to community radio, communication for development, media and information literacy, and journalism education, a free, independent and pluralistic media was further strengthened and civic-participation and gender-responsive communication for sustainable development was supported.

Expected Result 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society

- Member States were supported in the development of free, independent and pluralistic media, reflecting the diversity of society.
- The 56th Bureau of the IPDC Council was organized at UNESCO Headquarters in Paris from 22 to 24 February 2012. Among 103 project proposals considered, the IPDC Bureau approved 85 projects in 62 countries for a total amount of US\$ 2,170,180. Out of the 33 projects approved, 21 are in Africa.
- During the IPDC Council meeting, UNESCO organized an international debate on gender and media to encourage the use of the gender sensitive indicators for media in media development projects. In this regard, and to ensure media reflects the diversity of society, the annual Women Make the News (WMN) campaign involved groups from over 40 countries, 9 broadcasting unions, and 20 local community radio stations.
- policy advice on legislation concerning community radio was provided in Liberia, Myanmar and Cap Verde.
- Bhutan, the Democratic Republic of Congo, Ethiopia, India, Lesotho, Mongolia, Namibia, South Africa, Tanzania and Zambia were identified for UN joint collaboration on communication for development. In these countries, the Media Development Indicators will be used to guide UNESCO's focus on communication for development, influence UNDAFs and articulate UN joint collaboration.
- policy advice and capacity-building was provided to institutions to integrate media and information literacy (MIL) in teacher education in countries such as Ethiopia, Gabon, Morocco, Jamaica, China and Japan.

Expected Result 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media

- The capacities of media training and journalism educational institutions were strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media.

- UNESCO was working to ensure that the Model Curricula for Journalism Education is systematically adopted in journalism institutes of Member States. The need to further consider gender perspectives in media was among the key priorities identified for revision of the curricula to respond to international needs
- The projects supported by funding from IPDC included Africa-UK Exchange workshop that aims to connect African and UK journalism educators to innovate ways of incorporating gender and new media into curricula.

Expected Result 6: Media and Information Literacy (MIL) enhanced to enable citizens to make full use of their right to freedom of expression and information, taking into account the access and needs of both women and men

- Media and Information Literacy (MIL) to enable citizens to make full use of their rights to freedom of expression and the right to information was strengthened, taking into account the access and needs of both men and women.
- The English, French, and Arabic versions of the MIL Curriculum were published and the Curriculum translated into Japanese, German and Swedish. UNESCO assisted 7 teacher-training institutions in the adaptation of the curriculum.
- collaboration with the University of Cairo was initiated to develop a network to advocate for MIL and intercultural dialogue. MIL and Intercultural Dialogue Week in Spain on 22-25 May 2012 helped UNESCO reach 30 other universities and over 40 citizens' media group, and underlined the importance of MIL to ensure universal access to information and knowledge.
- In the framework of promoting standards for user-generated content (UGC) in partnership with existing networks, UNESCO initiated negotiations with International Radio and Television Union (URTI) to conduct a familiarization session on UGC during UNRTI's General Assembly in October 2012.

Challenges and lessons learned in this regard were mainly linked to current financial restrictions. The mobilization of funds for journalism education continues to be a challenge as it does not constitute a funding priority for many donors.

In response to this difficulty and as *cost-effectiveness and efficiency measures*, existing networks were strengthened to ensure continued work in the domain through in-kind contributions and partnerships. As regards other areas with limited or no available budget, such as the gender-sensitive indicators for media (GSIM) and quality science journalism, efforts were made to lobby key journalism education experts to offer free services in developing modules on specialized topics and reinforce the Sector's partnerships with civil society.

MLA 3: Supporting Member States in empowering citizens through universal access to knowledge and the preservation of information, including documentary heritage

UNESCO's support to Member States in this area was ensured and significant progress made in positioning UNESCO as a global leader in ICTs in Education, Open Access, digital preservation, and information for all. UNESCO's role as a facilitator of WSIS outcomes, the development of the Paris Declaration that advocates for the integration of Open Educational Resources in national education policies, and the publication of UNESCO's policy guidelines for the promotion and development of Open Access positioned the Organization at the forefront of policy support and capacity building as concerns universal access to knowledge.

Expected Result 7: The impact of activities in the fields of education, science and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs

- In the first six months of the biennium, UNESCO played a leadership role in ensuring that the impact of activities in the fields of education, sciences and culture are enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs.
- Synergies with partner associations (COL, ICDE) were tapped for the execution of activities. Focus was on fund-raising to support the roll-out of the ICT Competencies For Teachers (CFT). Interest to date has been expressed by the Hewlett foundation and the Indonesian government.
- The 5th African Conference on Free and Open Source Software (FOSS) and Digital Commons (IDLELO) was held in Abuja from 19 to 23 March 2012. Among the different subjects covered, the Conference was an opportunity for presenting the findings of UNESCO on the deployment of FOSS in the education sector, in particular, primary and secondary schools in Africa.
- In order to further support the development and sharing of e-learning policies and tools through UNESCO's online applications and training platforms, the Open Training Platform was revamped and is now linked to 3,500 resources.
- In the field of OER, significant progress was made in a very short span of time with the organization of six regional fora and the World Open Educational Resources (OER) Congress in June 2012 in Paris. The World OER Congress not only put UNESCO in a leadership position in the field of OERs but also formulated the Paris OER Declaration which calls on Member States to embrace OERs in their educational policy and therefore enhance universal access to information and knowledge.
- In order to build the capacity of major institutions to apply ICTs in building scientific knowledge and open access in research, UNESCO released the "Policy Guidelines for the Promotion and Development of Open Access" in English. This publication had a significant impact on Open Access around the world, and the number of Open Access journals, repositories and policy mandates are increasing steadily.

Expected Result 8: World's documentary heritage protected and digitized, capacities of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education, and learning and information

- UNESCO continued to advocate for the protection and digitization of the World's documentary heritage, and strengthen the capacities of Member States to that effect.
- Detailed recommendations to strengthen the MOW Programme to ensure that it maintains its role in protecting the documentary heritage of humanity as a source of knowledge were formulated by more than 50 experts at the meeting funded and hosted by Poland and organized on the occasion of the Programmes's 20th anniversary.
- A new list of four inscriptions on the MOWCAP regional register was a highlight of the 5th meeting of the MOW Regional Committee for the Asia Pacific (MOWCAP), hosted from 14-16 May by the Thai National MoW Committee and Thai National Commission for UNESCO in Bangkok; the meeting was by far the largest to date, attracting some 61 participants from 20

countries. 83 nominations are currently being assessed in preparation for the IAC meeting scheduled for 2013, when decisions concerning new inscriptions on the MoW register will be made.

- The World Digital Library Meeting scheduled for 2013 reflects UNESCO's continued commitment to encourage the adoption of preservation and digitization strategies and reinforce archives and libraries as centres of education and learning. The Sector pursued efforts to mobilize extra-budgetary resources to ensure capacity building activities in this regard.

Expected Result 9: Member States enabled to implement World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide

- In the first quarter of the biennium, UNESCO continued to work towards enabling Member States to implement the World Summit on the Information Society (WSIS) outcomes and Gender-sensitive policy frameworks for universal access to information and for bridging the digital divide.
- Within the framework of ongoing efforts to establish new National IFAP Committees, UNESCO familiarized Member States with the National Information Society Policy Templates as a key resource to support national policy development. As a result, National IFAP Committees were established in four countries namely Iran, Mongolia, Trinidad & Tobago and Uruguay.
- UNESCO fulfilled its facilitator's role in the post-WSIS process and advocated the inclusive Knowledge Societies concept through the co-organization of the annual WSIS Forum, the organization of one UNGIS meeting together with ITU and UNCTAD, and the launch of the preparations for the first WSIS+10 review meeting.
- The findings of the upcoming UNESCO report on the use of ICTs in education for persons with disabilities were presented and discussed at the WSIS Forum 2012, which attracted more than 1300 stakeholders from more than 140 countries.
- The recently published UNESCO-supported publication "Net.LANG. Towards the Multilingual Cyberspace" contributed to the promotion of the UNESCO 2003 Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace. Furthermore, UNESCO partnered with ISOC and OECD on the joint study "The economic aspects of local content creation and local Internet infrastructure".

Challenges and lessons learned were largely linked to constraints due to budgetary provisions and its impact on the achievement of expected results. The Sector enhanced extra-budgetary fundraising efforts to reinforce its poorly resourced programmes, including IFAP and the Organization's Open Access Strategy. The establishment of National Memory of the World Committees to make governments aware of the documentary heritage programme was one approach adopted to ensure awareness-raising.

Cost-effectiveness and efficiency measures include holding virtual conferences and meetings, where possible. For example, the 19th IFAP Bureau meeting was conducted by audio-conferencing and this resulted in reduced meeting time, significant savings in document reproduction and travel while maintaining quality outcome. This approach involved a much higher level of active engagement between the Secretariat and Bureau members during the preparatory stages. Time zone differences, quality of telecommunication services and the nature of the meeting may pose limitations on the extent of application of this approach.

Global Priority Africa

The Sector continued to work in support of Global Priority Africa as concerns fostering information and communication capacities for universal access to knowledge to bridge the digital divide and promoting freedom of expression and information.

Expected Result 1: A free, independent and pluralistic media landscape fostered by Member States to benefit democracy and sustainable development

- A major proportion of IPDC projects approved by the 56th IPDC Bureau were in support of Africa. Many of these proposals indicate a linkage between media and sustainable development issues, highlighting progress as concerns UNESCO's work in encouraging Member States to foster a free, independent and pluralistic to benefit democracy and sustainable development. A significant extra-budgetary project was secured in the area of community media, funded by SIDA, through which staff at over 30 radio stations in six different countries in the region will be trained to use new media and mobile phones to improve their broadcasts.

Expected Result 2: Learning and teaching processes enhanced through ICT content and applications

- In order to enhance learning and teaching processes through ICT content and applications in Africa, UNESCO produced several knowledge products, such as the ICT Competency Framework for Teachers and the Guidelines for the use of OER in Higher Education. These products were translated into French for Francophone African Member States.
- 16 policy- and decision-makers from African Member States participated in the Africa OER Forum in Pretoria co-hosted by UNESCO and the Commonwealth of Learning (COL). The Forum outcome informed the World OER Congress in June 2012 by providing African-specific inputs to the Paris Declaration.
- UNESCO significantly advanced the West African Economic and Monetary Union (UEMOA) ICT in Education Project to create a regional virtual library network in the 8 UEMOA Member States following a planning meeting with the Heads of universities and senior officials.
- To create awareness and develop relevant policies as concerns access to peer reviewed scientific research in the region, UNESCO's Open Access (OA) Strategy, including the Global Open Access Portal (GOAP), was presented at the 1st Africa Forum on Science, Technology and Innovation in Nairobi, Kenya, in April 2012.

Expected Result 3: Media and information literacy enhanced to facilitate civic participation in development processes

- In the first quarter of the biennium, media and information literacy was further enhanced to facilitate civic participation in the development processes, particularly through the Sector's work in journalism education.
- UNESCO provided assistance to a number of journalism education/training institutions in Lesotho, Mauritius, Rwanda, South Africa and Tanzania which have either adapted or are in the process of adapting the UNESCO model curricula for journalism education.
- A major workshop to improve the quality of journalism education took place in April 2012 in the UK. Aimed at enhancing gender and new media literacy among media trainers and journalism educators, the workshop resulted in the launch of an Africa-United Kingdom Journalism Education Exchange Network, under the auspices of the UK National Commission for

UNESCO, the University of Bedfordshire in Luton (UK), and the Association for Journalism Education (AJE) and the Polytechnic of Namibia. Furthermore, the UNESCO-commissioned assessment by the African Democracy Institute (Idasa) on how HIV and AIDS, as well as other development issues, are featured in journalism curricula.

Challenges and lessons learned were linked to budgetary constraints; it was a challenge to ensure the full participation of all African Member States, especially African LDCs or SIDS. The core lesson is to consistently work with a smaller number of African Member States over the course of the biennium to ensure that UNESCO meets expected targets despite the reduced budget and to ensure, in this regard, a multiplier effect through institutional capacity building and training of trainers.

Cost effectiveness and efficiency measures undertaken by the Sector include identification of extra-budgetary funds and partnerships. For example the 2012 World OER Congress and the 6 regional policy forums including the Africa Forum were funded by the Hewlett Foundation (USA) in partnership with the Commonwealth of Learning. This included the sponsorship of more than 50% of delegates from Africa.

Global Priority Gender Equality

The Sector continued to support Global Priority Gender by adopting a two-pronged approach in mainstreaming gender in all policies and programmes of its work. Nearly half of the sessions in celebration of World Press Freedom Day in Tunis, Tunisia, were chaired by women and the opening keynote speaker was Mrs Tawakkol Karman, the 2011 Nobel Peace Prize Laureate, who was also the youngest and first Arab woman to be conferred the Prize.

Expected Result 1: Member States supported in the application of gender-sensitive indicators for media

- During the first quarter of the biennium, Member States were supported in the application of gender-sensitive Media Development Indicators.
- The international debate on gender and media during the 28th session of the IPDC Council meeting on 23 March 2012 mobilized key stakeholders and the Gender-Sensitive Indicators for Media Initiative was officially endorsed by the IPDC Council. National assessments that include gender equality in media operations based on the UNESCO MDIs were launched in Bolivia, Brazil, the Ivory Coast, Egypt, Liberia, Mali, Nepal, Uganda, Togo, Tunisia, Croatia, Serbia, and FYROM and steps taken to systematically integrate, at the implementation level, the Media Development Indicators with the recent Gender-Sensitive Indicators resource.
- The annual Women Make the News online policy advocacy initiative was organized under the theme Rural women's access to media and information to stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural communities, particularly for women, as well as highlight good practices in this regard undertaken by public service broadcasters, commercial and community media, and NGOs.

Expected Result 2: National information policies formulated and implemented in a gender inclusive manner

- In the first six months of the biennium, UNESCO worked to ensure that national information policies were formulated in a gender-inclusive manner both in policy process and content.
- The OER Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), provided recommendations to Member States on a gender equal perspectives in promoting and using OER to widen access to education. Adoption of Open Access enabling

policies through the gender mainstreamed Policy guidelines, which is the flagship publication for the Sector's capacity building activities in the area of OA, was encouraged.

Expected Result 3: UNESCO-supported training programmes offered on an equal basis to men and women

- UNESCO continued to be engaged in mainstreaming gender in national and institutional policy frameworks and curricular standards and ensuring UNESCO-supported training programmes are offered on an equal basis to men and women.
- Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with journalism and media educators from 8 Southern African institutions on mainstreaming gender in journalism and media education and training curricula.
- In Dar-Es-Salaam, UNESCO assumed a lead role in the application of community media as a vehicle for empowering rural women and enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio set technology to bridge information access gaps for women in rural areas. UNESCO launched the development and dissemination of a Gender Code of Practice for Community Media, while spearheading programmes to train and empower female media practitioners at all levels.

Challenges and lessons learned include the continued need to raise awareness about the role, the specific needs and the benefits for women and girls when using, accessing and developing technologies. UNESCO continued to contribute to the achievement of MDG 3 and other MDGs through interventions addressing three dimensions of gender equality and women's empowerment; capabilities, access to resources and opportunities, and security. The production of the Manual for Namibian Multipurpose Community Centres, for example, contributed to promoting community participation in sustainable development through community media.

Despite the limited financial resources available, and to ensure *cost-effectiveness and efficiency measures*, UNESCO focused on offering policy advice to partners in Morocco, China, India, and the Caribbean geared towards ensuring take-up and application of the GSIM. Challenges encountered in supporting Member States in the application of GSIM include the fact that it is difficult to measure the impact of advocacy work. What is certain is that UNESCO continues to push and cooperate with media organizations globally to keep gender equality in and through media on the international agenda.

INTERSECTORAL PLATFORMS (IP)

In January 2012, a call for the development of intersectoral projects was launched by BSP through a memo outlining the criteria and guidelines for the development and funding of all intersectoral projects by the six intersectoral platforms approved in the 36 C/5. Following this call for proposals, the six Intersectoral Platforms (IPs) developed and selected their projects for funding through an innovative, inclusive and transparent process, based on the guidelines and criteria, and which envisaged a peer review process for all projects, involving the various members of each IP at HQ and in the field as well as representatives of the two global priorities (GE and AFR). All projects were posted on the intranet for all interested staff and parties to follow and offer comments. All projects were then ranked through the peer review/evaluation teams, against the criteria originally defined. In the case of the HIV/AIDS platform, a slightly different – but not less inclusive and transparent - approach was followed whereby all initial proposals were shared with the Multisectoral Consultative Group, HIV focal points network and field office directors. This yielded two proposals outlined below necessitating a funding of US \$250,000 each. Each proposal involves at least three programme sectors and multiple field offices, which will receive the bulk of

resources for regional and country level activities.

In total, 198 intersectoral projects were submitted, out of which some 55 projects were shortlisted. After their review and revision, as needed, areas for joint collaboration among the various IPs were identified and mechanisms developed to enhance synergies during the implementation phase. The open process helped enhance the focus of the intersectoral projects and of UNESCO's approach to intersectorality in general. The final list of 55 projects for a total of US \$5.86 million was reviewed and endorsed by the Programme Management Committee (PMC) and approved by the Director-General. This included US\$ 2.8 million from the Regular Programme and US \$2.99 million from the Emergency Fund. The Director-General approved the allocation of funds from the Emergency Fund to the Intersectoral Platforms so as to be able the IPs to attain the expected results approved in the 36 C/5. Implementation has since started under each IP. Information on each specific IP is included in the section below.

Intersectoral platform for a culture of peace and non-violence

Field Offices and Sectors submitted 48 project proposals to the Intersectoral Platform for a culture of peace and non-violence, of which 9 were re-directed to other IPs. The 38 proposals reviewed under the IP were distributed as follows: 31 came from Field Offices (Africa (9), Arab States (6), Asia and the Pacific (7), Latin America and the Caribbean (9) and 8 from Headquarters (CI (1), CLT (1), ED (1), SC (2), SHS (3)). 17 projects were shortlisted by the Platform for a total of US \$1,195,000, endorsed by the PMC, and approved by the Director-General. These projects were organized in 5 thematic clusters: (i) Strengthening peace and non-Violence through education; (ii) Women and youth empowerment for democratic participation, new citizenship/identity, and social cohesion; (iii) Peacebuilding and non-Violence promotion through media and ICTs; (iv) Heritage and contemporary creativity as tools for building peace through dialogue; and (v) Scientific and cultural cooperation for the management of natural transboundary resources.

In addition, ten flagship projects were developed within the framework of the Memorandum of Understanding between UNESCO and the Government of the Kingdom of Saudi Arabia in support of the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue", and are currently being implemented. Activities are also being implemented within the framework of the Danish extrabudgetary project on "Building competences to develop policies and programmes for intercultural dialogue respectful of human rights".

The Programme of Action on a Culture of Peace and Non-Violence also provided an important framework for enhancing international cooperation and for exploring new ways of promoting peace and non-violence every day and everywhere through UNESCO's fields of competence. International fora were organized with Heads of State, UN partners and other stakeholders to further expand UNESCO's large-scale action in this area and to help chart the programmatic activities of the Organization.

Intersectoral platform on UNESCO's contribution to climate change mitigation and adaptation

As part of the 36 C/5 competitive process for Intersectoral Platforms,, under the direction of ADG/IOC as the Lead ADG for the platform, the Climate Change Platform brought together colleagues from all Sectors and field Offices to develop joint project proposals. Initially, 35 proposals with a combined budget of more than US \$5 million were developed and screened for funding from the regular budget and the emergency fund. Ten of these proposals were short listed for a total of US \$1,196,500, endorsed by the PMC, and approved by the Director-General. Several of these proposals concern the mandates of other platforms as well, notably the Priority Africa and SIDS Platforms with which the Climate Change Platform is cooperating actively. During this period, the Climate Change Platform also continued to engage in UN-wide collaboration, notably with WMO, and a number of Member States, on issues such as climate research and monitoring, climate change education and the development of the Global Climate Change Observatory of UNESCO Sites and the UNESCO Climate Change Adaptation Forum.

Intersectoral platform on UNESCO's contribution to the fight against HIV and AIDS

The call for proposals under the Intersectoral Platform on HIV and AIDS was launched in February inviting all sectors to formulate two proposals with the objectives of: 1) improving the quality and impact of Member States' responses to HIV and AIDS through strengthened technical support, and 2) improving HIV knowledge among young people as a key component of effective national responses to the epidemic. The guiding principles required that the bulk of resources be decentralized to field offices and that proposals contribute to UNESCO's expected results and the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF). Expressions of interest were received from 11 field offices for the first objective, and 18 for the second. After review, two proposals were retained, the first focusing on strengthening effective programming for key populations, and the second on using new media to increase HIV knowledge among young people. The two final proposals (US \$250,000 each) involved at least three Programme sectors and multiple field offices.

Intersectoral collaboration continued particularly through an intersectoral workplanning process for the use of the UBRAF core allocation for UNESCO US \$12.4 million (2012-2013). As a result, 45% of UBRAF funds support multi-sectoral projects. Examples of intersectoral programmes include the collaboration between ED, CI and SHS in Russia and Ukraine in a project expecting to reach over 50,000 young people via different sources of media, to improve their knowledge and empower them to make informed choices. In West and Central Africa, support to improve HIV knowledge among young people focuses on scaling up harmonized curricula and education through ICT-based training and the production of radio and TV programmes.

The Intersectoral platform on support to countries in post-conflict and post-disaster (PCPD) situations is the principal forum for the coordination of disaster risk reduction and peacebuilding responses by UNESCO in the aftermath of crises. During the first six months of 2012, funding from the Post-Crisis Special Account and the PCPD Platform secretariat (BFC) have supported UNESCO's responses in South Sudan, Myanmar, the Tunis and Tripoli project antennas, and the PEER programme.

During the reporting period, the PCPD Platform convened a multi-sectoral 11-person peer review process to review 40 intersectoral project submissions received from 27 field offices. The PCPD peer review team evaluated each project based on intersectorality, innovation, alignment with expected results and global priorities, as well as assessed needs and linkages to Member State priorities, implementation strategy and implementing teams, partnerships and extrabudgetary funds mobilization potential, sustainability and scalability. The top eight projects were shortlisted with a total budget of \$1,040,000, and following endorsement by the PMC, they were approved by the Director-General.

Under the "Conflict Resolution & Peacebuilding" thematic window of the MDG Achievement Fund (MDG-F), UNESCO is presently implementing nine joint UN Country Team activities through US \$5.6 million in funds for Brazil, Chile, Costa Rica, Guatemala, Haiti, Lebanon, Macedonia, Mexico, Panama.

Through the UN Peacebuilding Fund, four projects totalling US \$2.7 million are approaching completion in the Central African Republic and Liberia, in the fields of Peace and Human Rights education, training, and support to culture and community radio.

In this period, UNESCO also completed implementation of the Lebanon Recovery Fund and Iraq

Trust Fund, the latter amounting to US \$60 million across twenty projects spanning all of UNESCO post-crisis fields of competence.

In the Republic of the Congo, the OCHA Central Emergency Response Fund granted UNESCO funds of US \$181,000 to provide psychosocial support to children, following the April 2012 munitions explosion in Brazzaville that displaced some 15,000 people.

In the first half of 2012, UNESCO took part in six OCHA Humanitarian Appeals, notably for the Somalia and Horn of Africa drought response, as well as in the Central African Republic, Palestine and Pakistan. These humanitarian phase projects seek to raise US \$7.6 million to address UNESCO's fields of competence in disaster risk mitigation for droughts and floods, as well as in the support of cultural livelihoods, psychosocial support and education for Internally Displaced Populations.

The 2012 OCHA humanitarian appeals process marks the first time that UNESCO has been included by OCHA within the Water, Sanitation and Hygiene (WASH) Cluster: through initiatives for "rapid groundwater development for emergency water and sanitation services" currently being implemented by UNESCO in the Horn of Africa. The Organization also continues to work within OCHA's humanitarian Clusters for Education, Early Recovery and Protection.

Intersectoral platform on UNESCO's contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of action for the sustainable development of Small Island Developing States (SIDS)

Throughout the first half of 2012 the SIDS Platform maintained close cooperation with the wider UN system, ensuring an active presence in UN-wide SIDS initiatives and the full participation of UNESCO in the planning of the 2014 meeting on Barbados+20. In early 2012, the SIDS Platform invited the submission of project proposals to be considered by the PMC for funding under the 36 C/5 modality for Intersectoral Platforms. In consultation with ADG/SC, as lead ADG, all proposals received were reviewed by an intersectoral working group chaired by the Platform Manager and comprising SIDS Focal Points from all sectors. Feedback was submitted to proponents along with suggestions for strengthening each proposal. Following the receipt of revised proposals, the working group elaborated a shortlist based on the criteria defined by BSP. Seven projects were submitted for a total of US \$755,000, endorsed by the PMC and approved by the Director-General.

In parallel with the project assessment process, UNESCO continued its proactive contributions towards the implementation of the Mauritius Strategy, in spite of funding constraints. Key achievements include the expansion of IOC membership and the completion of capacity development activities under the Pacific Tsunami Early Warning System; the publication of the Spanish language edition of the Sandwatch manual; the publication and formal launch of the book *Weathering Uncertainty on traditional knowledge relating to climate change and adaptation* at the UNESCO-ICSU Science Forum held prior to the UNCSD; the launch of a publication on East Timorese traditional knowledge of nature; the launch and implementation of new Youth Visioning for Island Living projects focusing on HIV-AIDS awareness in Jamaica and Mauritius; development of a multi-agency Pacific island sub-regional partnership to formulate appropriate policy and planning frameworks for STI; the implementation of capacity development activities for Pacific media on gender equality and e-waste; and development of the Jamaica Literacy Assessment and Monitoring Project as a pilot exercise preceding further sub-regional implementation; and initiation of the Pacific Islands Literacy and Numeracy Assessment, a collaborative effort with the Pacific Board for Educational Assessment.

Intersectoral platform on priority Africa and its implementation by UNESCO

Le Département Afrique a organisé une série de consultations et de séminaires prospectifs impliquant les secteurs de programme, les bureaux UNESCO en Afrique, l'Union Africaine (UA), le NEPAD, les communautés économiques sous régionales, le groupe africain ainsi que des experts institutionnels et individuels, destinés à élaborer un cadre directeur de référence pour le Secrétariat, les Etats membres et les partenaires, sous la forme d'un document dit de stratégie opérationnelle. Cette stratégie a pour vocation, en tenant compte, prospectivement, des défis et enjeux de développement identifiés, de doter la priorité Afrique d'une vision référentielle, assortie d'objectifs globaux et spécifiques partagés, de dresser l'état des lieux des opportunités et des contraintes liées à ces objectifs, d'indiquer les parties prenantes à sa mise en œuvre avec leurs lignes appropriées d'autorité, de responsabilité et de collaboration, et d'identifier les moyens humains et financiers requis.

A la faveur d'un appel à projets, la Plateforme a pu capitaliser un portefeuille de 31 projets, conçus et élaborés par des équipes intersectorielles, auxquelles ont été parties prenantes tous les secteurs de programme, les bureaux et instituts en Afrique, ainsi que d'autres unités de l'Organisation. Les centres d'intérêt de ces projets portent sur l'eau, l'environnement, l'éducation à la Culture de la Paix, la promotion des langues africaines, la formation des maîtres, renforcement des capacités dans les STI, la jeunesse et le genre. L'ensemble de ces projets ont été soumis à un groupe intersectoriel, chargé d'en faire l'évaluation sur la base d'une grille de critères. A l'issue de cette évaluation, onze projets d'un total de 1.196.666 dollars US, ont été retenus et approuvés par le PMC et par la Directrice Générale.

Afin de définir les axes stratégiques d'un programme pour la culture de la paix en Afrique et jeter les bases d'une coopération avec l'Union africaine et d'autres partenaires régionaux, une mission a été effectuée à Addis Abeba (16-20 avril 2012) qui a donné lieu à un aide-mémoire contenant les domaines de coopération ainsi que les projets à développer de manière conjointe avec l'Union africaine. Parmi les axes de coopération figurent les cadres d'action de l'UA suivants : « l'Architecture africaine de paix et sécurité », la campagne de sensibilisation « Agissons pour la paix : Make Peace Happen » ; le « cadre des valeurs partagées » ; la « Charte africaine de la démocratie, des élections et de la gouvernance » et la « Charte africaine de la jeunesse ». Un premier des Forum de réflexion sur la culture de la paix a eu lieu en Côte d'Ivoire sous le titre : « Culture de la paix en Afrique de l'Ouest : un impératif de développement économique et une exigence de cohésion sociale » (Abidjan, 4-5 juin 2012). Ce Forum a été organisé en partenariat avec le Centre d'Etudes et de Prospective Stratégique (CEPS), une ONG ayant un statut de consultation avec l'UNESCO, ainsi qu'avec le Gouvernement ivoirien. Une série de recommandations et de pistes d'action concrètes ont été élaborées. Ces recommandations sont une contribution aux prochains C4 et C5 de l'UNESCO ainsi qu'au Sommet des Chefs d'Etat et de Gouvernement de l'Union africaine prévu en janvier 2013. Par ailleurs, un inventaire des projets sur la culture de la paix développés en Afrique, a été initié avec les bureaux hors-siège de l'UNESCO afin de constituer une base de données des « bonnes pratiques » dans ce domaine. Le recensement des mécanismes traditionnels de prévention et de résolution des conflits a été également initié.

UNESCO INSTITUTE FOR STATISTICS (UIS)

MLA 1: Development of education indicators and promotion of data use and analysis

Core funding to this MLA has been reduced due to budgetary constraints. To mitigate the impact of this reduction, the UIS has undertaken the following measures:

- Prioritization of activities with a focus on specific countries;
- More efficient use of human resources has enabled the UIS to reduce staff costs (e.g. not renew vacant positions);
- Reduction of travel costs by reducing the number of missions and securing greater funding from partners;
- Greater reliance on partnerships to deliver data and analysis.

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

- New indicators about early grade learning and teacher flows in sub-Saharan Africa were prepared and disseminated.
- Regional indicators on school conditions in sub-Saharan Africa were analyzed and disseminated via several outputs (report, data visualizations, etc.).
- Regional indicators on adult education and literacy programmes in Latin America and the Caribbean are being analyzed and will be released on International Literacy Day.
- The UIS initiative to improve the production and use of education finance data was extended to Anglophone countries in sub-Saharan Africa and introduced in Latin America and Asia.

- 42 new national literacy data sets were processed and Global Age-Specific Literacy Projections produced from 568 national datasets.
- For educational attainment, a dataset with completion ratios in 70 countries was created in order to estimate mean years of schooling.

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

- The UIS has begun work with Member States to remap their education systems according to new ISCEC 2011.
- A technical advisory panel met in Montreal in May to revise ISCED fields of study.
- The UIS developed a pilot questionnaire to map national TVET provision which will be tested in nine countries.

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

- Two training workshops were organized for education planners and policymakers from East Asia as well as South and West Asia. The training focused on: instructional time module; ISCED 2011; UIS instruments for education finance data.

Expected Result 4: Use and analysis of education statistics promoted

- The UIS programmed a series of new indicators (adjusted net enrolment rate, total net enrolment rate, out-of-school rate for children of primary and lower secondary age) in the UIS database for the measurement of school participation.
- A new steering committee was formed to develop a strategy to improve data visualization and accessibility on the UIS website. Initial experience with data visualization on the UIS website is very positive.
- New series of electronic atlases released with editions focusing on gender disparities in education and out-of-school children.

MLA 2: Development of international statistics on education outcomes

The UIS has created the Observatory of Learning Outcomes to respond to the rising demand for cross-nationally comparable data in this field. To avoid the duplication of efforts, the Observatory is designed to leverage current initiatives by creating an international repository of existing information and corresponding meta-data; and by promoting collaboration among different agencies which helps to reduce costs. Overall, the Observatory will provide Member States with the statistical and technical information required to make informed decisions on assessments as well as the cross-nationally comparable data required to better monitor learning outcomes.

Given the financial costs and technical issues associated with the Literacy Assessment and Monitoring Programme, the UIS is reviewing its plans to expand the programme.

Expected Result 5: Data on the distribution of literacy skills produced by more Member States and information used to design and implement education policies and programmes

- The UIS is preparing to release data from the first group of LAMP countries. assessing the feasibility of enlarging this group in light of the current constraints in terms of human and financial resources.

Expected Result 6: Methodologies for the assessment and monitoring of literacy developed, refined and implemented

- No work is foreseen in 2012 due to financial constraints.

Expected Result 7: A framework to undertake comparative analysis and international monitoring of progress in learning outcomes established

- The UIS is in negotiations with the Brookings Institution to create an international task force on learning outcomes.
- The Institute is creating an international catalogue of student assessment initiatives which should be completed in 2013.

MLA 3: Development of international statistics on science and technology (S&T); communication and information; and culture

The team dedicated to this area is relatively small but highly qualified to provide sufficient support to Member States. To reduce costs, the UIS has limited travel while seeking greater support from partners, especially when organizing training workshops.

Expected Result 8: Timely statistical information, and analysis on research and development and innovation statistics made available to Member States

- Survey on innovation metadata was launched in June 2012 according to schedule.
- Training workshop on science, technology and innovation indicators was organized by UNESCO, UIS and the African Union in April 2012 in South Africa.
- New eAtlas on research and development data was released in June 2012.

Expected Result 9: New S&T methodological tools made available to Member States

- Consultation process is being launched to improve UIS guidelines on S&T data collection activities.
- Qatar, Oman and the UAE have requested UIS support regarding their national R&D surveys.

Expected Result 10: Data on information and communication technologies (ICT) in education are collected in regional modules and made available in the UIS database.

- The UIS is preparing to launch a regional ICT data collection in Asia in late 2012.

Expected Result 11: New statistical information on print, broadcast and online media is made available through the UIS database

- Preparatory work has been completed (including a training workshop for 28 countries in May). The global survey of media statistics will be launched in the second half of 2012.

Expected Result 12: Capacities of national statisticians strengthened in the production of cultural statistics and the use of new methodological tools facilitating application of the 2009 UNESCO Framework for Culture Statistics

- Two handbooks - on the measurement of cultural participation and the economic contribution of cultural industries – are currently being prepared.
- Training provided to national statisticians in Mongolia and South Africa.

Expected Result 13: More data on feature films and another culture topic are available in the UIS database

- The global survey on feature film statistics will be launched in July 2012.
- Methodological work is also underway to develop a new survey on cultural employment.

MLA 4: Reinforcement of cross-cutting statistical activities

The UIS is under pressure to improve the usability of its online Data Centre. However, the development of a new dissemination environment would be extremely expensive. A solution has been found by entering into a partnership agreement with the OECD to share technologies and, to some degree, human resources by implementing the OECD Dot.stat dissemination environment. This initiative will allow the UIS to save at least \$250,000 in software development costs while avoiding the costs of maintenance and technical updates.

Expected Result 14: Quality of data produced by the UIS improved and constantly monitored

- Task force was set up to design new internal indicators to better monitor targets and anticipate the need for corrective actions.

Expected Result 15: UIS data-users given easier and more efficient access to the UIS data through the redesigned online Data Centre

- Agreements were signed with OECD and the World Bank to improve the accessibility and visibility of UIS data.
- A new version of the UIS Data Centre will be online in 2013.

Global Priority Africa

One of the greatest challenges lies in promoting national use of UIS data for effective policymaking in sub-Saharan Africa. To this end, the UIS has established its most important field presence in regional and cluster offices across the continent. African countries are also given priority in terms of training opportunities and relevant policy issues are clearly addressed in all UIS publications. To improve data quality and dissemination across the region, the UIS has undertaken the following initiatives:

- Regional data collection on teaching and school conditions;
- Data quality assessments and ISCED mappings;
- Regional and national training workshops on data collection in the fields of education, science and culture;
- Expansion of UIS initiative to improve the production and use of education finance data.

Global Priority Gender Equality

Guided by the Gender Equality Action Plan for 2008-2013, the UIS continues to ensure that, where possible, all data and indicators disseminated are disaggregated by sex or by a gender parity index. Examples of the priority given to gender equality include:

- All publications include relevant gender analysis;
- New series of electronic atlases specifically focus on gender disparities in education;
- Gender issues related to out-of-school children and women in science.

UNESCO'S CONTRIBUTION TO OPERATIONAL POLICIES AND ACTIVITIES FOR DEVELOPMENT COOPERATION WITHIN THE UNITED NATIONS SYSTEM (167 EX/DECISION 8.1)

Further to documents 185 EX/4 and 186 EX/INF. 22, this part of the Director-General's report provides an update on UNESCO's contribution to, and involvement in, the system-wide efforts to enhance inter-agency cooperation as regards operational policies and activities for development cooperation within the UN system.. UNESCO's engagement in these efforts have been guided by the quest to pursue the reforms under way within the United Nations system so that the implications for the Organization can be forecast and its mandate and its specificities can be preserved. Information on statutory reports on UNESCO's contribution to the UN system is provided annually in EX/6.

At the global/inter-agency level, UNESCO has continued its engagement within the Chief Executives Board (CEB) and its pillars - the High-Level Committee on Programmes (HLCP), the High-Level Committee on Management (HLCM) and the United Nations Development Group (UNDG) of which it assumed vice-chairmanship. One important area of work concerns inter-agency discussions on the post-2015 UN development agenda and contribution to a report of the UN System Task Team on the Post-2015 entitled "Realizing the Future We Want".

UNESCO has continued its engagement in the Regional Directors Teams (RDTs) and their assigned support and oversight functions, as well as joint United Nations work as a member of United Nations Country Teams (UNCTs).

In response to General Assembly resolution 62/208 on the triennial comprehensive policy review of operational activities for development (TCPR) , UNESCO has aligned its programme cycle and contributed to the discussions and the formulation by the UNDG Advisory Group of recommendations completed in July 2012 to be submitted to the General Assembly that are aimed at further enhancing the relevance, coherence, effectiveness and efficiency of the United Nations development system, while taking into account the rapidly evolving challenges of today's world.

UNESCO has remained fully committed to efforts of increased system-wide coherence, geared towards greater coordination, efficiency, effectiveness, and enhanced quality of delivery of the United Nations' action, in particular for development at country-level. In this context, the Organization is actively supporting the UN Secretary-General's proposal, contained in his five-year plan, to advance a "second generation of Delivering as One", inter alia taking forward the findings and lessons learned from the independent evaluation of lessons learned from Delivering as One.

UNESCO's participation in common country programming exercises and the elaboration of UNESCO Country Programming Documents (UCPDs) has continued to be supported through dedicated reinforcement funds, including allocation of the 2% funds from programme activities under the 36 C/5.

ADG/BSP, in his capacity as Vice Chair of the UNDG, was tasked with leading the UN inter-agency review of current funding modalities and cost-sharing arrangements in support of the Resident Coordinator system. The review, which is close to being finalized, provides an overview of available and needed resources in support of the UN Resident Coordinator system, and makes proposals for an equitable, sustainable and fair cost-sharing among UN organizations in view of the mutual benefits received from the RC system.

The MDG Achievement Fund (MDG-F) is an important producer of innovations and knowledge both in the field of development policy and the organizational level. UNESCO, as the Convenor of the MDG-F Thematic Window on Culture and Development, is leading a Knowledge Management

project, in partnership with UNDP, which aims at capitalizing on the knowledge generated by the 18 Joint Programmes on Culture and Development regarding the linkages between culture and development as well as inter-agency cooperation. The objective is to inform future programming in this field as well as to contribute to the post-2015 discussions. In this context, information and data on the impact on MDGs and main achievements of the 18 Joint Programmes, as well as national ownership, beneficiaries, operational challenges, and success stories are being diffused among the participating UN agencies, the MDG-F Secretariat, the national authorities, and the wider development community via regional e-publications and the web.

With its mandate to address sustainable development and peace-building, UNESCO has been increasingly called upon by its Member States to respond to post-conflict/post-disaster situations as well as to act in regard to disaster risk reduction and conflict prevention, including in the context of a joint coordinated United Nations response. United Nations system-wide reforms in post-conflict and post-disaster response have focused on coherence in filling gaps during the transition from humanitarian response to reconstruction and “peace-building”. This implies a broader mobilization by the United Nations system during the “early recovery” phase, which implies increased assistance beyond life-saving relief activities, particularly in the reactivation of public service delivery through capacity-building and technical advice and assistance. This new United Nations focus on early recovery and peace-building is in line with UNESCO’s mandates and actual capacities and experience. In a number of concrete activities UNESCO has demonstrated the added-value the Organization can bring. UNESCO is a member of the Inter-Agency Standing Committee Humanitarian Education Cluster and Early Recovery Response, and their two global working groups. UNESCO is also a member of relevant clusters at the country level in countries where UNESCO participates in post-conflict or post-disaster responses. UNESCO is furthermore participating in the Sub-Working Group on the Consolidated Appeal Process (CAP SWG) which is a subsidiary body of the Inter-Agency Standing Committee (IASC) and is also closely associated with UNDG activities in regard to develop new joint UN strategies for post-conflict and post-disaster response as well as with the Counter Terrorism Task Force’s activities in the field of preventive, educational programmes.

UNESCO has continued to be an active and engaged cosponsor of the Joint United Nations Programme on HIV/AIDS (UNAIDS). It participated in all UNAIDS regular meetings, including the Committee of Cosponsoring Organizations (CCO) which UNESCO will chair in 2013, and the Programme Coordinating Board (PCB). It took leadership in the coordination and implementation of the UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS) and the UNAIDS Inter-Agency Task Team (IATT) on Education, and worked collaboratively with other cosponsors at global, regional and national levels, including through the Joint United Nations Teams on AIDS and UN Theme Groups, in which UNESCO is active in at least 64 countries. Cooperation at global level has been guided by the development of a revised Division of Labour and Technical Support Strategy, and the 2012-2015 UNAIDS Unified Budget, Results and Accountability Framework (UBRAF). Following the adoption by the PCB of the UNAIDS Strategy 2011-2015, UNESCO was the first cosponsor to update its strategy on HIV to ensure that it is fully aligned to the UNAIDS Strategy, reflects the revised Division of Labour – in which UNESCO is convening agency for ensuring good quality education for a more effective HIV response – and brings a sharper focus on supporting UNAIDS priority countries. At a time when other cosponsors saw their core funding allocations level off or cut, UNESCO’s allocation of the core UBRAF, which replaces the Unified Budget and Workplan (UBW), has increased from \$12.3 million in the last biennium (2010-2011) to \$12.4 million in the current biennium (2012-2013), 73% of which allocated directly to regional and country level through a collaborative work planning process. As at 31 December 2011, UNESCO had achieved 99% implementation of its 2010-2011 UBW allocation.

Since it was established in 2004, approximately 80 countries in five regions have engaged with EDUCAIDS. A UNESCO Internal Oversight Service evaluation on Priority Africa completed in May 2012 found that “EDUCAIDS is an example of a regional framework that supports UNESCO’s work in an area of comparative advantage and increases its impact in the region through a concerted action of UNAIDS and its cosponsors, other UN agencies, the UNESCO family (e.g. IIEP, IBE,

BREDA, UIS) and regional bodies (e.g. SADC, ADEA) as well as ministries of education and civil society partners.” UNESCO has significantly strengthened its support to comprehensive education sector responses to HIV and AIDS at country level, establishing twenty-six regional and national positions created with extra-budgetary funding from multiple sources since 2010 (of which 18 are in Africa), and new staff in Africa and Asia trained through regional induction programmes. Practical guidelines for supporting EDUCAIDS implementation were developed and are available for use by all UNAIDS cosponsors working with the education sector. As an example of EDUCAIDS in action at country level, in Viet Nam UNESCO led the UN Education Sub-Group to strengthen the education sector response to HIV and AIDS using EDUCAIDS. Achievements include formulation of a Strategic Plan on HIV by the Ministry of Education and Training; integration of sexuality education into the National Education Strategy and of HIV prevention in the national school curriculum; and strengthened implementation of legislation on stigma and discrimination against those infected or affected by HIV, particularly those most vulnerable.

As convener of the UNAIDS IATT on Education, UNESCO has expanded this group over the past years into a dynamic partnership forum bringing together more than 35 multilateral, bilateral and civil society organizations. Key achievements include advances in measuring country progress through the Global Progress Survey (GPS) on Education Sector Engagement in National AIDS Responses. The GPS is the second global survey of its kind, and draws on the experience and lessons of the 2004 Global HIV/AIDS Readiness Survey. The 2011 GPS surveys 39 countries around the world, and is expected to help ministries and their development partners to chart progress, and identify priority areas for intervention, including capacity gaps and technical support needs.



United Nations
Educational, Scientific and
Cultural Organization

Organisation
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la science et la culture

UNESCO Publications Plan 2012–2013

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED001	HQ	ED/BHL/BAS	MLA 2	General Education Quality Diagnosis/Analysis and Monitoring Framework		01/03/2012	Guidelines, manual or toolkit	English	French, Spanish, Arabic	50	0	0	Online PDF, ePub
ED002	HQ	ED/BHL/BAS	MLA 2	Promoting Access to Quality Education for Roma People: the Role of Intercultural Education		01/03/2012	Guidelines, manual or toolkit	English		25	1,000	0	Online PDF, ePub
ED003	HQ	ED/BHL/BAS	MLA 2	International Handbook on Early Childhood Care and Education		01/09/2012	Technical report	English	French	500	2,000	1,500	Online PDF, ePub
ED004	HQ	ED/BHL/BAS	MLA 2	Improving National Monitoring of Early Childhood: Holistic Early Childhood Development Index		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	60	300	200	Online PDF, ePub
ED005	HQ	ED/BHL/BAS	MLA 2	Women's and girls' education advocacy report		01/03/2013	Global report or flagship publication	English	French	70	500	200	ePub
ED006	HQ	ED/BHL/HED	MLA 2	Rankings and Accountability in Higher Education: Uses and Misuses" (provisional title)	Issues and Trends in Education Today, Vol. 1:	01/03/2012	Global report or flagship publication	English		200	800	0	online, ePub, CD
ED007	HQ	ED/BHL/LNF	MLA 1	Changing Visions, Changing Lives: Lessons Learnt from Personal Testimonies		01/01/2012	Monograph	English		36	400	0	Online PDF
ED008	HQ	ED/BHL/LNF	MLA 1	Introduction to Regional Perceptives on Literacy Delivery Assessment and Monitoring (Vol. 3)	Emerging trends in adult literacy	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED009	HQ	ED/BHL/LNF	MLA 1	Introduction to Regional Perspectives on Literacy Policies, Strategies and Financing (Vol. 1)	Emerging trends in adult literacy	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED010	HQ	ED/BHL/LNF	MLA 1	Sustaining Literacy in Africa: Developing a Literate Environment	Emerging Trends in Adult Literacy (Vol. 2)	01/09/2012	Monograph	English	French	300	500	0	Online PDF
ED011	HQ	ED/BHL/LNF	MLA 1	Literacy for all: United Nations Literacy Decade's End-of-Decade assessment		01/07/2013	Global report or flagship publication	English	French, Spanish, Arabic, Russian, Chinese	50	1,000	1,800	Online PDF
ED012	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Benin	TVET Policy Review	01/04/2012	Technical report	French	English	80	0	0	Online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To support Member States in diagnosing the quality of their education systems	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
ED002	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To support Member States in improving their policies, programmes and practices for Roma People.	Informed decision-making regarding issue	Free distribution	\$8,000	Regular programme
ED003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Will serve as a substantive reference for diverse audiences concerned with the development and wellbeing of young children.	Informed decision-making regarding issue	For sale	\$95,000	Regular Programme
ED004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	For use by national governments (ministries, statistical offices) to assess and monitor the state of early childhood policy and outcomes.	Informed decision-making regarding issue	Free distribution	\$10,070	Regular and extrabudgetary funds
ED005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Strengthen advocacy and partnership for girls and women's education	Increased awareness of issue	Free distribution	\$140,000	Regular and extrabudgetary funds
ED006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform higher education policy, governance and funding practices. Raise awareness of students, employers and other stakeholders. Keep UNESCO visible in the global debate on rankings.	Enhanced recognition of programme / UNESCO	For sale	\$48,500	Regular programme
ED007	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	To showcase the results of two extra-budgetary programmes through testimonies from direct and indirect programme beneficiaries	Enhanced recognition of programme / UNESCO	Free distribution	\$14,300	Extrabudgetary funds
ED008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction and capacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	\$13,000	Regular programme
ED009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction and capacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	\$13,000	Regular programme
ED010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Raise the profile of youth and adult literacy, present experience and analysis of literacy issues; promote universal literacy; provide a platform for interaction and capacity development of literacy planners and practitioners	Informed decision-making regarding issue	Free distribution	\$12,000	Regular programme
ED011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	To mark the end of UNLD and to keep the literacy agenda high in policy debates at all levels	Increased awareness of issue	Free distribution	\$50,000	Regular programme
ED012	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme

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ED013	HQ	ED/BHL/TVE	MLA 1	World Report on Technical and Vocational Education and Training: Transforming TVET for learning, working and living		01/05/2012	Global report or flagship publication	English	Russian, Spanish, French, Arabic, Chinese	350	2,000	0	Online
ED014	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Cambodia	TVET Policy Review	01/07/2012	Technical report	English		80	0	0	Online
ED015	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: Lao PDR	TVET Policy Review	01/07/2012	Technical report	English		80	0	0	Online
ED016	HQ	ED/BHL/TVE	MLA 1	Final Report of the Third International Congress on TVET		01/09/2012	Proceedings	English	Russian, Spanish, French, Arabic, Chinese	100	0	0	Online
ED017	HQ	ED/BHL/TVE	MLA 1	TVET Policy Review: El Salvador	TVET Policy Review	01/09/2012	Technical report	Spanish	English	80	0	0	Online
ED018	HQ	ED/EFA	MLA 4	Enhancing Private Sector's Engagement in Global Education: the Voice of Governments (2012)		01/09/2012	Monograph	English	French	70	3,000	700	online
ED019	HQ	ED/EFA	MLA 4	Education: the Driving Force of Human Development		01/12/2012	Monograph	English	French	60	5,000	800	online
ED020	HQ	ED/ERF	MLA 4	ERF Occasional Papers (series) (Nber 1 to 11)	ERF Occasional Papers	01/03/2012	Periodical - Journal, review, newsletter	English	French	165	0	0	Online PDF
ED021	HQ	ED/ERF/KMS	MLA 4	World Atlas of Gender Equality in Education		01/03/2012	Atlas	English	French, Spanish	120	3,000	3,000	online, ePub
ED022	HQ	ED/GMR	MLA 4	EFA Global Monitoring Report 2012 (TitleTbc) (Skills)	EFA Global Monitoring Report	01/09/2012	Global report or flagship publication	English	French, Spanish, Russian, Arabic, Chinese	400	11,500	11,000	online
ED023	HQ	ED/GMR	MLA 4	EFA Global Monitoring Report 2013 (Title Tbc)	EFA Global Monitoring Report	01/09/2013	Global report or flagship publication	English	French, Spanish, Russian, Arabic, Chinese	400	11,500	11,000	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED013	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Inform the global debate on TVET	Informed decision-making regarding issue	Free distribution	\$50,000	Regular programme
ED014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform global debate and disseminate to Congress participants	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
ED017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Inform national and global debate	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Bridge the dialogue and improve the collaboration between the private sector and national governments	Increased awareness of issue	Free distribution	\$20,000	Regular programme
ED019	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Mobilize stronger support for éducation by illustrating the role of éducation in human development over the past forty years	Increased awareness of issue	Free distribution	\$22,000	Regular programme
ED020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Strengthen UNESCO's intellectual lead in the shaping of a new vision of education	Informed decision-making regarding issue	Free distribution	\$30,547	Regular programme
ED021	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To graphically illustrate how human development is intrinsically linked to geography. To communicate education statistics and raise the profile of key issues such as gender parity, sustainable development and financing.	Increased awareness of issue	For sale	\$125,000	Regular programme
ED022	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All.	Informed decision-making regarding issue	For sale	\$2,240,000	Extrabudgetary funds
ED023	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All.	Informed decision-making regarding issue	For sale	\$2,240,000	Extrabudgetary funds

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ED024	HQ	ED/PDE/PAD	MLA 3	The impact of the financial and economic crisis on the education sector		01/04/2012	Technical report	English	French	100	1,500	0	Online PDF
ED025	HQ	ED/PDE/PAD	MLA 1	Use of Information and Communication Technologies (ICTs) for Teacher Development - with specific reference to Africa		01/04/2012	Guidelines, manual or toolkit	English		100	0	0	Online PDF
ED026	HQ	ED/PDE/PAD	MLA 3	Working Paper Series on Education Policy (No.s 1 to 7)	Working Paper Series on Educational Policy	01/04/2012	Technical report	English	French, Spanish	245	0	0	Online PDF
ED027	HQ	ED/PDE/PAD	MLA 3	Working Paper Series on Mobile Learning (No.s 1 to 10)	Working Paper Series on Mobile Learning	01/04/2012	Technical report	English	French, Spanish	500	0	0	Online PDF
ED028	HQ	ED/PDE/PAD	MLA 3	Mobile Learning Policy Issues Paper		01/05/2012	Technical report	English	French, Spanish	25	0	0	Online PDF
ED029	HQ	ED/PDE/PAD	MLA 3	Mobile Technology Futures Issues Paper / Mobile Learning and Education for All in 2030		01/05/2012	Technical report	English	French, Spanish	25	0	0	Online PDF
ED030	HQ	ED/PDE/PAD	MLA 3	Policy Guidelines for Mobile Learning		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	40	800	800	Online PDF
ED031	HQ	ED/PDE/PER	MLA 1	Joint UNESCO-UNDP Capacity Needs Assessment Methodology (CAPNAM) in Educational Planning and Management		01/03/2012	Guidelines, manual or toolkit	English	French	30	500	100	Online PDF
ED032	HQ	ED/PDE/TED	MLA 2	Gender Mainstreaming in Teacher Training Institutions: A Guide for Gender Equality in the Policy and Practice of Teacher Education		01/05/2013	Guidelines, manual or toolkit	English	French	50	0	0	online
ED033	HQ	ED/PDE/TED	MLA 2	Revitalising school leadership: lessons from case studies		01/12/2013	Guidelines, manual or toolkit	English	French, Spanish	50	1,500	0	online
ED034	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in Indonesia and other selected Asian countries	Teachers issues and policies	01/02/2012	Proceedings	English	French	30	0	0	Online PDF
ED035	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Anglophone Africa case studies)	Addressing the teacher gap	01/06/2012	Technical report	English	French	150	500	500	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED024	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of target audiences about specific issues	Increased awareness of issue	Free distribution		Regular programme
ED025	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of target audiences about specific issues	Increased awareness of issue	Free distribution		Regular programme
ED026	1. Policy makers (e.g. ministries, parliamentarians, local authorities)		To provide information and best practices in educational development, education policy making, international student assessment, and technology use in education.	Informed decision-making regarding issue	Free distribution	\$66,500	Regular programme
ED027	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)		To provide information and best practices in mobile learning policies and mobile learning for teacher support and development in Asia, the Middle East and Africa, Europe, Latin America, and North America	Informed decision-making regarding issue	Free distribution	\$85,000	Extrabudgetary funds
ED028	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED029	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED030	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)			Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED031	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Strengthen MS in carrying out systematic needs assessment in educational planning and management and developing capacity development plans through the application /implementation of this methodology.	Enhanced recognition of programme / UNESCO	Free distribution	\$10,000	Regular programme
ED032	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	inform planning with regard to gender in teacher training institutions	Increased awareness of issue	Free distribution	\$20,000	Regular and extrabudgetary funds
ED033	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	inform planning with regard to teachers and management	Increased awareness of issue	Free distribution	\$30,000	Regular and extrabudgetary funds
ED034	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds
ED035	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds

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ED036	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Francophone Africa case studies)	Addressing the teacher gap	01/06/2012	Technical report	French	English	150	500	500	Online PDF
ED037	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in Africa: an update	Teachers issues and policies	01/09/2012	Proceedings	English	French	30	0	0	Online PDF
ED038	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Arab states case studies)	Addressing the teacher gap	01/11/2012	Technical report	Arabic	English	100	500	500	Online PDF
ED039	HQ	ED/PDE/TEFAS	MLA 1	Addressing the teacher gap: what make effective policies and practices (Asia case studies)	Addressing the teacher gap	01/11/2012	Technical report	English	French	120	500	500	Online PDF
ED040	HQ	ED/PDE/TEFAS	MLA 1	Teachers issues and policies in India	Teachers issues and policies	01/12/2012	Proceedings	English	French	30	0	0	Online PDF
ED041	HQ	ED/PSD/ESD	MLA 3	Mapping of Global DRR Integration into Education Curricula		01/03/2012	Technical report	English		300	2,500	0	
ED042	HQ	ED/PSD/ESD	MLA 3	Climate Change Education Teacher Course		01/04/2012	Teaching material	English	French, Spanish	200	1,000	0	online for translations
ED043	HQ	ED/PSD/ESD	MLA 3	Global DESD 2011 M&E Report on ESD Learning and Processes		01/05/2012	Global report or flagship publication	English	French, Spanish	80	1,000	0	online for translations
ED044	HQ	ED/PSD/ESD	MLA 3	National Journeys Towards ESD - 2012		01/05/2012	Technical report	English	French, Spanish	120	1,000	0	online for translations
ED045	HQ	ED/PSD/ESD	MLA 3	YouthXChange Guidebook on Biodiversity and Lifestyles	YouthXChange Guidebooks	01/05/2012	Teaching material	English	French	60	3,000	0	online for translations
ED046	HQ	ED/PSD/ESD	MLA 3	YouthXChange Guidebook on Green Skills and Lifestyles	YouthXChange Guidebooks	01/06/2012	Teaching material	English	French	60	3,000	0	online for translations
ED047	HQ	ED/PSD/ESD	MLA 3	International technical guidance for the effective inclusion of DRR in school curricula		01/01/2013	Guidelines, manual or toolkit	English	French, Spanish, Russian	150	2,500	0	online for translations

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED036	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED037	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds
ED038	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED039	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	To identify needs for policies and practices to work based on known interventions that can be effective, applicable and replicable.	Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED040	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States		Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds
ED041	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Present best practices, strategies and increase the knowledge about successful DRR and Curricula initiatives in 29 countries	Increased awareness of issue	Free distribution	\$20,000	Extrabudgetary funds
ED042	1. Educators, teachers, trainers 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Provide 6 learning modules on climate change for teacher education	Increased awareness of issue	Free distribution	\$66,000	Extrabudgetary funds
ED043	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Provide a global picture of the processes and learning for ESD in different settings, synthesize and analyse data gathered from the DESD Monitoring and Evaluation Phase 2, provide recommendations in terms of ESD	Informed decision-making regarding issue	Free distribution	\$57,500	Extrabudgetary funds
ED044	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Present 5 national case studies of ESD implementation, with reader-friendly summary of strengths and weaknesses of the respective implementation efforts in the 5 different countries	Informed decision-making regarding issue	Free distribution	\$52,300	Extrabudgetary funds
ED045	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Provide insight into the interactions between biodiversity and the lifestyle choices facing young people and suggested starting points for engagement and action with young people	Increased awareness of issue	Free distribution	\$30,000	Extrabudgetary funds
ED046	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Provide insight into interactions between green skills and lifestyle choices of young people, perspectives on key debates and examples from around the world, suggest points for engagement and action with young people	Increased awareness of issue	Free distribution	\$30,000	Extrabudgetary funds
ED047	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Strengthen the capacity and knowledge of policy makers, ministries, governments and UN agencies regarding the inclusion of DRR into School Curricula through the development of guidelines	Increased awareness of issue	Free distribution	\$50,000	Extrabudgetary funds

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ED048	HQ	ED/PSD/ESD	MLA 3	Case Studies on UNESCO's Climate Change Education for Sustainable Development Programme		01/03/2013	Technical report	English	French	100	2,000	0	online for translations
ED049	HQ	ED/PSD/HIV	MLA 3	An HIV and AIDS Workplace Policy for the Education Sector in Southern Africa (french version) UNESCO/ILO model HIV workplace policy		02/02/2012	Guidelines, manual or toolkit	French		35	1,000	0	Online PDF
ED050	HQ	ED/PSD/HIV	MLA 3	EDUCAIDS Practical Guidelines		02/02/2012	Guidelines, manual or toolkit	English	French, Spanish	150	0	0	Online PDF
ED051	HQ	ED/PSD/HIV	MLA 3	EDUCAIDS Training Modules		02/02/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Portuguese, Chinese, Arabic	100	2,000	2,000	Online PDF, ePub
ED052	HQ	ED/PSD/HIV	MLA 3	Policy Brief: Cost and Cost-effectiveness of School-based Sexuality Education Programmes		02/02/2012	Policy Brief	English	French, Spanish, Portuguese,	8	2,000	1,500	Online PDF
ED053	HQ	ED/PSD/HIV	MLA 3	The Education Sector Response to Young People Living with HIV		01/03/2012	Technical report	English	French, Spanish, Russian, Portuguese, Chinese	76	1,500	4,100	Online PDF
ED054	HQ	ED/PSD/HIV	MLA 3	Good Policy and Practice in HIV and AIDS and Education: Booklet 7: Gender equality, HIV and sexuality education	Good Policy and Practice in HIV and AIDS and Education	01/04/2012	Technical report	English	French	100	2,000	1,500	Online PDF
ED055	HQ	ED/PSD/HIV	MLA 3	UNAIDS IATT Communication Tool		01/04/2012	Technical report	English		35	0	0	Online PDF
ED056	HQ	ED/PSD/HIV	MLA 3	UNAIDS IATT Global Progress Survey Report on Education Sector Response to HIV		01/04/2012	Technical report	English		50	0	0	Online PDF
ED057	HQ	ED/PSD/HIV	MLA 3	Update of some EDUCAIDS Technical Briefs	EDUCAIDS Technical Briefs	01/04/2012	Guidelines, manual or toolkit	English	French, Spanish, Chinese, Arabic, Russian, Portuguese	10	1,000	1,000	Online PDF, email
ED058	HQ	ED/PSD/HIV	MLA 3	Good Policy and Practice in HIV and AIDS and Education: Booklet 8: Homophobic Bullying in Schools and Education for All	Good Policy and Practice in HIV and AIDS and Education	01/05/2012	Technical report	English	French	50	2,500	0	Online PDF, ePub

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED048	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Serve as a model for other countries in the focal region: strengthen the decision making capacities of policy makers and teacher educators on Climate Change Education within the focal regions Africa and SIDS	Informed decision-making regarding issue	Free distribution	\$60,000	Extrabudgetary funds
ED049	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Improve non-discrimination and stigma reduction in workplace policies for people living with or affected by HIV.	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED050	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Guide proper implementation of EDUCAIDS education sector response to HIV and AIDS.	Informed decision-making regarding issue	Free distribution	\$47,500	Extrabudgetary funds
ED051	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Provide training guidance for education sector professionals, including teachers, to implement a comprehensive education sector response to HIV and AIDS.	Informed decision-making regarding issue	Free distribution	\$74,500	Extrabudgetary funds
ED052	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Establish the cost-effectiveness of sexuality education and advocate for increased scale-up of school-based programmes.	Informed decision-making regarding issue	Free distribution	\$13,000	Extrabudgetary funds
ED053	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Articulate the unmet needs and demands of young people living with HIV in the Education Sector.	Informed decision-making regarding issue	Free distribution	\$60,000	Extrabudgetary funds
ED054	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Improve programming and efficacy for gender, HIV and education-related synergies.	Informed decision-making regarding issue	Free distribution	\$20,000	Extrabudgetary funds
ED055	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED056	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED057	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Update some data and information on specific briefs' issues	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
ED058	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Identify good practices and strengthen existing interventions to create safe schools and eliminate homophobic bullying.	Informed decision-making regarding issue	Free distribution	\$10,900	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED059	HQ	ED/PSD/HIV	MLA 3	Scaling-Up Sexuality Education		01/05/2012	Monograph	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED060	HQ	ED/PSD/HIV	MLA 3	Monitoring and Evaluation Sector Response		01/11/2012	Guidelines, manual or toolkit	English	French	50	1,000	1,000	Online PDF, email
ED061	HQ	ED/PSD/HIV	MLA 3	Workplace policy and Teacher living with HIV (Provisional title)		01/12/2012	Monograph	English	French, Spanish, Portuguese	35	1,500	1,000	Online PDF, email
ED062	HQ	ED/PSD/HIV	MLA 3	Guidance on Key Populations and UNESCO / Ed Sector response		01/02/2013	Guidelines, manual or toolkit	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED063	HQ	ED/PSD/HIV	MLA 3	Research / Guidance / Litterature Review on gender and risk factors in school & HIV		01/03/2013	Guidelines, manual or toolkit	English		50	0	0	Online PDF, email
ED064	HQ	ED/PSD/HIV	MLA 3	Contextualising HIV within School Health		01/04/2013	Monograph	English		35	0	0	Online PDF
ED065	HQ	ED/PSD/HIV	MLA 3	Fresh Indicators		01/04/2013	Technical report	English		35	0	0	Online PDF
ED066	HQ	ED/PSD/HIV	MLA 3	Guidance / Tools for Teacher Training		01/10/2013	Guidelines, manual or toolkit	English	French, Spanish, Portuguese	50	2,000	2,500	Online PDF, email
ED067	HQ	ED/PSD/PHR	MLA 3	Guidelines for Educators to Counter Intolerance and Discrimination against Muslims	OSCE series of the intolerance programme.	01/02/2012	Guidelines, manual or toolkit	English	French, Spanish	70	0	1,000	Online PDF
ED068	HQ	ED/PSD/PHR	MLA 3	Human Rights Education in Primary and Secondary School Systems: A Self-Assessment Guide for Governments		01/04/2012	Guidelines, manual or toolkit	English	French	46	0	0	Online PDF
ED069	HQ	ED/PSD/PHR	MLA 3	Plan of Action, World Programme for Human Rights Education, Second Phase (2010-2014)	World Programme for Human Rights Education First phase plan of action was published in 2006	01/04/2012	Guidelines, manual or toolkit	English	French	60	2,500	1,500	Online PDF
ED070	HQ	ED/PSD/PHR	MLA 3	Tackling Holocaust Education in Primary Schools		01/07/2012	Guidelines, manual or toolkit	English	French	80	1,500	1,000	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED059	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Why and how we should scale up sexuality education	Increased awareness of issue	Free distribution	\$50,000	Extrabudgetary funds
ED060	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Package of tools for countries from data collection and entry to monitoring and evaluation	Informed decision-making regarding issue	Free distribution	\$25,000	Extrabudgetary funds
ED061	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Assess the status, progress and impact made through the development and implementation of country specific HIV and AIDS Workplace Policies for the Education Sector in East and Southern Africa.	Increased awareness of issue	Free distribution	\$50,000	Extrabudgetary funds
ED062	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	UNESCO's response/ position to work with key population	Increased awareness of issue	Free distribution	\$50,000	Extrabudgetary funds
ED063	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Research on gender and risk factors in School and HIV	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
ED064	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED065	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Report on the Global Survey	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED066	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Teacher training tool	Increased awareness of issue	Free distribution	\$50,000	Extrabudgetary funds
ED067	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To provide an overview of manifestations of intolerance and discrimination against Muslims, to propose principles and possible strategies for schools, illustrated with examples from different countries.	Increased awareness of issue	Free distribution	\$4,000	Extrabudgetary funds
ED068	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide practical assistance to governments and Ministries of Education for analysis and self-assessment of where they are at in terms of integrating HRE into the primary and secondary school systems.	Increased awareness of issue	Free distribution	\$0	Other
ED069	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)		An advocacy tool for both UNESCO and OHCHR in reaching governments and stakeholders. To provide a framework for action and practical guidance for national implementation of human rights education and training.	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
ED070	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	This publication will provide an overview of current practices on Holocaust education in the primary schools and explore the challenges and relevance of engaging in this matter.	Increased awareness of issue	Free distribution	\$32,700	Extrabudgetary funds

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ED071	HQ	ED/PSD/PHR	MLA 3	Teaching Respect for All		01/10/2013	Guidelines, manual or toolkit	English	French, Spanish, Arabic, Portuguese	250	1,000	2,100	Online PDF
ED072	FO	Bangkok	MLA 2	ICT Curriculum Development for Pre-Service Teacher Education: Cases and Lessons Learned		01/01/2012	Guidelines, manual or toolkit	English		160	0	0	ePub
ED073	FO	Bangkok	MLA 1	Regional Handbook on Life Skills Programmes in Non-formal Education		01/02/2012	Guidelines, manual or toolkit	English		40	0	0	Online PDF
ED074	FO	Bangkok	MLA 3	Review of policies and strategies to implement and scale up sexuality education in Asia and the Pacific		01/02/2012	Technical report	English		115	500	0	online
ED075	FO	Bangkok	MLA 3	Decentralised Finance and Provision of Basic Education: Experience from Asia	Asia-Pacific Secondary Education System Review Series (Vol. 4)	01/03/2012	Policy Brief	English		32	0	0	Online PDF
ED076	FO	Bangkok	MLA 3	End-of-Decade Notes on Education for All Progress in Asia and the Pacific		01/03/2012	Global report or flagship publication	English		380	600	0	online, ePub
ED077	FO	Bangkok	MLA 2	School-to-Work Transition Information Bases in Selected Asia-Pacific Countries: Exploring Common Policy Recommendations	Asia-Pacific Secondary Education System Review Series (Vol. 5)	01/03/2012	Monograph	English		50	800	0	Online PDF
ED078	FO	Bangkok	MLA 2	Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education		01/04/2012	Monograph	English		60	150	0	
ED079	FO	Bangkok	MLA 2	The Impact of economic crisis on higher education in Asia and the Pacific		01/04/2012	Monograph	English		120	0	0	Online PDF
ED080	FO	Bangkok	MLA 1	Regional Guide on Accelerating Literacy Actions (GALA)		01/06/2012	Guidelines, manual or toolkit	English		60	500	0	ePub
ED081	FO	Bangkok	MLA 3	Community Learning Center Disaster Risk Reduction Toolkit (CLC DRR Toolkit; provisional title)		01/07/2012	Guidelines, manual or toolkit	English	Thai	50	0	0	e-publication
ED082	FO	Bangkok	MLA 1	Handbook for Education Policy Analysis		01/07/2012	Guidelines, manual or toolkit	English		200	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED071	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Offer a basis that countries can adapt to their contexts and needs in dealing with questions related to combating racism and tolerance through education. The supportive materials will assist teachers in the classrooms.	Informed decision-making regarding issue	Free distribution	\$26,000	Extrabudgetary funds
ED072	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	Comprehensive and practical guideline for TEIs to integrate ICT (illustrates step-by-step processes of how a TEI developed/enhanced and implemented its ICT curriculum)	Informed decision-making regarding issue	Free distribution	\$8,200	Regular and extrabudgetary funds
ED073	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Strengthen capacities of life skills programme, raise awareness of policy makers and educators	Increased awareness of issue	Free distribution	\$500	Regular programme
ED074	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Inform Member States, MOEs, MOHs and other partners of opportunities to scale up sexuality education in the region, based on a clear understanding of the status of national laws, policies and strategies, and curricula.	Increased awareness of issue	Free distribution	\$15,700	Extrabudgetary funds
ED075	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	A rapid and credit reference material for policy makers, managers and planners with a choice of approaches and options to address the issues involved in decentralised provision and finance of basic education	Informed decision-making regarding issue	Free distribution	\$750	Regular programme
ED076	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Maintain regional momentum, energy, interest in EFA, 'Reaching the Unreached in Education', and 'EFA with Equity' as we approach 2015. An end-decade review, not assessment, of EFA in Asia-Pacific	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
ED077	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Provide discussion on school-to-work transition policy (both quantitative and qualitative perspectives) in the specific context of developing countries in the Asia-Pacific region	Informed decision-making regarding issue	Free distribution	\$32,350	Regular programme
ED078	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Enhanced recognition of programme / UNESCO	Free distribution	\$10,000	Regular programme
ED079	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
ED080	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To help countries to generate quality data on illiteracy through better analysis using GIS maps to accelerate literacy drive to achieve literacy goal	Informed decision-making regarding issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED081	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	To provide appropriate teaching and learning materials for non-formal education on disaster risk reduction, particularly via community learning centers	Informed decision-making regarding issue	Free distribution	\$20,000	Extrabudgetary funds
ED082	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from UNESCO partner	Capacity building for education policy analysis and programming	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme

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ED083	FO	Bangkok	MLA 1	Regional synthesis of Literacy Household Survey- Nepal, Bangladesh and PNG		01/07/2012	Statistical report	English		60	500	0	ePub
ED084	FO	Bangkok	MLA 2	International Student Mobility in East Asia		01/08/2012	Monograph	English		120	0	0	Online PDF
ED085	FO	Bangkok	MLA 2	Public-Private Partnership in Higher education & TVET and Youth Employment in East Asia		01/08/2012	Monograph	English		200	0	0	Online PDF
ED086	FO	Bangkok	MLA 1	Financing of Secondary Education in the Asia-Pacific Region	Asia-Pacific Secondary Education System Review Series (Vol. 8)	01/10/2012	Technical report	English		80	0	0	Online PDF
ED087	FO	Bangkok	MLA 2	Practical Tips for Teaching Multi-Grade Classes	Embracing Diversity: Toolkit for Creating Inclusive, Learning Friendly, Environments Complimentary Booklet No. 9	01/10/2012	Guidelines, manual or toolkit	English		60	0	0	ePub
ED088	FO	Bangkok	MLA 2	A Regional Guide for Planning and Implementing Technology-Enhanced Project-Based Learning		01/11/2012	Guidelines, manual or toolkit	English		120	500	0	ePub
ED089	FO	Bangkok	MLA 3	Study on Health Seeking Behaviours of MSM and Transgender people		01/02/2013	Monograph	English Thai		60	500	0	ePub
ED090	FO	Bangkok	MLA 1	Integrating ESD policies in education sector costing: a practical guide		01/09/2013	Guidelines, manual or toolkit	English		100	0	0	Online PDF
ED091	FO	Bangkok	MLA 3	Homophobic bullying in Asia and the Pacific		01/11/2013	Monograph	English		50	500	0	ePub
ED092	FO	Beirut	MLA 2	Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments		01/02/2012	Guidelines, manual or toolkit	English Arabic		900	1,000	0	CD
ED093	FO	Beirut	MLA 2	Gender Equality in Education		01/02/2012	Guidelines, manual or toolkit	Arabic		100	2,000	0	
ED094	FO	Beirut	MLA 3	Guide for School Health Educators: Information and Activities on Reproductive Health and HIV Prevention		01/02/2012	Guidelines, manual or toolkit	Arabic		136	1,000	0	Online PDF
ED095	FO	Beirut	MLA 2	Policy Guidelines in Inclusive education		01/02/2012	Guidelines, manual or toolkit	Arabic		80	1,000	0	CD, ePub

No.	Target Audience / Audience cible	Demand / Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED083	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	To promote awareness of government and other organizations on generating quality data for literacy	Increased awareness of issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED084	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
ED085	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raise awareness of policy makers and researchers	Increased awareness of issue	Free distribution	\$20,000	Extrabudgetary funds
ED086	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Improve capacity of policy makers in planing for expansion of secondary education and funding machanism	Informed decision-making regarding issue	Free distribution	\$1,200	Regular programme
ED087	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	This original publication aims to provide an easy to use, practical tool for education practitioners in the region interfacing with MTG teaching as well as serve as an advocacy tool for policy makers.	Informed decision-making regarding issue	Free distribution	\$9,000	Regular and extrabudgetary funds
ED088	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from funding partner	to provide key stakeholders (see target audience) within the region with guidelines/procedures and sample cases on effective ICT-supported collaborative project-based learning	Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED089	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Develop recoomendations for how health-seeking behaviours of MSM and transgender people can be improved	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED090	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Information sharing on the latest development in education planning	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED091	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Better understand the nature and extent of homophobic bullying in educational institutions in Asia-Pacific and good practices in policy frameworks, interventions and tools in addressing homophobic bullying	Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds
ED092	1. Educators, teachers, trainers	Request from governing bodies/Member States	Capacity Building for teachers	Increased awareness of issue	Free distribution	\$67,000	Extrabudgetary funds
ED093	1. Educators, teachers, trainers	Request from governing bodies/Member States	Promoting gender equality in education	Increased awareness of issue	Free distribution	\$8,000	Extrabudgetary funds
ED094	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Support educators in the delivery of reproductive health and HIV and AIDS eduation at school level	Increased awareness of issue	Free distribution	\$6,000	Extrabudgetary funds
ED095	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Promotion of Inclusive Education	Informed decision-making regarding issue	Free distribution		Regular programme

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ED096	FO	Beirut	MLA 2	Life Skills for Literacy		01/03/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED097	FO	Beirut	MLA 2	Literacy in Lebanon		01/04/2012	Technical report	Arabic		200	500	0	
ED098	FO	Beirut	MLA 2	Guidelines for Civic Education		01/12/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED099	FO	Beirut	MLA 2	Intercultural Dialogue in Arab States: learning materials		01/12/2012	Guidelines, manual or toolkit	Arabic		200	1,000	0	
ED100	FO	Brasília	MLA 1	Coleção educação para todos (volumes 34 to 40)	Coleção educação para todos	01/01/2012	Monograph	Portuguese		170	20,000	0	Online
ED101	FO	Brasília	MLA 3	Learning: The Treasure Within / Educação: um tesouro a descobrir		01/01/2012	Monograph	English Portuguese		288	0	8,000	online
ED102	FO	Brasília	MLA 3	Educação preventiva para DST/HIV/AIDS e hepatites para povos indígenas do Vale do Javari (3 volumes)	Educação preventiva para DST/HIV/AIDS e hepatites para povos indígenas do Vale do Javari (3 volumes)	01/03/2012	Teaching material	Multilingual		40	1,500	1,500	online
ED103	FO	Brasília	MLA 3	Guia para uso do livro-síntese da coleção História Geral da África na formação continuada de docentes da Educação Básica (provisional title)	Material pedagógico história geral da África (provisional titles)	01/03/2012	Guidelines, manual or toolkit	Portuguese		150	20,000	0	DVD, online
ED104	FO	Brasília	MLA 3	Livro-síntese da coleção História Geral da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/03/2012	Teaching material	Portuguese		600	20,000	0	DVD, online
ED105	FO	Brasília	MLA 1	Desafios e perspectivas da educação superior brasileira para a próxima década 2011-2020		01/04/2012	Monograph	Portuguese		100	0	0	online, DVD
ED106	FO	Brasília	MLA 3	Livro para professores da Educação Infantil: material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/04/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED107	FO	Brasília		Protótipos Curriculares Ensino Médio e Ensino Médio Integrado - versão completa (provisional title)		02/04/2012	Technical report	Portuguese		200	1,000	0	online
ED108	FO	Brasília	MLA 3	Ensino médio	Série debates ED, number 2	01/05/2012	Periodical - Journal, review, newsletter	Portuguese		100	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED096	1. Educators, teachers, trainers	Request from governing bodies/Member States	Promoting life skills	Increased awareness of issue	Free distribution	\$7,000	Extrabudgetary funds
ED097	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Promoting Literacy	Increased awareness of issue	Free distribution	\$6,000	Extrabudgetary funds
ED098	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Promoting Intercultural Dialogue	Increased awareness of issue	Free distribution	\$8,000	Extrabudgetary funds
ED099	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from funding partner	Promoting Intercultural Dialogue	Increased awareness of issue	Free distribution	\$8,000	Extrabudgetary funds
ED100	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To provide access for teachers, educators and specialists to quality education for all. To deliver reference material on the various aspects that involve the improvement of equal opportunity of education for all.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED101	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from co-publisher	Contribute to the worldwide debate on the conception of a new school for the next millennium. This report offers clues and important recommendations for the delineation of a new pedagogical concept for the 21st century.	Increased awareness of issue	Free distribution	\$2,332	Extrabudgetary funds
ED102	1. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	To provide teaching material on STDs/AIDS/HIV and viral hepatitis as part of preventive education with indigenous communities of Javari Valley in the Amazon region of Brazil.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED103	1. Educators, teachers, trainers	Request from governing bodies/Member States	A series of pedagogical materials to improve African students' knowledge of their own history, and to meet African countries' expectations of adapting the contents of the Geographical Diaspora.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED104	1. Educators, teachers, trainers	Request from governing bodies/Member States	To provide pedagogical material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED105	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To raise awareness of educational policy decision-makers to know of the challenges and perspectives of higher education system in Brazil for the near future.	Increased awareness of issue	Free distribution	\$14,000	Extrabudgetary funds
ED106	1. Educators, teachers, trainers	Request from governing bodies/Member States	To provide pedagogical material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED107	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Proposing viable prototypes for curriculum integration between general education, basic education for work, and vocational education for secondary education.	Increased awareness of issue	Free distribution	\$8,700	Extrabudgetary funds
ED108	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	An overview of the status of the upper secondary educational system in Brazil to serve as basis to the innovative proposal for educational reform in upper secondary educational system to improve its quality level.	Increased awareness of issue	Free distribution	\$436	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED109	FO	Brasilia		Relatórios dos eventos de lançamento da Coleção HGA (provisional title)		01/06/2012	Proceedings	Portuguese		50	0	0	online
ED110	FO	Brasilia	MLA 3	Experiência de educação preventiva ao uso de drogas: experiências do Brasil		01/07/2012	Technical report	Portuguese		50	0	0	online
ED111	FO	Brasilia	MLA 3	Livro para professores das séries finais do Ensino Fundamental: material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/08/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED112	FO	Brasilia	MLA 3	Educação e desenvolvimento humano (provisional title)		01/09/2012	Statistical report	Portuguese		200	1,000	0	online
ED113	FO	Brasilia	MLA 3	Livro para professores do Ensino Médio : material pedagógico sobre História da África (provisional title)	Material pedagógico história geral da África (provisional titles)	01/12/2012	Teaching material	Portuguese		150	20,000	0	DVD, online
ED114	FO	Brasilia	MLA 2	Atlas Geográfico da Diáspora Africana	Material pedagógico história geral da África	01/03/2013	Atlas	Portuguese		200	4,000	0	DVD, online
ED115	FO	Harare	MLA 1	Status of TVET in the SADC Region		01/03/2012	Technical report	English	Portuguese, French	500	800	300	CD, Online pdf
ED116	FO	Islamabad	MLA 1	Education Budgets - A Study of Selected Districts of Pakistan		01/02/2012	Technical report	English		70	500	0	UNESCO Website
ED117	FO	Islamabad		Macro Trends in Financing of Education in Pakistan		01/02/2012	Technical report	English		36	500	0	UNESCO Website
ED118	FO	Islamabad	MLA 1	National Competency Standards and Core Curricula for Masons	National Competency Standards and Core Curricula	01/06/2012	Teaching material	English	Urdu	100	500	500	UNESCO Website
ED119	FO	Islamabad	MLA 1	National Competency Standards and Core Curriculum for Building Carpenters	National Competency Standards and Core Curricula	02/06/2012	Teaching material	English	Urdu	150	500	500	UNESCO Website
ED120	FO	Islamabad		Peace for Development and Harmony		03/06/2012	Guidelines, manual or toolkit	English	Urdu	80	1,000	1,000	UNESCO Website
ED121	FO	Islamabad		Guidelines on the Physical and Emotional Health and Well Being of Adolescents		01/09/2012	Guidelines, manual or toolkit	English	Urdu	60	1,000	1,000	Online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED109	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	To register the reports on the launching events of the General History of African translated to Portuguese.	Increased awareness of issue	Free distribution	\$600	Regular and extrabudgetary funds
ED110	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To offer to Brazilian children and youth a preventive education able to transform and to reduce vulnerability and recover damages caused by drug additions. To help find innovative, broad and integral alternatives to respond to such problems.	Informed decision-making regarding issue	Free distribution	\$0	Extrabudgetary funds
ED111	1. Educators, teachers, trainers	Request from governing bodies/Member States	To provide pedagogical material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED112	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	The book aims to subsidize public policies for national development. The publication will consist of texts prepared by the participants of the international seminar on education and human development, which will be based on their performances.	Increased awareness of issue	For sale	\$40,400	Regular programme
ED113	1. Educators, teachers, trainers	Request from governing bodies/Member States	To provide pedagogical material to improve African students' knowledge of their own history, and meet African countries' expectations of adapting the contents of the geographical diaspora.	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
ED114	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Request from governing bodies/Member States	To improve African students' knowledge about their own history, and at meeting the African countries' expectations of adapting the contents of the General History of Africa Collection to school activities.	Enhanced recognition of programme / UNESCO	Free distribution	\$0	Extrabudgetary funds
ED115	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Guide TVET priority setting for reform processes in the SADC Region	Informed decision-making regarding issue	Free distribution	\$22,000	Regular and extrabudgetary funds
ED116	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	To assess efficiency of education governance at district level	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED117	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	Raising awareness about the issue	Increased awareness of issue	Free distribution	\$875	Extrabudgetary funds
ED118	1. Educators, teachers, trainers 2. Youth, students	Request from UNESCO partner	Competency Based Training in Masonry	Enhanced recognition of programme / UNESCO	Free distribution	\$1,500	Extrabudgetary funds
ED119	1. Educators, teachers, trainers 2. Youth, students	Request from UNESCO partner	Competency Based Training in Building Carpentry	Enhanced recognition of programme / UNESCO	Free distribution	\$2,100	Extrabudgetary funds
ED120	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Informative material on Peace Education	Increased awareness of issue	Free distribution	\$5,000	Regular and extrabudgetary funds
ED121	1. Educators, teachers, trainers	Request from UNESCO partner	Informative material on Adolescence Education	Increased awareness of issue	Free distribution	\$10,000	Regular and extrabudgetary funds

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ED122	FO	Kathmandu	MLA 1	Capacity assessment of NFE subsector in Nepal		01/04/2012	Technical report	English	Nepali	40	100	100	online
ED123	FO	Kathmandu	MLA 1	Literacy through mother tongue: a case study		01/08/2012	Technical report	English	Nepali	50	200	200	online
ED124	FO	Kingston	MLA 2	Participation in Action: Developing the Early Childhood Policy in Antigua and Barbuda		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED125	FO	Kingston	MLA 2	The Path of Progress: achievements and challenges of ECD policy implementation in St Kitts and Nevis		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED126	FO	Kingston	MLA 2	The World Conference On Early Childhood Care And Education: Response Opportunities And Challenges For The Caribbean Action Agenda		01/06/2012	Policy Brief	English		9	0	0	Online PDF
ED127	FO	Kingston	MLA 2	Collaborative Distance Education in the Caribbean: An evaluation of the Caribbean Universities Project for Integrated Distance Education (CUPIDE)		01/09/2012	Technical report	English		123	0	0	Online PDF
ED128	FO	Kingston	MLA 3	Monitoring and evaluating a comprehensive HIV and AIDS response: A capacity development toolkit for the Caribbean education sector		01/12/2013	Guidelines, manual or toolkit	English		81	150	0	CD-rom; online PDF
ED129	FO	Kingston	MLA 3	Monitoring and evaluating a comprehensive HIV and AIDS response: A framework for the Caribbean education sector		01/12/2013	Guidelines, manual or toolkit	English		50	150	0	CD-rom; online PDF
ED130	FO	Quito	MLA 3	Cuaderno metodológico para trabajar Cultura de prevención		01/01/2012	Guidelines, manual or toolkit	Spanish		105	500	0	None
ED131	FO	Quito	MLA 3	Reflexions and Dialogue on Education for Sustainable Development and Teacher Education in the Andean Region		01/03/2012	Monograph	Spanish	English	120	500	0	Online PDF
ED132	FO	Ramallah	MLA 1	Code of Conduct		01/02/2012	Guidelines, manual or toolkit	Arabic	English	20	50,000	0	Online PDF
ED133	FO	Ramallah	MLA 3	Entitled to Education		02/02/2012	Technical report	English	Arabic	100	600	300	Online PDF
ED134	FO	Ramallah	MLA 1	Motivation Study		03/02/2012	Technical report	Arabic	English	200	100	20	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED122	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To disseminate the capacity of NFE subsector in Nepal	Increased awareness of issue	Free distribution	\$1,000	Extrabudgetary funds
ED123	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from UNESCO partner	The report will provide detailed process and methodology on mother tongue based literacy programme in Nepal	Increased awareness of issue	Free distribution	\$1,500	Regular programme
ED124	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Document the experience of ECCE policy development to increase awareness among policy makers and advocacy among stakeholders	Informed decision-making regarding issue	Free distribution	\$500	Regular programme
ED125	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Document the experience of ECCE policy implementation to increase awareness among policy makers and advocacy among stakeholders	Informed decision-making regarding issue	Free distribution	\$500	Regular programme
ED126	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Raise awareness of and advocacy for EECE and implementation of the WCECE Moscow Declaration among policy makers	Informed decision-making regarding issue	Free distribution	\$500	Regular programme
ED127	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from UNESCO partner	Document and Disseminate the evaluation of the CUPIDE JFIT Project among participating universities and interested stakeholders	Enhanced recognition of programme / UNESCO	Free distribution	\$2,500	Regular programme
ED128	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Build awareness of and capacity for monitoring and evaluating education sector responses to HIV	Informed decision-making regarding issue	Free distribution	\$15,000	Extrabudgetary funds
ED129	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Build awareness of and capacity for monitoring and evaluating education sector responses to HIV	Informed decision-making regarding issue	Free distribution	\$15,000	Extrabudgetary funds
ED130	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of site managers, raise awareness of policy makers	Increased awareness of issue	Free distribution	\$3,000	Extrabudgetary funds
ED131	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Exchange of experiences and reflections on Education for Sustainable Development and Teacher Education	Increased awareness of issue	Free distribution	\$2,600	Extrabudgetary funds
ED132	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	\$17,500	Extrabudgetary funds
ED133	1. Civil Society (e.g. private persons, NGOs, companies) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Proposal for advocacy strategy of development partners involved in education and protection in the opt	Increased awareness of issue	Free distribution	\$3,300	Extrabudgetary funds
ED134	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$1,950	Extrabudgetary funds

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ED135	FO	Ramallah	MLA 1	New Teachers' Standards		04/02/2012	Guidelines, manual or toolkit	Arabic	English	4	10,200	200	Online PDF
ED136	FO	Ramallah	MLA 1	Principals' Standards		05/02/2012	Guidelines, manual or toolkit	Arabic	English	40	3,000	100	Online PDF
ED137	FO	Ramallah	MLA 1	Principals' Standards Guide		06/02/2012	Guidelines, manual or toolkit	Arabic	English	40	3,000	0	Online PDF
ED138	FO	Ramallah	MLA 1	Teachers' Standards		07/02/2012	Guidelines, manual or toolkit	Arabic	English	40	10,200	200	Online PDF
ED139	FO	Ramallah	MLA 1	Teachers' Standards Guide		08/02/2012	Guidelines, manual or toolkit	Arabic	English	40	50,000	0	Online PDF
ED140	FO	Ramallah	MLA 1	Licensing Scheme		01/03/2012	Guidelines, manual or toolkit	Arabic	English	4	3,000	0	Online PDF
ED141	FO	Ramallah	MLA 1	Admission Policy		01/04/2012	Technical report	Arabic	English	200	100	20	Online PDF
ED142	FO	Ramallah	MLA 1	Tracer Study		01/08/2012	Technical report	Arabic	English	200	100	20	Online PDF
ED143	FO	Santiago	MLA 1	Derecho a la Educación: una mirada comparativa		01/02/2012	Technical report	Spanish	English	63	0	0	Online PDF
ED144	FO	Santiago	MLA 4	Una contribución de los datos del SERCE a la toma de decisiones en política educativa	LLECE publications	01/03/2012	Technical report	Spanish		100	300	0	Online PDF
ED145	FO	Santiago	MLA 4	El clima escolar: Poderoso factor asociado a los logros cognitivos de los estudiantes de América Latina y el Caribe	LLECE publications	01/04/2012	Technical report	Spanish		100	0	0	Online PDF
ED146	FO	Santiago	MLA 4	Una mejor aproximación a las posibles causas de los logros de aprendizajes en América Latina y el Caribe	LLECE publications	02/04/2012	Technical report	Spanish		100	0	0	Online PDF
ED147	FO	Santiago	MLA 4	Experiencias educativas de alfabetización de personas jóvenes y adultas en América Latina y El Caribe	Innovemos Collection	01/05/2012	Monograph	Spanish		200	200	0	Online PDF
ED148	FO	Santiago	MLA 3	Guía de apoyo docente en EDS para Chile		02/05/2012	Guidelines, manual or toolkit	Spanish		150	0	0	Online PDF
ED149	FO	Santiago	MLA 4	Tercer Estudio Regional Comparativo y Explicativo 2009 - 2013: Análisis Curricular	LLECE publications	03/05/2012	Technical report	Spanish		150	300	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED135	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$1,500	Extrabudgetary funds
ED136	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$3,200	Extrabudgetary funds
ED137	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$2,500	Extrabudgetary funds
ED138	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$6,500	Extrabudgetary funds
ED139	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$22,000	Extrabudgetary funds
ED140	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Increased awareness of issue	Free distribution	\$950	Extrabudgetary funds
ED141	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	\$1,950	Extrabudgetary funds
ED142	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Improved quality of education for teachers	Informed decision-making regarding issue	Free distribution	\$1,950	Extrabudgetary funds
ED143	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Improve understanding of educational legislation in participating countries	Increased awareness of issue	Free distribution	\$500	Extrabudgetary funds
ED144	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia			Enhanced recognition of programme / UNESCO	Free distribution	\$5,000	Extrabudgetary funds
ED145	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$3,000	Extrabudgetary funds
ED146	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)			Increased awareness of issue	Free distribution	\$3,000	Extrabudgetary funds
ED147	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Document and disseminate experiences of literacy	Informed decision-making regarding issue	Free distribution	\$3,000	Extrabudgetary funds
ED148	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Promote ESD for Teachers	Enhanced recognition of programme / UNESCO	Free distribution	\$3,000	Other
ED149	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		Disseminate knowledge about the curriculum and promote exchanges between pairs of the region.	Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds

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ED150	FO	Santiago	MLA 4	VIII Jornadas de Cooperación Educativa con Iberoamérica sobre Educación Especial e Inclusión Educativa - Accesibilidad e Inclusion	Jornadas de cooperación educativa con iberoamérica	01/06/2012	Proceedings	Spanish		150	200	0	Online PDF
ED151	FO	Santiago	MLA 4	Experiencias educativas de segunda oportunidad: historias de vida de jóvenes y educadores	Innovemos Collection	01/08/2012	Monograph	Spanish		200	200	0	Online PDF
ED152	FO	Santiago	MLA 1	Estrategia Regional de Docentes: Informe Final		01/09/2012	Technical report	Spanish		400	200	0	Online PDF
ED153	FO	Santiago	MLA 4	Informe Regional de Monitoreo del Progreso hacia una Educación de Calidad para Todos en América Latina y el Caribe	SIRI- UIS Publications	01/10/2012	Statistical report	Spanish	English	150	300	200	Online PDF
ED154	FO	Santiago	MLA 3	Perspectivas y Tendencias en Educación en Sexualidad en América Latina		02/10/2012	Technical report	Spanish		150	200	0	Online PDF
ED155	FO	Santiago	MLA 4	Primera Fase de Implementación Sistema Regional de Información Educativa de los Estudiantes con Discapacidad	SIRIED	01/11/2012	Technical report	Spanish	Portuguese	200	0	0	Online PDF
ED156	FO	Santiago	MLA 3	ESD Policy review in Central America and the Caribbean		01/07/2013	Technical report	Spanish		100	0	0	Online PDF
ED157	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Namibia	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/08/2012	Technical report	English		50	200	0	
ED158	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for South Africa	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/08/2012	Technical report	English		85	200	0	
ED159	FO	Windhoek	MLA 3	Responding to the needs of learners accommodated in Namibian hostels and boarding schools		01/10/2012	Policy Brief	English		60	60	0	Online PDF
ED160	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Lesotho	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/10/2012	Technical report	English		40	200	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED150	1. Scientists, researchers, academia 2. Educators, teachers, trainers		Disseminate knowledge about inclusive education and promote exchange between countries of the region.	Increased awareness of issue	Free distribution	\$2,500	Extrabudgetary funds
ED151	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Document and disseminate experiences of second chance	Informed decision-making regarding issue	Free distribution	\$3,000	Extrabudgetary funds
ED152	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from UNESCO partner	Improve teachers policy desing and training	Informed decision-making regarding issue	Free distribution	\$6,000	Extrabudgetary funds
ED153	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		Spread the advancement of the region towards achieving the EFA goals	Informed decision-making regarding issue	Free distribution	\$6,000	Extrabudgetary funds
ED154	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)			Increased awareness of issue	Free distribution	\$3,000	Extrabudgetary funds
ED155	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		Disseminate results of the first phase of implementation	Enhanced recognition of programme / UNESCO	Free distribution	\$2,000	Extrabudgetary funds
ED156	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Promote ESD Policy Reviews	Informed decision-making regarding issue	Free distribution	\$4,000	Regular programme
ED157	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	\$3,750	Regular programme
ED158	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	\$3,750	Regular programme
ED159	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	To generate/share evidence, and inform review of education sector policies and plans	Informed decision-making regarding issue	Free distribution	\$1,800	Regular and extrabudgetary funds
ED160	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	\$3,750	Regular programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED161	FO	Windhoek	MLA 1	SADC/UNESCO Technical and Vocational Education and Training (TVET) report for Swaziland	SADC/UNESCO Technical and Vocational Education and Training (TVET) reports	01/10/2012	Technical report	English		40	200	0	
ED162	Inst	IBE	MLA 1	Quality and qualities: Tensions in educational reforms		01/03/2012	Monograph	English		150	1,000	0	ePub
ED163	Inst	IBE	MLA 1	Vol 42-March-Internationalisation of teacher education	Prospects	01/03/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED164	Inst	IBE	MLA 1	Vol 42-June-Cultural diversity in educational systems: International and comparative perspectives	Prospects	01/06/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED165	Inst	IBE	MLA 1	Gender equality in textbooks and teacher training (Vietnam)		01/07/2012	Guidelines, manual or toolkit	English	Vietnamese		1,000	0	ePub
ED166	Inst	IBE	MLA 1	Handbook for curriculum developers: how to develop quality frameworks and syllabuses		01/07/2012	Guidelines, manual or toolkit	English		200	1,000	0	ePub
ED167	Inst	IBE	MLA 1	integrating crosscutting issues and competency development in the curriculum of Sub-Saharan African countries		01/09/2012	Guidelines, manual or toolkit	English	French	160	1,000	0	ePub
ED168	Inst	IBE	MLA 1	Vol 42-Sept.-Developing a world-class education: A multi-country analysis	Prospects	01/09/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED169	Inst	IBE	MLA 1	vol 42-Dec-Comparing learner performance in Southern Asia	Prospects	01/12/2012	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED170	Inst	IBE	MLA 1	Vol 43-March-Constructing knowledge and understanding education and conflict: Issues and examples	Prospects	01/03/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED171	Inst	IBE	MLA 1	Vol 43-June-Regular issue	Prospects	01/06/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED172	Inst	IBE	MLA 1	Vol 43-Sept-Democracy in education	Prospects	01/09/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED173	Inst	IBE	MLA 1	vol 43-Dec-Curriculum reform: The search for innovative models for education systems in transition	Prospects	01/12/2013	Periodical - Journal, review, newsletter	English		130	500	0	ePub
ED174	Inst	IESALC	MLA 3	Educación Superior y Pueblos Indígenas y Afrodescendientes en América Latina. Normas, Políticas y Prácticas		01/01/2012	Monograph	Spanish		325	500	0	Online PDF and CD

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED161	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	The Windhoek office participated in 4 of its cluster countries in the UNESCO-SADC TVET project, part of which is this report detailing the situation of TVET at national level, for which little systematic information exists so far.	Informed decision-making regarding issue	Free distribution	\$3,750	Regular programme
ED162	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences		Increased awareness of issue	For sale	\$15,000	Regular programme
ED163	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED164	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED165	1. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promoting gender equality to quality textbooks and teacher training courses	Increased awareness of issue	Free distribution	\$16,000	Regular programme
ED166	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Reference for enhancing capacities of curriculum developers	Informed decision-making regarding issue	Free distribution	\$15,000	Regular programme
ED167	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Enhancing quality of curriculum processus and learning outcomes	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
ED168	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED169	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED170	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED171	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED172	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED173	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Informing international comparative education approaches	Informed decision-making regarding issue	For sale		Regular programme
ED174	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To examine how Higher Education policies the region facilitate or hinder the development of intercultural institutions of Higher Education (IHES) and / or intercultural programs within conventional institutions in Higher Education (IHE).	Increased awareness of issue	For sale	\$8,000	Regular programme

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ED175	Inst	IESALC	MLA 3	Campo Científico, Políticas Públicas y Movilidades Internacionales en América Latina		01/06/2012	Monograph	Spanish		320	500	0	Online PDF and CD
ED176	Inst	IESALC	MLA 3	Vol. 17, No. 1 (2012)	Educación Superior y Sociedad	01/06/2012	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED177	Inst	IESALC	MLA 3	Académicos Extranjeros y Cooperación Internacional en los Sistemas de Ciencia y Tecnología en América Latina		01/12/2012	Monograph	Spanish		350	500	0	Online PDF and CD
ED178	Inst	IESALC	MLA 3	Enseñanza y Usos de Lenguas de Pueblos Indígenas y Afrodescendientes en Educación Superior en América Latina		01/12/2012	Monograph	Spanish		350	500	0	Online PDF and CD
ED179	Inst	IESALC	MLA 3	Vol. 17, No. 2 (2012)	Educación Superior y Sociedad	01/12/2012	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED180	Inst	IESALC	MLA 3	Vol. 18, No. 1 (2013)	Educación Superior y Sociedad	01/06/2013	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED181	Inst	IESALC	MLA 3	O'Leary Collection (12 books)	O'Leary Collecion	01/12/2013	Monograph	English		2400	2,400	0	Online PDF and CD
ED182	Inst	IESALC	MLA 3	Vol. 18, No. 2 (2013)	Educación Superior y Sociedad	01/12/2013	Periodical - Journal, review, newsletter	Spanish		150	0	0	Online PDF and CD
ED183	Inst	IICBA	MLA 1	Next steps in managing teacher migration. Papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration		01/03/2012	Technical report	English		150	500	0	Online PDF
ED184	Inst	IICBA	MLA 1	Gender Mainstreaming in Teacher Education Policy		01/09/2012	Teaching material	English		35	500	0	PDF on website
ED185	Inst	IICBA	MLA 1	Fundamentals of Teacher Education Development	Fundamentals of Teacher Education Development	01/12/2012	Monograph	English	French and Portuguese	120	500	500	Online PDF
ED186	Inst	IIEP	MLA 1	Challenges of Financing Basic Education: Revisiting solutions involving the private sector	Policy Forum	01/03/2012	Monograph	English	French	100	300	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED175	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	Address policies and best practices to regulate the international mobility of students and scientists and ensure the return of highly qualified human resources in four Latin American countries, Argentina, Mexico, Nicaragua and Peru.	Enhanced recognition of programme / UNESCO	For sale	\$4,000	Regular and extrabudgetary funds
ED176	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	\$2,000	Regular programme
ED177	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To reflect, from case studies on public policies to ensure a more balanced knowledge transfer between poles of different status of knowledge in a global scale, showing the chains of knowledge that are established around scientific mobility and successful practices.	Enhanced recognition of programme / UNESCO	For sale	\$4,000	Regular and extrabudgetary funds
ED178	1. Civil Society (e.g. private persons, NGOs, companies) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from governing bodies/Member States	To present a regional overview and data and analysis on 10 countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Nicaragua and Peru) To enable efforts to include these languages and cultures in the curriculum of different races in the region.	Increased awareness of issue	For sale		Extrabudgetary funds
ED179	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	\$2,000	Regular programme
ED180	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	\$2,000	Regular programme
ED181	1. Civil Society (e.g. private persons, NGOs, companies) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Selected works illustrate and address contemporary issues that involve and / or distort the future of higher education in Latin America and the Caribbean.	Increased awareness of issue	For sale	\$55,500	Regular programme
ED182	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from governing bodies/Member States	To promote research on higher education; disseminate information on policies and good practices; establish bridges between research and policy ; foster international dialogue, networks and cooperation.	Increased awareness of issue	Free distribution	\$2,000	Regular programme
ED183	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Share research on issues which affect teacher migration so that policymakers are equipped with the latest evidence to guide them.	Informed decision-making regarding issue	For sale	\$8,000	Regular programme
ED184	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED185	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Monitor the evolution and change in educational policies and their effect upon teacher education developmen	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
ED186	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	For sale	\$7,000	Extrabudgetary funds

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ED187	Inst	IIEP	MLA 1	Diversification of post-secondary education	New trends in Higher Education	01/05/2012	Monograph	English		180	500	0	Online PDF
ED188	Inst	IIEP	MLA 1	SACMEQ Gender Equality Series		01/05/2012	Policy Brief	English		200	0	0	Online PDF
ED189	Inst	IIEP	MLA 1	An assessment of the impact of HIV and AIDS on the education sector in Kenya and a situational analysis of the implementation of the Kenya education sector policy on HIV and AIDS		01/06/2012	Monograph	English		150	100	0	Online PDF
ED190	Inst	IIEP	MLA 1	Escuela, identidad y discriminación		01/06/2012	Monograph	Spanish		320	500	0	Online PDF
ED191	Inst	IIEP	MLA 1	Les dépenses d'éducation des ménages au Burkina Faso	Costs and Financing of Education	01/06/2012	Monograph	French		80	100	0	Online PDF
ED192	Inst	IIEP	MLA 1	Microsoft Partners In Learning: Un exemple de partenariat Public - Privé dans le domaine des TIC	Partnerships for Education	01/06/2012	Monograph	French	English	100	100	100	Online PDF
ED193	Inst	IIEP	MLA 1	Partnership in Education - A resource guide	Partnerships for Education	01/06/2012	Guidelines, manual or toolkit	English		100	100	100	Online PDF, CD-rom
ED194	Inst	IIEP	MLA 1	Study on Public-Private Partnerships in education	Partnerships for Education	01/09/2012	Monograph	English		100	100	0	Online PDF
ED195	Inst	IIEP	MLA 1	The Effects of Free Primary Education in Tanzania (Mainland)	Costs and Financing of Education	01/09/2012	Monograph	English		100	100	0	Online PDF
ED196	Inst	IIEP	MLA 1	Financing Basic Education: revisiting solutions implying the private sector		01/10/2012	Monograph	English		100	800	0	Online PDF
ED197	Inst	IIEP	MLA 1	Gender equality in educational planning and management		01/10/2012	Monograph	English		150	500	0	Online PDF
ED198	Inst	IIEP	MLA 1	La régulation de l'éducation	Education policy series	01/10/2012	Policy Brief	French	English	30	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED187	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To analyze PSE and PSE institutions and the challenges in financing and managing PSE institutions.	Increased awareness of issue	Free distribution	\$7,000	Extrabudgetary funds
ED188	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED189	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Describe and analyse the impact of HIV and AIDS on the education sector in Kenya; analyse the Kenyan education sector policy on HIV and AIDS	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED190	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
ED191	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders		Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED192	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED193	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	\$13,000	Extrabudgetary funds
ED194	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED195	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED196	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	For sale	\$7,000	Extrabudgetary funds
ED197	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$10,000	Extrabudgetary funds
ED198	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Strengthen capacities of managers	Informed decision-making regarding issue	Free distribution	\$1,000	Extrabudgetary funds

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ED199	Inst	IIEP	MLA 1	Looking beyond parity: gender equality in education		01/10/2012	Global report or flagship publication	English	French	50	500	300	Online PDF
ED200	Inst	IIEP	MLA 1	The Effects of Free Basic Education in Tanzania (Zanzibar)	Costs and Financing of Education	01/10/2012	Monograph	English		100	100	0	Online PDF
ED201	Inst	IIEP	MLA 1	Public Private Partnership-EMIS	Partnerships for Education	01/11/2012	Guidelines, manual or toolkit	English		100	100	0	Online PDF
ED202	Inst	IIEP	MLA 1	The Effects of Free Primary Education in Lesotho	Costs and Financing of Education	01/11/2012	Monograph	English		100	100	0	Online PDF
ED203	Inst	IIEP	MLA 2	Corruption in the education sector: a handbook	Ethics and corruption in education	01/12/2012	Guidelines, manual or toolkit	English		100	100	0	Online PDF
ED204	Inst	IIEP	MLA 4	Development of teacher codes of conduct in Asia	Ethics and corruption in education	01/12/2012	Monograph	English		150	300	0	Online PDF
ED205	Inst	IIEP	MLA 1	Engaging civil society	Fundamentals of Educational Planning	01/12/2012	Global report or flagship publication	English	French	100	500	500	Online PDF
ED206	Inst	IIEP	MLA 1	Enseignement à distance	Fundamentals of Educational Planning	01/12/2012	Global report or flagship publication	French	English	100	500	500	Online PDF
ED207	Inst	IIEP	MLA 1	Les systèmes d'information dans les ministères de l'éducation : l'exemple du Sénégal, de la France et du Cameroun	Les systèmes d'information dans les ministères de l'éducation	01/12/2012	Monograph	French		100	100	0	Online PDF
ED208	Inst	IIEP	MLA 3	Transparency in the targeting of pro-poor incentives	Ethics and corruption in education	01/12/2012	Monograph	English		150	300	0	Online PDF
ED209	Inst	IIEP	MLA 1	Improving school financing: the use and usefulness of school grants. Vol. I	Management reforms for EFA	01/01/2013	Monograph	English		150	500	0	Online PDF
ED210	Inst	IIEP	MLA 1	Capacity Development in strategic planning	Rethinking capacity development	01/03/2013	Monograph	English		80	0	0	Online PDF
ED211	Inst	IIEP	MLA 1	Guidance notes for educational planners: integrating conflict and disaster risk education into education sector planning		01/06/2013	Guidelines, manual or toolkit	English	French	100	500	500	Online PDF

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ED199	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	\$7,000	Extrabudgetary funds
ED200	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED201	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
ED202	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	It improves the competence and improves the analytical tools of professionals at the Ministries of Education and at agencies of the development partners.	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED203	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	\$3,000	Extrabudgetary funds
ED204	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
ED205	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	\$20,000	Extrabudgetary funds
ED206	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	For sale	\$20,000	Extrabudgetary funds
ED207	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Analyse des informations collectées, analyse organisationnelle et des procédures administratives, analyse technique analyse des ressources humaines et des contraintes liées au renforcement des capacités	Informed decision-making regarding issue	Free distribution	\$3,000	Extrabudgetary funds
ED208	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Strengthen capacities of managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
ED209	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To examine the implementation of school grants, with a focus on their use at school level and decision-making process.	Informed decision-making regarding issue	Free distribution	\$7,500	Extrabudgetary funds
ED210	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Support educational planners and development partners to prepare strategic education plans, especially as international funding to education is becoming increasingly dependent on the existence of such a plan.	Informed decision-making regarding issue	Free distribution	\$1,000	Extrabudgetary funds
ED211	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ED212	Inst	IIEP	MLA 1	Réforme de la gouvernance dans l'enseignement supérieur en Afrique Francophone	New trends in Higher Education	01/06/2013	Monograph	French		200	500	0	Online PDF
ED213	Inst	IIEP	MLA 1	Les systèmes d'information dans les ministères de l'éducation : enjeux, défis et perspectives	Les systèmes d'information dans les ministères de l'éducation	01/12/2013	Monograph	French		60	300	0	Online PDF
ED214	Inst	IIEP	MLA 1	Improving school financing: the use and usefulness of school grants. Vol. II	Management reforms for EFA	01/01/2014	Monograph	English		150	500	0	Online PDF
ED215	Inst	IITE	MLA 1	Analytical paper on the current situation and main tendencies of ICT use in TVET in CIS and Ukraine.		01/03/2012	Technical report	Russian	English	110	250	250	Online PDF
ED216	Inst	IITE	MLA 1	Master course ICT in Teacher Professional Development Curriculum	IITE Training Materials	01/03/2012	Teaching material	English	Russian	50	0	0	Online PDF
ED217	Inst	IITE	MLA 1	Special report on the current situation and main tendencies of ICT use in TVET in CIS and Ukraine (on the results of the joint IFESCCO/IITE project)		01/03/2012	Technical report	Russian	English	60	250	250	Online PDF
ED218	Inst	IITE	MLA 1	ICT in Multigrade Schools	IITE Training Materials	01/05/2012	Guidelines, manual or toolkit	Russian	English	100	0	0	Online PDF
ED219	Inst	IITE	MLA 3	Guidelines for OER for CIS		01/06/2012	Guidelines, manual or toolkit	Russian		30	200	0	Online PDF
ED220	Inst	IITE	MLA 2	UNESCO IITE and ASPnet International Conference: ICTs for Quality of Education: ASPnet helps to pave the way towards Schools for the Future	Proceedings	01/06/2012	Proceedings	English		90	50	0	Online PDF
ED221	Inst	IITE	MLA 1	ICTs in General Education: Russian Federation	Theoretical Aspects	01/07/2012	Monograph	Russian		200	500	0	Online PDF
ED222	Inst	IITE	MLA 1	SMART School. International Case Study	ICT in Education: Best Practices	01/11/2012	Monograph	English		150	500	0	Online PDF
ED223	Inst	IITE	MLA 1	OER in non-English-speaking countries	Analytical survey	01/03/2013	Monograph	English		200	500	0	Online PDF
ED224	Inst	IITE	MLA 1	Three case studies on OER in non-English-speaking countries	ICT in Education: Best Practices	01/03/2013	Monograph	English		240	500	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED212	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Strengthen capacities of Higher Education Institutions managers, raise awareness of policy makers	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
ED213	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Aider les planificateurs, agences de développement et ONG impliquées dans la mise en œuvre des SI, les spécialistes de l'éducation, les technicien et spécialiste du SI et de l'informatique dans Leur activité de conception.	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
ED214	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	To examine the implementation of school grants, with a focus on the use of school grants at school level and decision-making process, which is the purpose of this study.	Informed decision-making regarding issue	Free distribution	\$7,500	Extrabudgetary funds
ED215	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in TVET	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
ED216	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Teacher training	Increased awareness of issue	Free distribution	\$1,000	Regular programme
ED217	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in TVET	Informed decision-making regarding issue	Free distribution	\$4,500	Extrabudgetary funds
ED218	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Teacher training	Increased awareness of issue	Free distribution	\$6,000	Regular and extrabudgetary funds
ED219	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Interest from government concerned and regional stakeholders	Promote OER in CIS	Informed decision-making regarding issue	Free distribution	\$1,500	Regular programme
ED220	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote accessibility and quality of education	Informed decision-making regarding issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED221	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote ICT use in education	Increased awareness of issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED222	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote innovative approaches in education based on ICT applications	Increased awareness of issue	Free distribution	\$4,000	Regular and extrabudgetary funds
ED223	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Promote OER in non-English-speaking countries	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
ED224	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Evident/substantial interest from target audiences	Promote OER in non-English-speaking countries	Informed decision-making regarding issue	Free distribution	\$9,000	Regular programme

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ED225	Inst	IITE	MLA 1	Analytical survey based on the results of the project ICTs in primary education,	IITE Analytical surveys	01/12/2013	Technical report	English		100	500	0	Online
ED226	Inst	IITE	MLA 1	Set of training materials on ICTs in education of persons with disabilities	IITE Training Materials	01/12/2013	Multimedia - Interactive guide or educational tool	Russian	English	100	500	500	Online
ED227	Inst	IITE	MLA 1	Training materials on ICTs in Early Childhood education	IITE Training Materials	01/12/2013	Multimedia - Interactive guide or educational tool	English		100	500	0	Online
ED228	Inst	IITE	MLA 1	Twenty-four issues of policy briefs	IITE Policy Briefs	01/12/2013	Policy Brief	English	Russian	288	12,000	0	Online PDF
ED229	Inst	UIL	MLA 1	LIFE Mid-Term Evaluation Report		01/03/2012	Global report or flagship publication	English	French	65	750	500	Online PDF
ED230	Inst	UIL	MLA 3	Synergies between formal and non formal approaches in HIV/AIDS prevention in Africa	Literacy Matters	01/03/2012	Technical report	English	French	50	500	500	Online PDF
ED231	Inst	UIL	MLA 1	Socio-psychologie de l'éducation des adultes en Afrique	APAL (Perspectives africaines en éducation des adultes)	01/04/2012	Guidelines, manual or toolkit	French		200	750	0	
ED232	Inst	UIL	MLA 1	Fondements de l'éducation des adultes en Afrique	APAL (Perspectives africaines en éducation des adultes)	01/05/2012	Guidelines, manual or toolkit	French		200	750	0	
ED233	Inst	UIL	MLA 4	Linking Lifelong Learning to National Qualifications Frameworks		01/06/2012	Technical report	English		150	500	0	Online PDF
ED234	Inst	UIL	MLA 4	Why recognition of non-formal and informal learning matters		01/06/2012	Monograph	English		150	500	0	Online PDF
ED235	Inst	UIL	MLA 4	Global Report on Adult Learning and Education 2012	Global Report on Adult Learning and Education	01/12/2012	Global report or flagship publication	English	French, Spanish	120	2,000	1,500	Online PDF
ED236	Inst	UNEVOC	MLA 1	Exploitative work	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED225	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise the quality of ICT use in primary education	Enhanced recognition of programme / UNESCO	Free distribution	\$4,000	Regular and extrabudgetary funds
ED226	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote access to education for persons with disabilities by means of ICTs	Increased awareness of issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED227	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Promote ICT in early childhood education	Increased awareness of issue	Free distribution	\$3,000	Regular and extrabudgetary funds
ED228	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Promote ICT use in education	Informed decision-making regarding issue	Free distribution	\$36,000	Regular programme
ED229	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Analyse progress of the Literacy Initiative, highlight innovations and develop recommendations	Informed decision-making regarding issue	Free distribution	\$29,215	Regular programme
ED230	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from funding partner	Advocate for common efforts by the formal and the non-formal sector to prevent HIV/AIDS in Africa	Informed decision-making regarding issue	Free distribution	\$3,910	Extrabudgetary funds
ED231	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help improve the training of trainers provision by higher education institutions in Africa; highlight specific aspects of Adult Education in Africa	Informed decision-making regarding issue	For sale	\$6,060	Extrabudgetary funds
ED232	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help improve the training of trainers provision by higher education institutions in Africa; highlight specific aspects of Adult Education in Africa	Informed decision-making regarding issue	For sale	\$6,060	Extrabudgetary funds
ED233	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from funding partner	Understand issues related to RVA and identify ways of better integrating RVA into NQF	Informed decision-making regarding issue	Free distribution	\$9,255	Extrabudgetary funds
ED234	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Advocate for recognition as a solution to address the lack of qualifications in many developing countries	Increased awareness of issue	Free distribution	\$9,775	Extrabudgetary funds
ED235	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Take stock of the literacy situation worldwide ; identify main issues and challenges	Increased awareness of issue	Free distribution	\$84,715	Regular programme
ED236	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds

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ED237	Inst	UNEVOC	MLA 1	Greening TVET	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		48	0	0	Online PDF
ED238	Inst	UNEVOC	MLA 1	Occupational health and safety	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED239	Inst	UNEVOC	MLA 1	TVET in conflict and emergency situations	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED240	Inst	UNEVOC	MLA 1	Women and Gender Equality in Technical and Vocational Education and Training	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED241	Inst	UNEVOC	MLA 1	Youth unemployment	Annotated Bibliographies of Technical and Vocational Education and Training	01/02/2012	Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	English		52	0	0	Online PDF
ED242	Inst	UNEVOC	MLA 1	Increasing Public Awareness of TVET in the Philippines: A Case Study	Case Studies of TVET in Selected Countries	01/08/2012	Monograph	English		40	0	0	Online PDF
ED243	Inst	UNEVOC	MLA 1	Involving stakeholders in capacity-building: A case study of two colleges in Thailand	Case Studies of TVET in Selected Countries	01/08/2012	Monograph	English		40	0	0	Online PDF
ED244	Inst	UNEVOC	MLA 1	Community Polytechnics in India: Achievements, practices and lessons learnt	Case Studies of TVET in Selected Countries	01/09/2012	Monograph	English		40	0	0	Online PDF
ED245	Inst	UNEVOC	MLA 1	ICT in TVET in the Asia-Pacific region	Case Studies of TVET in Selected Countries	01/09/2012	Monograph	English		40	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ED237	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED238	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED239	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
ED240	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED241	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Produce a solid reference base for material on key TVET issues	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED242	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED243	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	\$1,500	Extrabudgetary funds
ED244	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners	Informed decision-making regarding issue	Free distribution	\$4,000	Extrabudgetary funds
ED245	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of TVET policy-makers and practitioners of good practices in selected countries, improve the role of ICT in TVET	Informed decision-making regarding issue	Free distribution	\$4,000	Extrabudgetary funds

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SC001	HQ	SC/EES/ESB	MLA 6	Sustainable Management of Marginal Drylands - scientific findings (working title)	UNESCO-MAB Book Series	01/01/2013	Monograph	English	Arabic, Spanish, French	300	200	500	Online PDF
SC002	HQ	SC/EES/ESB	MLA 6	Sustainable Management of Marginal Drylands -policy findings (working title)	UNESCO-MAB Book Series	01/03/2013	Policy Brief	English	Arabic, Spanish, French	50	200	500	Online PDF
SC003	HQ	SC/EES/ESB	MLA 6	Manual for implementation of Teaching Resource Kit for Dryland Countries	UNESCO-MAB Book Series	02/03/2013	Guidelines, manual or toolkit	English	French	16	250	250	Online PDF
SC004	HQ	SC/HYD	MLA 5	Water and Sustainability: A Review of Targets, Tools and Regional Cases	WWDR4 side publications	01/06/2012	Technical report	English	French, Spanish	60	0	0	CD, ePub
SC005	HQ	SC/HYD	MLA 5	Emerging pollutants in water, wastewater and soil - Tula Valley, Mexico (case study report)	IHP Tehcnical Documents	01/12/2012	Technical report	English		60	1,000	0	Online PDF
SC007	HQ	SC/HYD	MLA 5	The Impact of Economic Development on Water Pollution - Zhangweinan River Basin, China (case study report)	IHP Tehcnical Documents	01/12/2012	Technical report	English		60	1,000	0	Online PDF
SC006	HQ	SC/HYD	MLA 5	Integrated Sanitation for a Better Environment and Healthy People		02/12/2012	Monograph	English		100	1,000	0	Online PDF
SC008	HQ	SC/HYD	MLA 5	Integrated Urban Water Management: Cold Climates	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC009	HQ	SC/HYD	MLA 5	Integrated Urban Water Management: Temperate Climates	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC010	HQ	SC/HYD	MLA 5	Urban Water Systems Interactions	UNESCO-IHP Urban Water Series	01/12/2013	Monograph	English		225	800	0	PDF (for internal use only)
SC011	HQ	SC/IOC	MLA 4	Compendium of good practices in tsunami preparedness	IOC Manuals and Guides	01/01/2012	Guidelines, manual or toolkit	English	French, Greek, Italian, Portuguese, Turkish	100	100	400	Online PDF
SC012	HQ	SC/IOC	MLA 4	Harmful Algae News 45,46,47,48,49,50	Harmful Algae News	01/03/2012	Periodical - Journal, review, newsletter	English		96	2,000	0	Online PDF
SC013	HQ	SC/IOC	MLA 4	Manual on Sea Level Measurement and Interpretation	IOC Manuals and Guides	01/03/2012	Guidelines, manual or toolkit	English	Arabic	80	0	300	online
SC014	HQ	SC/IOC	MLA 4	Educational online course on storm surges developed and made available to middle schools	IOC Technical Series	01/04/2012	Teaching material	English	French, Greek, Italian, Portuguese, Turkish		0	0	Online training module

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC001	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from funding partner	Improve dryland management to combat desertification	Increased awareness of issue	Free distribution	\$35,000	Extrabudgetary funds
SC002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Improve dryland management to combat desertification	Informed decision-making regarding issue	Free distribution	\$20,000	Extrabudgetary funds
SC003	1. Educators, teachers, trainers	Request from funding partner	Enhanced knowledge on dryland biodiversity and conservation	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SC004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve use of water-related targets and tools in water governance	Informed decision-making regarding issue	Free distribution		Regular programme
SC005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Expand the scientific understanding and knowledge base on this emerging topic, which is of crucial importance to water resources sustainability and human health. Inform policy makers and water professionals on the issue	Informed decision-making regarding issue	Free distribution	\$8,000	Regular programme
SC007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Expand the scientific understanding and knowledge base on the links between economic development and water resources sustainability. Promote intra-disciplinary holistic approach to the issue. Inform policy makers and water professionals on the issue	Informed decision-making regarding issue	Free distribution	\$8,000	Regular programme
SC006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Promote science-based policy making for sustainable solutions for providing access to water and sanitation and assist governments in achieving MDGs	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
SC008	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water management with a focus on specific climatic setting	Increased awareness of issue	For sale	\$15,000	Regular programme
SC009	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water management with a focus on specific climatic setting	Increased awareness of issue	For sale	\$15,000	Regular programme
SC010	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Promote sustainable urban water management with a focus on urban water systems and technologies	Increased awareness of issue	For sale	\$15,000	Regular programme
SC011	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from funding partner	To sensitize civil protection and coastal managers on strategic land use planning to strengthen preparedness for tsunamis and other sea-level related hazards in the context of integrated coastal area management.	Informed decision-making regarding issue	Free distribution	\$17,000	Regular and extrabudgetary funds
SC012	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international network and knowledge sharing in management of harmful algal events	Informed decision-making regarding issue	Free distribution	\$18,000	Extrabudgetary funds
SC013	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Guidance on best practice on sea level measurements in support of long term climate studies and tsunami monitoring	Increased awareness of issue	Free distribution	\$2,000	Extrabudgetary funds
SC014	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	Target group is made aware of risks from storm surges and safe behaviour, thus improving its ability to react to short-term alerts from Civil Protection authorities.	Increased awareness of issue	Free distribution	\$19,000	Regular and extrabudgetary funds

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SC015	HQ	SC/IOC	MLA 4	Climate Change in Africa: The needs for sciences	Report and Policy brief	01/06/2012	Annual report, activity report, yearbook	English	French	40	1,000	500	CD, ePub
SC016	HQ	SC/IOC	MLA 4	Framework for Ocean Observations: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC017	HQ	SC/IOC	MLA 4	GOOS Coastal Implementation Plan: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC018	HQ	SC/IOC	MLA 4	GOOS Summary Rio+20: A scientific summary for policy makers	Summaries for Policy Makers	01/06/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC019	HQ	SC/IOC	MLA 4	Guidelines and poster on hotel evacuation in case of coastal inundation	IOC Manuals and Guides	01/06/2012	Guidelines, manual or toolkit	English	French, Greek, Italian, Portuguese, Turkish	50	100	400	Online PDF
SC020	HQ	SC/IOC	MLA 4	IOC 2013	IOC Annual report Series	01/06/2012	Annual report, activity report, yearbook	English	French	70	100	50	online; electronic distribution
SC021	HQ	SC/IOC	MLA 4	Global Sea Level Observing System (GLOSS) Implementation Plan 2012	IOC Technical Series	01/09/2012	Guidelines, manual or toolkit	English		50	500	0	online
SC022	HQ	SC/IOC	MLA 4	Global Sea Level Observing System: Manual on Quality Control of Sea Level Observations	IOC Manuals and Guides	01/09/2012	Guidelines, manual or toolkit	English		30	0	0	online
SC023	HQ	SC/IOC	MLA 4	How to plan, conduct and evaluate tsunami exercises	IOC Manuals and Guides	01/10/2012	Guidelines, manual or toolkit	English	Spanish	600	500	0	online
SC024	HQ	SC/IOC	MLA 4	Requirements for Marine Biodiversity Observations: A scientific summary for policy makers	Summaries for Policy Makers	01/10/2012	Policy Brief	English	French, Spanish	20	800	0	Online PDF
SC025	HQ	SC/IOC	MLA 4	International Tsunami Survey Team (ITST) Post-Tsunami Survey Field Guide	IOC Manuals and Guides	01/11/2012	Guidelines, manual or toolkit	English			0	0	online
SC026	HQ	SC/IOC	MLA 4	A guide for designing and implementing coastal adaptation and hazard mitigation	IOC Manuals and Guides	01/03/2013	Guidelines, manual or toolkit	English		100	1,500	0	Online PDF, CD
SC027	HQ	SC/IOC	MLA 4	Ocean Data Standards publication	IOC Manuals and Guides	01/03/2013	Guidelines, manual or toolkit	English		10	0	0	online
SC028	HQ	SC/IOC	MLA 4	A guide for evaluating Marine Spatial Planning	IOC Manuals and Guides	01/05/2013	Guidelines, manual or toolkit	English		100	1,500	0	Online PDF
SC029	HQ	SC/IOC	MLA 4	Ocean Data Standards Publication	IOC Manuals and Guides	01/09/2013	Guidelines, manual or toolkit	English		20	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC015	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Improve visibility of IOC efforts in this field	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
SC016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Motivate Member States be involved in GOOS governance	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
SC017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Motivate Member States support of coastal GOOS implementation	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
SC018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Motivate Member States to support GOOS during Rio+20	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
SC019	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from funding partner	Target group of hotel guests is made aware and better prepared to react and evacuate in case of inundation from the sea.	Increased awareness of issue	Free distribution	\$13,500	Regular and extrabudgetary funds
SC020	1. Permanent Delegations / National Commissions 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhance IOC visibility once per biennium and communicate deliverables to IOC communities	Enhanced recognition of programme / UNESCO	Free distribution	\$10,500	Regular programme
SC021	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Describes the implementation plans for GLOSS in light of international requirements set for global sea level monitoring in support of science and operational activities such as tsunami warning systems	Increased awareness of issue	Free distribution	\$1,500	Regular programme
SC022	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Guidance on best practice for quality control of sea level observations in support of sea level science	Increased awareness of issue	Free distribution		
SC023	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	To provide guidance on best practices on how to convene tsunami warning exercises	Increased awareness of issue	Free distribution	\$3,000	Regular programme
SC024	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Prepare GOOS supporters for expansion into Biodiversity observations	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
SC025	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	To provide guidance on best practices on how to convene post tsunami surveys	Increased awareness of issue	Free distribution		
SC026	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Strengthen capacity of local authorities to protect their coast and people	Increased awareness of issue	Free distribution	\$15,000	Regular and extrabudgetary funds
SC027	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Use in national oceanographic data centres	Increased awareness of issue	Free distribution		
SC028	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	Develop a methodology for assessing the results of MSP plans	Increased awareness of issue	Free distribution	\$15,000	Extrabudgetary funds
SC029	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Use in national oceanographic data centres	Increased awareness of issue	Free distribution		

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SC030	HQ	SC/PCB	MLA 1	Working title: Conference Proceedings on the Roundtable Meeting on the Science, Technology and Innovation Global Assessment Programme (STIGAP) , 4 to 5 July 2011	Science Policy Series	01/02/2012	Proceedings	English		80	0	0	Online PDF
SC031	HQ	SC/PCB	MLA 2	Engineering Education: Transformation and Innovation	Science and Technology Development Series	01/06/2012	Monograph	English		150	1,000	0	PDF
SC032	HQ	SC/PCB	MLA 2	Innovation and Development: Knowledge and Research Application to Address International Development Goals	Science and Technology Development Series	01/06/2012	Guidelines, manual or toolkit	English		200	0	0	PDF
SC033	HQ	SC/PCB	MLA 2	Learning to Deal with New Technologies: The example of Genetically Modified Plants		01/06/2012	Guidelines, manual or toolkit	English	French	130	1,000	0	CD
SC034	HQ	SC/PCB/SII	MLA 3	Indigenous knowledge and changing environments	LINKS Knowledges of Nature	01/06/2012	Global report or flagship publication	English		252	1,500	0	Online PDF
SC001	HQ	SC/PCB/SII	MLA 3	Indigenous Knowledge and Climate Change: Foundations for Assessment and Adaptation	Knowledges of Nature	01/06/2012	Technical report	English		60	1,000	0	Online PDF
SC036	HQ	SC/PCB/SII	MLA 3	Sandwatch (Spanish, Portuguese and Arabic versions)		01/06/2012	Guidelines, manual or toolkit	English	Spanish, Portuguese, Arabic	136	0	1,000	Online PDF
SC037	HQ	SC/PCB/SII	MLA 3	Women's Medicinal Knowledge in Mauritius, Rodrigues and Reunion (English version)	Local and Indigenous Knowledge	01/09/2012	Global report or flagship publication	French	English	120	0	1,000	Online PDF
SC038	HQ	SC/PCB/SII	MLA 3	BOSAWAS Student and Teacher workbooks	Local and Indigenous Knowledge	01/01/2013	Guidelines, manual or toolkit	Spanish	Mayangna	40	200	2,500	
SC039	HQ	SC/PCB/SII	MLA 3	Canoe is the people - Learners Resource Pack	Knowledges of Nature	01/01/2013	Guidelines, manual or toolkit	English	Maori	170	2,000	0	CD-ROM
SC040	HQ	SC/PCB/SII	MLA 3	Communities Assessing and Adapting to Climate Change	Local and Indigenous Knowledge	01/01/2013	Global report or flagship publication	English		180	1,000	0	Online PDF
SC041	HQ	SC/UBI	MLA 6	Tracking Key Trends in Biodiversity Science and Policy. Proceedings of the UNESCO 2010 International Year of Biodiversity Conference on Biodiversity Science and Policy, UNESCO, Paris, France		01/03/2012	Proceedings	Multilingual		180	0	0	Online PDF
SC042	HQ	SC/UBI	MLA 6	Sustainable Oceans in the Twenty-first Century		01/06/2012	Monograph	English		150	500	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC030	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To bring together perspectives on STI monitoring that differ strongly from other relevant agencies (OECD, World Bank) by promoting initiatives that link STI explicitly to issues at the heart of UNESCO's mandate.	Enhanced recognition of programme / UNESCO	Free distribution	\$5,500	Regular programme
SC031	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Explore the need to make engineering education more interesting and relevant	Increased awareness of issue	For sale	\$20,000	Extrabudgetary funds
SC032	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Permanent Delegations / National Commissions	Evident/substantial interest from target audiences	to promote awareness of the need for innovation	Enhanced recognition of programme / UNESCO	Free distribution	\$5,000	Extrabudgetary funds
SC033	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	Develop problem solving approach in students in dealing with new technologies - provide material for teachers in this regard	Increased awareness of issue	Free distribution	\$20,000	Regular and extrabudgetary funds
SC034	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from funding partner	Build awareness of role of local knowledge to assess and adapt to environmental change	Informed decision-making regarding issue	Free distribution	\$30,000	Extrabudgetary funds
SC001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform authors of the IPCC 5th Assessment Report of key role of Indigenous Knowledge for climate change	Informed decision-making regarding issue	Free distribution	\$8,000	Extrabudgetary funds
SC036	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	Build community awareness and youth action on climate change	Increased awareness of issue	Free distribution	\$30,000	Extrabudgetary funds
SC037	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Profile creole women's medicinal knowledge in African SIDS (English version of successful French book)	Enhanced recognition of programme / UNESCO	For sale	\$15,000	Regular and extrabudgetary funds
SC038	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	To reinforce classroom teaching of indigenous knowledge and language	Informed decision-making regarding issue	Free distribution	\$25,000	Extrabudgetary funds
SC039	1. Educators, teachers, trainers 2. Youth, students	Evident/substantial interest from target audiences	To reinforce classroom teaching of indigenous knowledge and language	Increased awareness of issue	Free distribution	\$20,000	Extrabudgetary funds
SC040	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Build awareness of key role of communities in climate adaptation and reinforce unique UNESCO niche	Enhanced recognition of programme / UNESCO	For sale	\$15,000	Regular and extrabudgetary funds
SC041	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To present recent evidence of the biodiversity loss problem and possible solutions to it	Enhanced recognition of programme / UNESCO	Free distribution	\$0	Regular programme
SC042	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	To present a novel approach to oceans-related issues at Rio+20	Informed decision-making regarding issue	For sale	\$10,000	Extrabudgetary funds

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SC043	HQ	SC/UBI	MLA 6	UNESCO Biodiversity Kit		01/10/2012	Teaching material	French	English, Spanish	200	1,500	1,000	Online PDF
SC044	FO	ADI	MLA 5	Groundwater in Ethiopia; features, vital numbers and opportunities	Groundwater resources series	01/06/2013	Monograph	English		360	1,000	0	CD, ePub
SC045	FO	Beijing	MLA 6	East Asian Biosphere Reserve Network (EABRN) Report		01/06/2012	Proceedings	English		276	500	0	
SC046	FO	Beijing	MLA 5	International Sediment Initiative (ISI) Case Study Synthesis report for large river basin		01/12/2012	Technical report	English		275	500	0	
SC047	FO	Beijing	MLA 5	Asian Transboundary Aquifer Mapping Publication		01/06/2013	Map	English		1	500	0	
SC048	FO	Cairo	MLA 5	Toward a climate change adaptation strategy for the water sector in Egypt		01/06/2012	Monograph	English		120	200	0	ePub
SC049	FO	Jakarta	MLA 5	Asian Pacific FRIEND: Flood Design Hydrograph information supplied for the Asia Pacific Region		01/03/2012	Technical report	English		46	30	0	Online PDF
SC050	FO	Jakarta	MLA 5	Catalogue of Rivers for the Southeast Asia and The Pacific Volume VI		01/03/2012	Technical report	English		100	30	0	Online PDF
SC051	FO	Jakarta	MLA 5	Final Report on the 20th Regional Steering Committee Meeting for SEAP		01/11/2012	Global report or flagship publication	English		30	30	0	Online PDF and CD
SC052	FO	Jakarta	MLA 5	Proceedings of the 2nd International Conference on Water Resources (ICWR2012): Sharing Knowledge of Issues in Water Resources Management to Face the Future		01/11/2012	Proceedings	English		200	200	0	Online PDF
SC053	FO	SC/HYD/WWAP	MLA 5	Global Water Futures 2050: Five Stylized Scenarios		01/03/2012	Monograph	English		16	0	0	CD, online
SC054	FO	SC/HYD/WWAP	MLA 5	Groundwater and Global Change	WWDR4 side publications	01/03/2012	Monograph	English		56	1,000	0	CD, online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC043	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	To provide to all concerned actors with an effective tool for education in relation to the various dimension of the biodiversity problem	Increased awareness of issue	For sale	\$20,000	Regular and extrabudgetary funds
SC044	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	Improve groundwater resources management in the country	Informed decision-making regarding issue	For sale	\$23,000	Regular and extrabudgetary funds
SC045	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Request from funding partner	To share the knowledge and result of EABRN activities during 2010-2011 and EABRN Meeting held in 2011	Enhanced recognition of programme / UNESCO	Free distribution	\$7,000	Extrabudgetary funds
SC046	1. Scientists, researchers, academia 2. UNESCO Networks e.g. chairs, associated schools, clubs, national committees	Request from UNESCO partner	A follow-up to update audience for latest ISI research results	Increased awareness of issue	Free distribution	\$1,500	Regular programme
SC047	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Success of comparable publications	An update to announce the result of the related programme continued from its Phase I in 2011	Increased awareness of issue	Free distribution	\$2,000	Regular programme
SC048	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Disseminate, publish and the documentation of the outputs of the MDG-Spanish Fund on "Climate Change Risk Management Programme in Egypt"/ Forecasting and Integrated Water Resources Management component.	Informed decision-making regarding issue	Free distribution	\$15,000	Extrabudgetary funds
SC049	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Integrated data source with improved accessibility	Informed decision-making regarding issue	Free distribution	\$320	Regular and extrabudgetary funds
SC050	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Promote mutual understanding, information exchange of hydrology and water resources in the region and of the neighbouring countries	Increased awareness of issue	Free distribution	\$780	Regular and extrabudgetary funds
SC051	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Interoperability, maintenance and enhancement of regional intergovernmental programme	Enhanced recognition of programme / UNESCO	Free distribution	\$100	Regular and extrabudgetary funds
SC052	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	To share and disseminate knowledge, information, technology in hydrological, meteorological and flood disaster sciences under situations of climate change and devastating water-related disasters,. To foster cooperative and collaborative activities in IHP Seventh Phase	Increased awareness of issue	Free distribution	\$4,500	Other
SC053	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	To explore long-range global water scenarios through qualitative summaries of possible futures and to open the discussion on the possible trajectories of the world water system, as input to deliberations of decision-makers, modellers, and scenario and sectoral experts	Informed decision-making regarding issue	Free distribution	\$8,600	Extrabudgetary funds
SC054	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To offer an updated and better documented overview of the world's groundwater today and in the near future. To enhance awareness and knowledge on how to better protect and use groundwater and mitigate problems resulting from extreme climate variability and pressures	Informed decision-making regarding issue	Free distribution	\$14,510	Extrabudgetary funds

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SC055	FO	SC/HYD/WWAP	MLA 5	The Dynamics of Global Water Futures: Driving Forces 2011-2050		01/03/2012	Monograph	English		96	1,000	0	CD, online
SC056	FO	SC/HYD/WWAP	MLA 5	The United Nations World Water Development Report 4	World Water Development Report	01/03/2012	Global report or flagship publication	English		750	2,000	0	CD, online, ePub
SC057	FO	SC/HYD/WWAP	MLA 5	Green Accounting	WWDR4 side publications	01/06/2012	Monograph	English	Spanish and Portuguese	56	1,000	0	CD, online, ePub
SC058	FO	SC/HYD/WWAP	MLA 5	WWDR4 Executive Summary	World Water Development Report	01/06/2012	Monograph	English	French, Spanish, Russian, Arabic, Chinese, Portuguese and Italian	32	1,000	0	CD, online
SC059	FO	SC/HYD/WWAP	MLA 5	Water and Health	WWDR4 side publications	01/08/2012	Monograph	English		56	0	0	CD, online
SC060	FO	SC/HYD/WWAP	MLA 5	WWDR3 Executive Summary	World Water Development Report	01/08/2012	Monograph	English	French, Spanish, Russian, Arabic, Chinese	32	0	0	CD, online
SC061	FO	SC/HYD/WWAP	MLA 5	Africa Regional Report	WWDR4 side publications	01/10/2012	Monograph	English		56	1,000	0	CD, online
SC062	FO	SC/HYD/WWAP	MLA 5	Water Security and Law in a Changing Environment		01/11/2012	Monograph	English		300	1,000	0	CD, online, ePub
SC063	FO	SC/HYD/WWAP	MLA 5	Food and Agriculture	WWDR4 side publications	01/02/2013	Monograph	English		56	0	0	CD, online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC055	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from funding partner	To present an analysis of the evolution of 10 major external forces and possible future developments with regards to scenarios on water use and availability to 2050 which have direct and indirect consequences on human well-being, equity and poverty	Informed decision-making regarding issue	Free distribution	\$29,500	Extrabudgetary funds
SC056	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	To describe the major changes taking place in the world and their links to water resources, use and management, and show that current management approaches can work only when changes are incremental and predictable.	Informed decision-making regarding issue	For sale	\$1,145,000	Extrabudgetary funds
SC057	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To inform decision-makers and politicians of the crucial importance of hydrometeorological data collection and the development of national water accounts to bring disconnected pieces of data together to facilitate the decision-making processes.	Informed decision-making regarding issue	Free distribution	\$35,685	Extrabudgetary funds
SC058	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	To summarize the key content of the WWDR4 content for a broad audience and prepare readers who intend to read the full report	Enhanced recognition of programme / UNESCO	Free distribution	\$50,080	Extrabudgetary funds
SC059	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	This publication will expand (from the special report chapter presented in WWDR4) and update on the challenges in water resources and management the health area is facing, doing so through the lens of uncertainty and risk as for WWDR4 but including additional topics	Informed decision-making regarding issue	Free distribution	\$9,955	Extrabudgetary funds
SC060	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	To summarize the key content of the WWDR3 content for a broad audience and prepare readers who intend to read the full report	Enhanced recognition of programme / UNESCO	Free distribution	\$30,000	Extrabudgetary funds
SC061	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	In line with the main theme of the WWDR4, the publication aims to highlight the main challenges on water and the principal risks and uncertainties that the African continent is facing, and report on the response measures adopted.	Increased awareness of issue	Free distribution	\$14,985	Extrabudgetary funds
SC062	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	In the context of a rapidly changing environment, the publication intends to help and support decision-makers in the management of their shared water resources.	Informed decision-making regarding issue	Free distribution	\$44,505	Extrabudgetary funds
SC063	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To expand and update the challenges in water resources and management the food and agriculture area is facing, doing so through the lens of uncertainty and risk as for WWDR4 but including additional topics	Informed decision-making regarding issue	Free distribution	\$9,955	Extrabudgetary funds

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SC064	FO	SC/HYD/WWAP	MLA 5	Water Footprints		01/02/2013	Monograph	English		56	1,000	0	CD, online
SC065	FO	SC/HYD/WWAP	MLA 5	Arab Countries Regional Report	WWDR4 side publications	01/04/2013	Monograph	English	Arabic	56	1,000	0	CD, online
SC066	FO	SC/HYD/WWAP	MLA 5	Global Governance for the Realization of the Right to Water and Sanitation	WWDR4 side publications	01/04/2013	Monograph	English		16	1,000	0	CD, online
SC067	FO	SC/IOC	MLA 4	GEOHAB Core Research Plan: HABs in Benthic Systems	GEOHAB	01/03/2012	Technical report	English		60	1,000	0	Online PDF
SC068	FO	SC/IOC	MLA 4	Guidelines for Development of Standard Operating Procedures for Tsunami Warning and Emergency Response	IOC Manuals and Guides	01/06/2012	Guidelines, manual or toolkit	English		100	500	0	PDF
SC069	FO	SC/IOC	MLA 4	Proceedings of the first ODINAFRICA Scientific Symposium, 30 Nov - 01 Dec 2011, Saly-Mbour, Senegal.	IOC Workshop Reports	01/06/2012	Proceedings	English	French	300	200	0	online PDF
SC070	FO	SC/IOC	MLA 4	Proceedings of the first ODINAFRICA Scientific Symposium, May 2013, Maputo, Mozambique.	IOC Workshop Reports	01/06/2012	Proceedings	English	French	300	200	0	online PDF
SC071	FO	SC/IOC	MLA 4	The Caribbean Large Marine Ecosystem - Transboundary Diagnostic Analysis	IOC Technical Series	01/06/2012	Guidelines, manual or toolkit	English	Spanish	150	150	100	online pdf
SC072	FO	SC/IOC	MLA 4	The Valuation of Marine Ecosystem Goods and Services in the Caribbean	IOC Technical Series	01/06/2012	Guidelines, manual or toolkit	English	Spanish	65	150	100	Online pdf
SC073	FO	SC/IOC	MLA 4	WINDOW	newsletter	01/06/2012	Informational newsletter	English	French	8	0	0	Online PDF
SC074	FO	SC/IOC	MLA 4	Desalination of Seawater and HABs	IOC Technical Series	01/10/2012	Technical report	English		60	0	0	Online PDF
SC075	FO	SC/IOC	MLA 4	GEOHAB M&G on Sampling of Benthic HABs	GEOHAB	01/10/2012	Guidelines, manual or toolkit	English		60	1,000	0	Online PDF
SC076	FO	SC/IOC	MLA 4	The Caribbean Large Marine Ecosystem - Strategic Action Programme	IOC Technical Series	01/12/2012	Guidelines, manual or toolkit	English	Spanish	150	150	100	online pdf
SC077	FO	SC/IOC	MLA 4	The IOCARIBE GOOS Implementation Plan	IOC Technical Series	01/12/2012	Guidelines, manual or toolkit	English	Spanish	60	0	0	online pdf

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC064	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	The water footprint is an indicator of water use that looks at both direct and indirect water use of a consumer or producer. This publication will look at the water footprint (the total volume of freshwater used) to produce the goods and services.	Informed decision-making regarding issue	Free distribution	\$14,985	Extrabudgetary funds
SC065	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	i) Reporting an updated overview on the most important external drivers that cause impacts on water in the Arab countries region and ii) analyzing the resulting pressures and effects these drivers have on water resources, their uses and management	Increased awareness of issue	Free distribution	\$19,985	Extrabudgetary funds
SC066	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	To provide an analysis of the global water governance framework through the lens of the objective laid down in international law of progressive realization of the human right to water and sanitation.	Informed decision-making regarding issue	Free distribution	\$8,600	Extrabudgetary funds
SC067	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	\$5,000	Other
SC068	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	National Tsunami Warning Centres and Disaster Management Organisations	Informed decision-making regarding issue	Free distribution	\$5,000	Extrabudgetary funds
SC069	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide information on the status of marine research in Africa	Enhanced recognition of programme / UNESCO	Free distribution		Extrabudgetary funds
SC070	1. Scientists, researchers, academia 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide information on the status of marine research in Africa	Enhanced recognition of programme / UNESCO	Free distribution		Extrabudgetary funds
SC071	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	\$2,500	Extrabudgetary funds
SC072	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Improve Governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	\$2,000	Extrabudgetary funds
SC073	1. UNESCO Networks e.g. chairs, associated schools, clubs, national committees 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Provide information on ODINAFRICA project activities	Enhanced recognition of programme / UNESCO	Free distribution	\$6,000	Extrabudgetary funds
SC074	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	\$0	
SC075	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	\$5,000	Other
SC076	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Improve governance, policy and management of transboundary living marine resources	Informed decision-making regarding issue	Free distribution	\$2,500	Extrabudgetary funds
SC077	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Improve IOCARIBE GOOS Implementation	Informed decision-making regarding issue	Free distribution	\$0	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SC078	FO	SC/IOC	MLA 4	The African Marine Atlas		01/06/2013	Atlas	English		200	500	0	Online PDF, DVD
SC079	FO	SC/IOC	MLA 4	GEOHAB Synthesis Report	GEOHAB	01/10/2013	Technical report	English		60	1,000	0	Online PDF
SC080	FO	THE	MLA 5	Traditional Hydraulic Systems to meet today's global needs		01/12/2012	Policy Brief	English		200	500	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SC078	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Provide access to marine and coastal information in an easy to understand format.	Informed decision-making regarding issue	Free distribution		Extrabudgetary funds
SC079	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Improve international cooperation in reserach on harmful algal events	Enhanced recognition of programme / UNESCO	Free distribution	\$5,000	Other
SC080	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from UNESCO partner	Innovative measures for water management to met emerging global changes	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme

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SHS001	HQ	BIO	MLA 1	Report of the International Bioethics Committee of UNESCO on the principle of respect for human vulnerability and personal integrity		01/07/2012	Global report or flagship publication	English	French	35	1,000	1,000	online
SHS002	HQ	BIO	MLA 1	Guide N 4 for National Bioethics Committees	Guides for National Bioethics Committees	01/09/2012	Guidelines, manual or toolkit	English	French	60	1,000	500	online
SHS003	HQ	BIO	MLA 1	Guide N 5 for National Bioethics Committees	Guides for National Bioethics Committees	01/09/2012	Guidelines, manual or toolkit	English	French	60	1,000	500	online
SHS004	HQ	BIO	MLA 1	Training Manual on Bioethics for Judges	Training manuals on bioethics	01/09/2012	Guidelines, manual or toolkit	English	French, Spanish	60	1,000	500	online
SHS005	HQ	BIO	MLA 1	Training Manual on Bioethics for Parliamentarians	Training manuals on bioethics	01/10/2012	Guidelines, manual or toolkit	English	French, Spanish	60	1,000	500	online
SHS006	HQ	BIO	MLA 1	UNESCO Bioethics Core Curriculum, Section 1: Syllabus (version 2)		01/12/2012	Guidelines, manual or toolkit	English	French	75	1,000	0	online
SHS007	HQ	Dakar	MLA 3	Vision africaine de l'éthique environnementale		01/10/2013	Monograph	French		100	500	0	online, pdf
SHS008	HQ	Djakarta	MLA 3	Climate change vulnerability-livelihood interactions		01/09/2013	Monograph	English		300	200	0	online, pdf
SHS009	HQ	SHS	MLA 3	Biopolitics/Happiness/What is Technology. (No. 206)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS010	HQ	SHS	MLA 3	States of theory (No. 207)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS011	HQ	SHS	MLA 3	The political ecology of religion/ Geography, globalization and religion (No. 205)	International Social Science Journal	01/04/2012	Periodical - Journal, review, newsletter	English		192	1,700	0	online, pdf
SHS012	HQ	SHS/ETD	MLA 3	Ethics and Climate change		01/10/2013	Monograph	English		300	500	0	online, pdf
SHS013	HQ	SHS/ETD	MLA 3	World Social Science Report		01/11/2013	Monograph	English	French, Spanish	400	1,000	0	online, pdf
SHS014	HQ	SHS/Social Inclusion	MLA 2	International Coalition of Cities - A Report on Good Practices		01/01/2012	Technical report	English	French, Spanish	68	0	0	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SHS001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Dissemination of IBC's work in the field of bioethics	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Tool for capacity-building for Bioethics stakeholders	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS006	1. Educators, teachers, trainers 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Revised version of the UNESCO Bioethics Core Curriculum Section 1 after pilot testing phase in several universities around the world	Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
SHS007	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Clarify ethical issues in relation to climate change	Informed decision-making regarding issue	For sale	\$50,000	Extrabudgetary funds
SHS008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Facilitate development of the appropriate policies in relation to climate change impacts on livelihoods. Reach out to policy makers and international climate change governance bodies with tools on how to face the Impact of climate change on livelihoods	Increased awareness of issue	For sale	\$3,260	Extrabudgetary funds
SHS009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	\$0	Extrabudgetary funds
SHS010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	\$0	Extrabudgetary funds
SHS011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Success of comparable publications	Bridge diverse communities of social scientists, working in different problems and disciplines and in different parts of the world	Informed decision-making regarding issue	For sale	\$0	Extrabudgetary funds
SHS012	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Clarify ethical issues in relation to climate change	Informed decision-making regarding issue	For sale	\$50,000	Extrabudgetary funds
SHS013	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Strengthening social sciences knowledge base on global environmental change	Increased awareness of issue	For sale	\$250,000	Regular and extrabudgetary funds
SHS014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$0	

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
SHS015	HQ	SHS/Social Inclusion	MLA 2	Empowering the Poor Through Human rights Litigation		01/05/2012	Teaching material	French		150	0	0	online
SHS016	HQ	SHS/Social Inclusion	MLA 2	Free movement of persons in the EU and ECOWAS		01/05/2012	Monograph	English		110	0	0	online
SHS017	HQ	SHS/Social Inclusion	MLA 2	Skilled migration and brain drain (Diversities: Vol. 14, No. 1)	Diversities	01/05/2012	Periodical - Journal, review, newsletter	English		100	0	0	online, pdf
SHS018	HQ	SHS/Social Inclusion	MLA 2	The right to enjoy the benefits of scientific progress and its applications		01/05/2012	Monograph	English		80	1,000	0	online
SHS019	HQ	SHS/Social Inclusion	MLA 2	Human Rights Major International Instruments status as at 31 May 2012 (Bilingual EN/FR)		01/06/2012	Technical report	Multilingual		40	0	0	online
SHS020	FO	Bangkok / RUSHSAP	MLA 3	Educational frameworks for environmental ethics	Ethics and Climate Change in Asia and the Pacific	01/07/2012	Monograph	English		130	700	0	online, epub
SHS021	FO	Bangkok / RUSHSAP	MLA 3	Ethical frameworks for research agendas and policy	Ethics and Climate Change in Asia and the Pacific	01/09/2012	Monograph	English		80	700	0	online, epub
SHS022	FO	BIO	MLA 2	Problemas sociales de mujeres jóvenes frente a la migración, la violencia y el cambio climático global		01/07/2012	Monograph	Spanish		130	400	0	epub
SHS023	FO	Rabat	MLA 2	La démocratie pour les jeunes en Tunisie, Guide d'utilisateur pour les formateurs et adultes-relais		01/02/2012	Guidelines, manual or toolkit	French	Arabic	130	500	0	
SHS024	FO	Rabat	MLA 2	Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie, Égypte et Libye		01/02/2012	Guidelines, manual or toolkit	French	Arabic	170	0	1,000	
SHS025	FO	San José	MLA 2	La relación investigación-políticas públicas para la lucha contra la pobreza	MOST Research and Policy Collection, no. 3	01/07/2012	Monograph	Spanish		240	1,000	0	epub

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
SHS015	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Pedagogical purpose and aware raising	Increased awareness of issue	Free distribution	\$60	Extrabudgetary funds
SHS016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$0	
SHS017	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Success of comparable publications	Improve understanding of challenges linked to brain drain	Increased awareness of issue	Free distribution	\$0	Extrabudgetary funds
SHS018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$18,000	Extrabudgetary funds
SHS019	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$0	
SHS020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhanced recognition of programme / UNESCO	Informed decision-making regarding issue	Free distribution	\$0	Extrabudgetary funds
SHS021	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Interest from government concerned and regional stakeholders	Enhanced recognition of programme / UNESCO	Informed decision-making regarding issue	Free distribution	\$0	Extrabudgetary funds
SHS022	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$2,000	Extrabudgetary funds
SHS023	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Renforcer les capacités d'intervention et d'influence des formateurs et adultes-relais au cours des sessions d'éducation citoyenne des jeunes enTunisie	Increased awareness of issue	Free distribution	\$2,500	Extrabudgetary funds
SHS024	1. Youth, students 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Développer les connaissances des jeunes tunisiens de 18 à 24 ans de la démocratie afin de les habiliter à participer à la vie démocratique	Increased awareness of issue	Free distribution	\$6,500	Extrabudgetary funds
SHS025	1. Scientists, researchers, academia 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Enhanced recognition of programme / UNESCO	Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds

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CLT001	HQ	CLT/CEH/DCE	MLA 4	Guidelines for project design in the creative industries - a multidisciplinary approach for developing countries		01/01/2012	Guidelines, manual or toolkit	English		120	500	0	Online PDF, ePub
CLT002	HQ	CLT/CEH/DCE	MLA 4	Politiques pour la créativité: guide pour le développement des industries culturelles et créatives		01/01/2012	Guidelines, manual or toolkit	French		130	1,100	0	Online PDF, ePub
CLT003	HQ	CLT/CEH/DCE	MLA 4	First reporting cycle on the 2005 Convention for the protection and promotion of the diversity of cultural expressions		01/10/2012	Information kit	English	French	150	0	0	Online PDF, ePub
CLT004	HQ	CLT/CEH/DCE	MLA 4	UNESCO Culture for Development Indicator Suite _ Methodology Manual		01/11/2012	Guidelines, manual or toolkit	English	French, Spanish	150	600	1,200	Online PDF, ePub
CLT005	HQ	CLT/CEH/DCE	MLA 4	Best practices - Results of the UNESCO-EU project, Strengthening the System of Governance for Culture in Developing Countries		01/12/2012	Technical report	French	English	40	1,000	1,000	Online PDF, ePub
CLT006	HQ	CLT/CEH/ITH	MLA 3	2010-2011 List of Intangible Cultural Heritage in Need of Urgent Safeguarding		01/03/2012	Brochure	English	French	90	1,500	3,000	Online PDF
CLT007	HQ	CLT/CEH/ITH	MLA 3	2010-2011 Representative List of the Intangible Cultural Heritage of Humanity		01/03/2012	Brochure	English	French, Spanish	132	1,500	3,000	Online PDF
CLT008	HQ	CLT/CEH/ITH	MLA 3	2011 Register of Best Safeguarding Practices		01/03/2012	Brochure	English	French	39	1,500	3,000	Online PDF
CLT009	HQ	CLT/EO	MLA 5	The power of culture for development 2		01/06/2012	Brochure	English	French	16	0	0	Online PDF, ePub, USB Drive
CLT010	HQ	CLT/EO	MLA 5	The cultural road to development		01/06/2013	Global report or flagship publication	English	French	250	0	0	Online PDF, ePub, USB Drive
CLT011	HQ	CLT/EO	MLA 5	UNESCO Report on Gender Equality, Culture and Development		01/09/2013	Global report or flagship publication	English	French	250	0	0	Online PDF, ePub, USB Drive
CLT012	HQ	CLT/WHC/AFR	MLA 1	World Heritage sites of Africa		01/07/2012	Monograph	Multilingual		180	2,000	2,000	None
CLT013	HQ	CLT/WHC/AFR	MLA 1	Africa Periodic report	WH Papers Series	01/04/2013	Technical report	English	French	120	0	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CLT001	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Interest from government concerned and regional stakeholders	Improve the design of medium sized cultural and creative industry projects	Informed decision-making regarding issue	Free distribution	\$30,000	Extrabudgetary funds
CLT002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Strengthen capacities of policy makers in the field of cultural and creative industries in Francophone Africa	Informed decision-making regarding issue	Free distribution	\$61,000	2010-2011 biennium
CLT003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Respond to the instruction of the 2005 Governing Bodies to produce and make accessible an analytical summary of the first cycle of reporting on the 2005 Convention	Informed decision-making regarding issue	Free distribution	\$20,000	Regular programme
CLT004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Strengthen capacities to measure the contribution of culture to development in order to better positionate culture in national and international development strategies	Informed decision-making regarding issue	Free distribution	\$20,000	Extrabudgetary funds
CLT005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Communicate results of the UNESCO-EU project, Strengthening the System of Governance for Culture in Developing Countries	Informed decision-making regarding issue	Free distribution	\$9,000	Extrabudgetary funds
CLT006	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	\$22,500	Extrabudgetary funds
CLT007	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	\$22,500	Extrabudgetary funds
CLT008	1. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	raise awareness of communities	Increased awareness of issue	Free distribution	\$8,000	Extrabudgetary funds
CLT009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Rio + 20 advocacy document	Informed decision-making regarding issue	Free distribution		Regular and extrabudgetary funds
CLT010	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Promote the role of culture in achieving sustainable development	Informed decision-making regarding issue	Free distribution	\$22,500	Extrabudgetary funds
CLT011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Linking gender equality and culture for sustainable development	Informed decision-making regarding issue	Free distribution	\$22,500	Extrabudgetary funds
CLT012	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	Make audience discover what are the specificities of African World Heritage sites and how their preservation depends on the communities that live in and around these sites	Increased awareness of issue	For sale	\$60,000	Extrabudgetary funds
CLT013	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from governing bodies/Member States	Disseminate the Report on the implementation of the World Heritage Convention and the results of the second cycle of World Heritage periodic report for Africa	Informed decision-making regarding issue	Free distribution	\$20,000	Extrabudgetary funds

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CLT014	HQ	CLT/WHC/APA	MLA 1	WH Report: The State of World Heritage in Asia-Pacific Region	WH Papers Series	01/07/2012	Annual report, activity report, yearbook	English	Russian	140	2,000	500	Online PDF
CLT015	HQ	CLT/WHC/ARB	MLA 1	World Heritage Periodic Report and Regional Programme in the Arab States	World Heritage Paper Series	01/05/2012	Technical report	English	French, Arabic	100	0	0	Online PDF
CLT016	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 63	World Heritage Review	01/04/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT017	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 64	World Heritage Review	01/06/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT018	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 65	World Heritage Review	01/10/2012	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT019	HQ	CLT/WHC/CEP	MLA 1	World Heritage Review 66	World Heritage Review	01/01/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT020	HQ	CLT/WHC/LAC	MLA 1	Human Evolution in Eurasia	World Heritage Papers Series	01/02/2013	Monograph	English	French, Spanish	350	1,500	0	Online PDF
CLT021	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage in Young Hands interactive DVD		01/06/2012	Multimedia - Interactive guide or educational tool	English	French		1,000	0	Online PDF, DVD
CLT022	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Wall Map 2012-2013		01/10/2012	Map	English	French, Spanish	1	70,000	30,000	Online PDF
CLT023	HQ	CLT/WHC/M/CEP	MLA 1	Atlas of the UNESCO World Heritage		01/11/2012	Atlas	English	Italian, French, Spanish	368	2,000	8,000	
CLT024	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage and Sustainable Development - 40th anniversary of the WH Convention		01/11/2012	General and historical work	English	French	250	2,000	1,500	online interactive PDF
CLT025	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 67	World Heritage Review	01/04/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT026	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 68	World Heritage Review	01/06/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	12,500	2,000	online interactive PDF
CLT027	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 69	World Heritage Review	01/10/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT028	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Wall Map 2013-2014		01/10/2013	Map	English	French, Spanish	1	70,000	30,000	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CLT014	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Strengthen capacity of State Parties and site managers for OUV and conservation	Informed decision-making regarding issue	Free distribution	\$60,000	Extrabudgetary funds
CLT015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from governing bodies/Member States	Disseminate the Report on the implementation of the World Heritage Convention and the results of the second cycle of World Heritage periodic report in the Arab region	Enhanced recognition of programme / UNESCO	Free distribution	\$20,000	Extrabudgetary funds
CLT016	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT017	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT018	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT019	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale		Extrabudgetary funds
CLT020	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Cultural professionals	Request from UNESCO partner	Strengthen capacities of site managers, awareness-raising and reference tool; scientific dissemination	Informed decision-making regarding issue	Free distribution	\$45,000	Extrabudgetary funds
CLT021	1. Educators, teachers, trainers 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	\$50,000	Extrabudgetary funds
CLT022	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	\$98,000	Extrabudgetary funds
CLT023	1. Civil Society (e.g. private persons, NGOs, companies) 2. Youth, students	Request from co-publisher	Raise awareness of importance of World Heritage preservation; knowledge sharing	Enhanced recognition of programme / UNESCO	For sale	\$56,875	Regular and extrabudgetary funds
CLT024	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of links between WH and sustainable development, in particular the role of communities	Increased awareness of issue	For sale	\$150,000	Extrabudgetary funds
CLT025	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	\$120,000	Extrabudgetary funds
CLT026	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	\$120,000	Extrabudgetary funds
CLT027	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	\$120,000	Extrabudgetary funds
CLT028	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Enhanced recognition of programme / UNESCO	Free distribution	\$98,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CLT029	HQ	CLT/WHC/M/CEP	MLA 1	World Heritage Review 70	World Heritage Review	01/12/2013	Periodical - Journal, review, newsletter	English	French, Spanish	100	9,500	2,000	online interactive PDF
CLT030	FO	Amman	MLA 1	Risk Management at Heritage Sites - the Case Study of Petra World Heritage Site		01/04/2012	Technical report	English		170	500	0	Online PDF
CLT031	FO	Apia	MLA 1	Pacific 2009 Programme - Learning from a Decade of Experience	World Heritage Papers series	01/06/2012	Technical report	English		100	200	0	Online PDF
CLT032	FO	Bangkok	MLA 1	Asia Conserved: Lessons Learned from the UNESCO Asia-Pacific Heritage Award for Culture Heritage Conservation 2005-2009, Volume II		01/03/2012	General and historical work	English		446	1,000	0	
CLT033	FO	Bangkok	MLA 1	Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage		01/03/2012	Guidelines, manual or toolkit	English		300	1,000	0	
CLT034	FO	Bangkok	MLA 5	Reaching the Unreached: A Practical Guide to Producing HIV and Aids Prevention Audio-Visual Materials in Ethnic Minority Languages		01/06/2012	Guidelines, manual or toolkit	English		90	0	0	e-publication
CLT035	FO	Bangkok	MLA 4	2005 Convention toolkit (translation of the existing toolkit produced by the Convention Secretariat)		01/12/2012	Guidelines, manual or toolkit	English	Thai, Lao	30	0	0	e-ublication
CLT036	FO	Islamabad	MLA 1	Conservation and Documentation Study on the World Heritage Site of Makli - Thatta		01/08/2012	Technical report	English		100	1,000	0	online PDF
CLT037	FO	Islamabad	MLA 3	Brochure on the Intangible Cultural Heritage of Pakistan		01/11/2013	Brochure	English		35	1,000	0	online PDF
CLT038	FO	Kathmandu	MLA 1	Perception of the Sacred Garden of Lumbini		01/07/2012	Monograph	English		175	1,000	0	online
CLT039	FO	Kathmandu	MLA 1	Lumbini, the birthplace of Buddha, a photography book		01/12/2012	Monograph	Multilingual		300	2,000	0	online
CLT040	FO	Tashkent	MLA 3	Catalogue of Collection of Scientific-Research Institute of Oriental Studies named after Al-Beruni (Tashkent, Uzbekistan)		01/04/2012	General and historical work	Russian	Uzbek, English	150	300	600	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CLT029	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Raise awareness of importance of World Heritage preservation	Increased awareness of issue	For sale	\$120,000	Extrabudgetary funds
CLT030	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Interest from government concerned and regional stakeholders	Built up capacities of site managers and support protection, conservation and management of WH properties; Raise awareness and planning for local authorities and policy makers.	Informed decision-making regarding issue	Free distribution	\$6,500	Extrabudgetary funds
CLT031	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	Present process and results of 1st Pacific World Heritage Action Plan (Pacific 2009 Programme)	Enhanced recognition of programme / UNESCO	Free distribution	\$43,544	Extrabudgetary funds
CLT032	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Disseminate best practices about built heritage conservation in Asia-Pacific region	Increased awareness of issue	For sale	\$8,000	Regular programme
CLT033	1. Educators, teachers, trainers 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Interest from government concerned and regional stakeholders	To publish the training manual for the future trainings of the foundation course on underwater cultural heritage and for the use by UNESCO Programme in and outside the Asia-Pacific Region	Increased awareness of issue	Free distribution	\$30,000	Regular and extrabudgetary funds
CLT034	1. Civil Society (e.g. private persons, NGOs, companies) 2. Educators, teachers, trainers	Evident/substantial interest from target audiences	Provide practical method to develop audio-visual materials for HIV/AIDS prevention in minority languages	Informed decision-making regarding issue	Free distribution	\$20,000	2010-2011 biennium
CLT035	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Request from governing bodies/Member States	Disseminate information about the 2005 Convention	Increased awareness of issue	Free distribution	\$1,500	Extrabudgetary funds
CLT036	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from UNESCO partner	Guidelines for Conservation of Makli Monument	Increased awareness of issue	Free distribution	\$2,500	Regular programme
CLT037	1. Mass media 2. Youth, students	Request from UNESCO partner	Informative material for general public	Enhanced recognition of programme / UNESCO	Free distribution	\$3,500	Regular programme
CLT038	1. Cultural professionals 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	The explanations of the various perceptions on Lumbini will allow for better dialogue between the various stakeholders.	Increased awareness of issue	Free distribution	\$2,500	Regular and extrabudgetary funds
CLT039	1. Civil Society (e.g. private persons, NGOs, companies) 2. Cultural professionals	Request from co-publisher	The main idea is to create a book of photographs about Lumbini, the birthplace of Buddha.	Increased awareness of issue	Free distribution	\$33,500	Other
CLT040	1. Scientists, researchers, academia 2. Cultural professionals	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds

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CLT041	FO	Tashkent	MLA 3	Handbook on Policies and Procedures "Principal Recommendations and Guidance for: Acquisition, Storage, Conservation and Communication of Manuscripts"		01/04/2012	Guidelines, manual or toolkit	Russian	English	80	500	500	online
CLT042	FO	Tashkent	MLA 4	Secrets of Uzbek Block printing		01/04/2012	Guidelines, manual or toolkit	Russian	Uzbek	40	500	500	online
CLT043	FO	Tashkent	MLA 4	Authenticity and Innovation: Cataloguing the experience of the Folk Crafts Masters of Uzbekistan		01/05/2012	Guidelines, manual or toolkit	Russian	English	200	500	500	online
CLT044	FO	Tashkent	MLA 3	Handling of collections in storage	Cultural Heritage Protection Handbook N°5.	01/05/2012	Guidelines, manual or toolkit	Russian	Uzbek	48	500	500	online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CLT041	1. Scientists, researchers, academia 2. Youth, students	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	\$10,000	Extrabudgetary funds
CLT042	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Increased awareness of issue	Free distribution	\$5,000	Extrabudgetary funds
CLT043	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Enhanced recognition of programme / UNESCO	Free distribution	\$10,000	Extrabudgetary funds
CLT044	1. Cultural professionals 2. Youth, students	Evident/substantial interest from target audiences		Informed decision-making regarding issue	Free distribution	\$3,000	Regular and extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
CI001	HQ	FEM (HQ)	MLA 1	Freedom of expression toolkit: A guide on the concepts and issues for high school and pre-university students		01/03/2012	Guidelines, manual or toolkit	English	French, Arabic	100	1,000	0	online, e-publication
CI002	HQ	FEM (HQ)	MLA 1	Results of Surveys of media and information literacy among teachers, in-service and in-training in three regions: Caribbean, South African and South Asian		30/03/2012	Statistical report	English		370	0	0	PDF
CI003	HQ	FEM (HQ)	MLA 2	Gender-Sensitive Indicators for Media (GSIM)		15/04/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Chinese, Arabic	30	100	500	PDF
CI004	HQ	FEM (HQ)	MLA 1	A training manual on "Disaster Reporting"		01/07/2012	Guidelines, manual or toolkit	English		60	0	0	PDF
CI005	HQ	FEM (HQ)	MLA 1	Global Survey on Internet Privacy		01/07/2012	Global report or flagship publication	English		100	0	0	online
CI006	HQ	FEM (HQ)	MLA 2	Guidelines on Articulating Media and Information literacy (MIL) Policies and Strategies		30/07/2012	Guidelines, manual or toolkit	English	French, Spanish, Russian, Chinese, Arabic	60	200	1,000	PDF
CI007	HQ	KSD (HQ)	MLA 3	Study on the relationship between local content, internet development and access prices		20/04/2012	Monograph	English		90	0	0	Online PDF
CI008	HQ	KSD (HQ)	MLA 3	State of the Art - Report on use of ICTs in education for persons with disabilities		31/05/2012	Monograph	English	French	50	1,000	0	online, e-publication
CI009	HQ	KSD (HQ)	MLA 3	Memory of the World		21/09/2012	Monograph	English		660	800	0	
CI010	HQ	KSD (HQ)	MLA 3	The future of inclusive Knowledge Societies		01/07/2013	Technical report	English	French	60	600	0	online, USB drive
CI011	HQ	KSD (HQ)	MLA 3	Executive Summary: The future of inclusive Knowledge Societies		02/07/2013	Periodical - Journal, review, newsletter	English	French, Spanish, Russian, Chinese, Arabic	12	500	0	online, ePub, USB drive

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CI001	1. Youth, students	Request from governing bodies/Member States	To function as a guide to the concepts and issues concerning FOE, especially from UN/UNESCO perspective; to complement, as a pedagogical aid, pre-existing school syllabus, to encourage students from different countries to produce FOE case studies.	Increased awareness of issue	Free distribution	\$35,000	Extrabudgetary funds
CI002	1. Permanent Delegations / National Commissions 2. Scientists, researchers, academia		To assess the scenario of MIL diffusion among in-training and in-service teachers. To inform the adaptation of the Model MIL Curriculum for Teachers that has been recently published by UNESCO.	Increased awareness of issue	Free distribution	\$0	Regular programme
CI003	1. Mass media 2. Civil Society (e.g. private persons, NGOs, companies)		To facilitate the efforts of UNESCO and its partners to enable media organisations to make gender equality issues transparent to the public while looking inwardly to review and update their own policies and practices.	Increased awareness of issue	Free distribution	\$4,500	Regular programme
CI004	1. Educators, teachers, trainers 2. Mass media		To provide model methodologies and training resources for facilitators delivering training on disaster reporting, including modules focused on the core values of professional reporting, on sensitizing journalists to the psychological implications of their work.	Informed decision-making regarding issue	Free distribution	\$35,000	Extrabudgetary funds
CI005	1. Policy makers (e.g. ministries, parliamentarians, local authorities)		To provide readers worldwide with up-to-date and accurate information on emerging issues needing immediate attention in developed and developing countries. To provide information that policymakers can use to further investigate the issues.	Informed decision-making regarding issue	Free distribution	\$15,000	Extrabudgetary funds
CI006	1. Mass media 2. Educators, teachers, trainers		The publication will inform decision making of UNESCO and other stakeholders, including media and information professionals, educators, citizens media group, policy and decision makers, about the need for national MIL policies and strategies and how these may be formulated .	Informed decision-making regarding issue	Free distribution	\$7,500	Extrabudgetary funds
CI007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia		To show a correlation between the development of network infrastructure and the growth of local content, and how policy decisions can help foster the development of content and Internet connectivity.	Informed decision-making regarding issue	Free distribution	\$15,000	2010-2011 biennium
CI008	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		The report will provide a summary of findings from five regional reports on the state-of-the-art ICTs in education for persons with disabilities.	Informed decision-making regarding issue	Free distribution	\$70,000	Regular and extrabudgetary funds
CI009	1. Civil Society (e.g. private persons, NGOs, companies)		Widely advertise the Memory of the World Programme and raise awareness of the importance and challenges of documentary heritage to the general public.	Enhanced recognition of programme / UNESCO	For sale	\$35	Extrabudgetary funds
CI010	1. Permanent Delegations / National Commissions 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Request from governing bodies/Member States	Shape post-2015 ICT agenda, with a particular emphasis on UNESCO topics;	Enhanced recognition of programme / UNESCO	Free distribution	\$30,000	Regular and extrabudgetary funds
CI011	1. Permanent Delegations / National Commissions		Background information to WSIS General Conference item	Enhanced recognition of programme / UNESCO	Free distribution	\$8,000	Regular and extrabudgetary funds

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CI012	FO	Abuja	MLA 3	A critical assessment of the impact of ICT on the professional practice of teachers in the Federal Capital Territory (FCT)		01/06/2012	Statistical report	English		150	200	0	PDF
CI013	FO	Abuja	MLA 2	Community media: Policy, practice and prospects in Nigeria		01/08/2012	Monograph	English		250	1,000	0	
CI014	FO	Abuja	MLA 1	Journalism, gender and democratic governance in Nigeria		01/09/2013	Monograph	English		250	1,000	0	
CI015	FO	Accra	MLA 2	The state of media development in Liberia	National sessments based on UNESCO's Media Development Indicators (MDIs)	31/05/2012	Monograph	English		80	200	0	Online
CI016	FO	Accra	MLA 2	The State of Media Development in Sierra Leone	National sessments based on UNESCO's Media Development Indicators (MDIs)	30/11/2012	Monograph	English		80	200	0	Online
CI017	FO	Accra	MLA 2	The State of Media Development in Cote d'Ivoire	National sessments based on UNESCO's Media Development Indicators (MDIs)	30/11/2013	Monograph	French	English	80	200	0	Online
CI018	FO	Beijing	MLA 2	Media landscape assessment in Mongolia - Second edition	National sessments based on UNESCO's Media Development Indicators (MDIs)	01/03/2013	Monograph	English	Mongolian	100	500	0	ePub
CI019	FO	Beijing	MLA 3	Web accessibility curricula for students with disabilities		01/05/2013	Teaching material	Chinese		200	1,000	0	ePub
CI020	FO	Kathmandu	MLA 2	Assessment of Nepal's media development	National sessments based on UNESCO's Media Development Indicators (MDIs)	01/03/2012	Monograph	English		150	1,000	0	online
CI021	FO	Libreville	MLA 1	Rapport pays sur le développement des médias - Gabon		15/02/2012	Monograph	French		60	90	0	online
CI022	FO	New Delhi	MLA 1	Ethical Issues for Broadcasters: A Handbook (working title)		30/09/2012	Annual report, activity report, yearbook	English		170	1,500	0	
CI023	FO	Quito	MLA 2	From analogue to digital media: Is Latin America democratizing the media landscape?		15/12/2012	Statistical report	Spanish		100	1,000	0	
CI024	FO	Quito	MLA 2	Assessment of media development in Bolivia, 2013	National sessments based on UNESCO's Media Development Indicators (MDIs)	15/10/2013	Monograph	Spanish	English	160	1,500	0	

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CI012	1. Development agents (e.g. Intergovernmental Organizations, UN system) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To determine if FCT teachers who had received ICT training (especially from UNESCO) in the past are actually using the acquired knowledge in their day-to-day professional practice.	Increased awareness of issue	Free distribution	\$12,000	Extrabudgetary funds
CI013	1. Educators, teachers, trainers 2. Mass media		To strengthen references on Community Media/Development Communication in journalism training institutions and create awareness among development agencies and civil societies about the effectiveness of community media for rural development.	Increased awareness of issue	Free distribution	\$8,000	Extrabudgetary funds
CI014	1. Educators, teachers, trainers 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To further create awareness and deepen the knowledge of public office holders and practicing journalists about the Freedom of Information Act and the sanctity of Freedom of Expression.	Increased awareness of issue	Free distribution	\$8,000	Regular and extrabudgetary funds
CI015	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
CI016	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
CI017	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)		Provide a baseline for media development in this post-conflict country.	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
CI018	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Update and revise the previous 2006 initiative, taking into account UNESCO's IPDC Media Development Indicators.	Informed decision-making regarding issue	Free distribution	\$7,000	Regular programme
CI019	1. Youth, students 2. Educators, teachers, trainers		Provide comprehensive training materials on web accessibility and ICTs to students with disabilities.	Increased awareness of issue	Free distribution	\$15,000	Extrabudgetary funds
CI020	1. Mass media		The report will provide a first comprehensive overview of Nepal's media landscape, based on UNESCO's Media Development Indicators.	Informed decision-making regarding issue	Free distribution	\$5,000	Regular programme
CI021	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Mass media		Document de référence pour accompagner le processus de révision du code de la communication au Gabon	Increased awareness of issue	Free distribution	\$2,450	Regular and extrabudgetary funds
CI022	1. Mass media 2. Scientists, researchers, academia		To provide good practices in media ethics in the Asia-Pacific region and advice and guidance - for broadcasters and other media practitioners.	Increased awareness of issue	Free distribution	\$15,000	Regular and extrabudgetary funds
CI023	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		This report aims to analyse if digitalization is contributing to diversifying Latin American media landscapes. It will also provide some recommendations for policy-making in this field.	Informed decision-making regarding issue	Free distribution	\$7,000	Regular programme
CI024	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To promote a pluralistic, independent environment that encourages the free flow of ideas and the exercise of the right to freedom of expression and information. To allow citizens to make informed decisions based on the widest possible choice of information sources.	Informed decision-making regarding issue	Free distribution	\$10,700	Regular programme

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CI025	FO	Quito	MLA 2	Assessment of media development in Venezuela, 2013	National sessments based on UNESCO's Media Development Indicators (MDIs)	15/10/2013	Monograph	Spanish	English	160	1,500	0	
CI026	FO	Rabat	MLA 2	Adaptation au Maghreb des modèles de cursus pour la formation au journalisme - Intégration de l'approche genre		01/03/2012	Guidelines, manual or toolkit	French	Arabic	80	100	0	Online
CI027	FO	Rabat	MLA 1	Vers un droit d'accès à l'information publique au Maroc	Etude comparative avec les normes et les meilleures pratiques dans le monde	01/03/2012	Monograph	French	Arabic	150	50	0	E-Publication
CI028	FO	Santiago de Chile	MLA 2	Chile en otros ojos		31/08/2012	General and historical work	Spanish		100	200	0	Online
CI029	FO	Santiago de Chile	MLA 1	Día Mundial de la Libertad de Expresión 2012		31/08/2012	Annual report, activity report, yearbook	Spanish		150	300	0	Online
CI030	FO	Santiago de Chile	MLA 2	TV Digital: retos y oportunidades		31/10/2012	Annual report, activity report, yearbook	Spanish		100	200	0	Online
CI031	FO	Santiago de Chile	MLA 1	Día Mundial de la Libertad de Expresión 2013		31/08/2013	Annual report, activity report, yearbook	Spanish		150	300	0	Online
CI032	FO	Windhoek	MLA 1	Freedom of Expression		31/05/2012	Monograph	Spanish	English	32	500	0	Online

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
CI025	1. Mass media 2. Policy makers (e.g. ministries, parliamentarians, local authorities)		To promote a pluralistic, independent environment that encourages the free flow of ideas and the exercise of the right to freedom of expression and information. To allow citizens to make informed decisions based on the widest possible choice of information sources.	Informed decision-making regarding issue	Free distribution	\$10,700	Regular programme
CI026	1. Educators, teachers, trainers		To mainstream gender in journalism education of the Maghreb countries and to adapt UNESCO's model curricula for journalism education to the local needs	Increased awareness of issue	Free distribution	\$4,000	Regular and extrabudgetary funds
CI027	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. No secondary target audience		To establish the state of the art of the development of FOI in Morocco, to compare it with international standards and best practices, and to propose axes of reforms to advance FOI in Morocco.	Increased awareness of issue	Free distribution	\$2,000	Regular programme
CI028	1. Civil Society (e.g. private persons, NGOs, companies) 2. Mass media	Evident/substantial interest from target audiences	Promote the development of quality media and reporting.	Increased awareness of issue	Free distribution	\$5,000	Regular programme
CI029	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Promote a debate on free press.	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
CI030	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Evident/substantial interest from target audiences	Assist in developing and informed debate on digital TV.	Increased awareness of issue	Free distribution	\$7,000	Regular programme
CI031	1. Scientists, researchers, academia 2. Civil Society (e.g. private persons, NGOs, companies)	Success of comparable publications	Promote a debate on Free Press.	Informed decision-making regarding issue	Free distribution	\$7,000	Extrabudgetary funds
CI032	1. Youth, students	Request from governing bodies/Member States	Sensitize young people on the importance of freedom of expression and press freedom.	Increased awareness of issue	Free distribution	\$15,000	Extrabudgetary funds

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
ERI001	HQ	ERI/DPI		The UNESCO Courier, April-June 2012	The UNESCO Courier	01/04/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI002	HQ	ERI/DPI		The UNESCO Courier, July-September 2012	The UNESCO Courier	01/07/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI003	HQ	ERI/DPI		The UNESCO Courier, October-December 2012	The UNESCO Courier	01/10/2012	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI004	HQ	ERI/DPI		The UNESCO Courier, January-March 2013	The UNESCO Courier	01/01/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI005	HQ	ERI/DPI		The UNESCO Courier, April-June 2013	The UNESCO Courier	01/04/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI006	HQ	ERI/DPI		The UNESCO Courier, July-September 2013	The UNESCO Courier	01/07/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI007	HQ	ERI/DPI		The UNESCO Courier, October-December 2013	The UNESCO Courier	01/10/2013	Periodical - Journal, review, newsletter	French	Arabic, Chinese, English, Russian, Spanish	56	1,000	4,000	DVD, online PDF
ERI008	HQ	ERI/DPI/PUB	MLA 3	Title on Climate Change TBD	New children's books series (name TBD)	02/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI009	HQ	ERI/DPI/PUB	MLA 3	Title on Sustainable Development TBD	New children's books series (name TBD)	03/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI010	HQ	ERI/DPI/PUB	MLA 3	Title on Water scarcity TBD	New children's books series (name TBD)	04/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None
ERI011	HQ	ERI/DPI/PUB	MLA 3	Title on Disaster Preparedness TBD	New children's books series (name TBD)	05/04/2013	General and historical work	French	English, Spanish	32	3,000	6,000	None

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
ERI001	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI002	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI003	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI004	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI005	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI006	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI007	1. Civil Society (e.g. private persons, NGOs, companies) 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Contribute to making the UNESCO's ideals known to all audiences	Enhanced recognition of programme / UNESCO	Free distribution	\$65,000	Regular and extrabudgetary funds
ERI008	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	\$44,070	Extrabudgetary funds
ERI009	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	\$44,070	Extrabudgetary funds
ERI010	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	\$44,070	Extrabudgetary funds
ERI011	1. Youth, students 2. Educators, teachers, trainers	Success of comparable publications	Raise awareness of children around the world on the major issues affecting the planet in as many languages as possible (through co-publishing agreements).	Increased awareness of issue	For sale	\$44,070	Extrabudgetary funds

UNESCO Publications Plan 2012–2013

Bureau of Strategic Planning / Bureau de planification stratégique

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
BSP001	HQ	BSP		Building Peace: Reconciliation through the Power of Education, the Sciences, Culture and Communication: Second Meeting of the High Panel on Peace and Dialogue among Cultures	Second Meeting of the High Panel on Peace and Dialogue among Cultures	01/02/2012	Global report or flagship publication	Multilingual		100	2,000	0	Online PDF
BSP002	HQ	BSP		Contemporary Art and Reconciliation in South Eastern Europe	Dialogue Series	01/02/2012	Global report or flagship publication	English		64	1,000	0	NA
BSP003	HQ	BSP		UNESCO Leaders Forum: How does UNESCO contribute to building a culture of peace and to sustainable development?		01/02/2012	Global report or flagship publication	English	French	50	2,000	1,500	Online PDF
BSP004	HQ	BSP		Building a Culture of Peace and Non-Violence in the 21st Century		01/03/2013	Global report or flagship publication	English	French	80	800	200	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
BSP001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Foster reflection on the new dimensions of peace in the 21st century featuring the contributions of the High Panel on Peace and Dialogue Among Cultures	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
BSP002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Highlight the role of South Eastern European governments and international organizations in supporting programmes and initiatives on cultural diversity and intercultural dialogue for sustainable development, security and peace.	Informed decision-making regarding issue	Free distribution	\$6,000	Regular programme
BSP003	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Provide vision and strategic direction to UNESCO and its Member States in regard to UNESCO's role in building a culture of peace and in promoting sustainable development	Informed decision-making regarding issue	Free distribution	\$10,000	Regular programme
BSP004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Request from governing bodies/Member States	Raise awareness among policy makers of UNESCO's work to build a culture of peace and non-violence in the 21st century, notably by providing concrete examples from the field, and qualitative and quantitative information.	Increased awareness of issue	Free distribution	\$25,000	Regular Programme

No.	HQ, FO, Inst	Office	MLA	Title / Titre	Series title / Titre de séries	Publication date / Date de publication	Type	Language / Langue	Translations / Traductions 2012-2013	Pages (est.)	Print run original / Tirage originale	Print run, translations / Tirage, traductions	Other media / Autres supports
UIS001	Inst	UIS	MLA 2	A Place to Learn: Theoretical Roots and Les	UIS Technical Papers	01/02/2012	Technical report	English		66	0	0	Online PDF
UIS002	Inst	UIS	MLA 2	Cross-National Commonalities and Differenc	UIS Technical Papers	01/02/2012	Technical report	English		125	0	0	Online PDF
UIS003	Inst	UIS	MLA 3	Global Education Digest 2012	UNESCO Framework for	01/05/2012	Guidelines, manual or toolkit	English	French	100	2,000	2,000	Online PDF
UIS004	Inst	UIS	MLA 1	Technical Guide on the Conduct of R&D Surveys in Developing Countries	To be part of ISCED Handbook materials	01/06/2012	Guidelines, manual or toolkit	English	Arabic, Chinese, French, Russian, Spanish	90	800	700	Online PDF
UIS005	Inst	UIS	MLA 2	Research and development: global indicators pocketbook - 2012		04/06/2012	Statistical report	English	French, Spanish, Arabic	250	500	750	Online PDF
UIS006	Inst	UIS	MLA 3	International Standard Classification of Education (ISCED) 2011		01/09/2012	Statistical report	English	French	50	1,000	500	Online PDF
UIS007	Inst	UIS	MLA 1	Technical report on results of the Literacy Assessment and Monitoring Programme (LAMP)		01/09/2012	Guidelines, manual or toolkit	English	French, Spanish	120	800	475	Online PDF
UIS008	Inst	UIS	MLA 1	A Global Handbook for Measuring Cultural Participation		01/10/2012	Global report or flagship publication	English	Arabic, French, Spanish	275	1,500	1,500	Online PDF, CD-ROM or USB drive
UIS009	Inst	UIS	MLA 3	Literacy skills in a diverse world: Results from the Literacy Assessment and Monitoring Programme (LAMP)	UIS Technical Papers	01/12/2012	Guidelines, manual or toolkit	English	French	80	1,000	500	Online PDF
UIS010	Inst	UIS	MLA 2	Technical Guide on the Conduct of Innovation Surveys in Developing Countries		01/12/2012	Statistical report	English		300	0	0	Online PDF
UIS011	Inst	UIS	MLA 3	Operational Manual for the International Standard Classification of Education (ISCED) 2011	UIS Technical Papers Definite 2013/14	01/12/2013	Guidelines, manual or toolkit	English		80	1,000	0	Online PDF

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
UIS001	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Improve understanding and use of international assessments of learning outcomes	Informed decision-making regarding issue	Free distribution	\$6,000	Regular and extrabudgetary funds
UIS002	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Improve understanding and use of international assessments of learning outcomes	Informed decision-making regarding issue	Free distribution	\$6,200	Regular and extrabudgetary funds
UIS003	1. Cultural professionals 2. Policy makers (e.g. ministries, parliamentarians, local authorities)	Evident/substantial interest from target audiences	Facilitate implementation of UNESCO Framework for Cultural Statistics	Informed decision-making regarding issue	For sale	\$40,000	Regular and extrabudgetary funds
UIS004	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Help education statisticians, policy makers and data users to understand the ISCED 2011 classification	Informed decision-making regarding issue	Free distribution	\$30,000	Regular and extrabudgetary funds
UIS005	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Inform policy and implementation on adult literacy by providing evidence on skills	Informed decision-making regarding issue	Free distribution	\$60,000	Regular and extrabudgetary funds
UIS006	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help policy makers and other stakeholders view global efforts devoted to R&D	Informed decision-making regarding issue	Free distribution	\$20,000	Regular and extrabudgetary funds
UIS007	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Request from governing bodies/Member States	Help education statisticians, policy makers and data users to apply the ISCED 2011 classification	Informed decision-making regarding issue	Free distribution	\$40,000	Regular and extrabudgetary funds
UIS008	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Success of comparable publications	Strengthen use of UIS data	Informed decision-making regarding issue	For sale	\$75,000	Regular and extrabudgetary funds
UIS009	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help statisticians in developing countries carrying out an R&D survey	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds
UIS010	1. Scientists, researchers, academia 2. Development agents (e.g. Intergovernmental Organizations, UN system)	Evident/substantial interest from target audiences	Provide full technical documentation on the procedures, scope and limitations of the data included in the LAMP first report	Increased awareness of issue	Free distribution	\$5,000	Regular and extrabudgetary funds
UIS011	1. Policy makers (e.g. ministries, parliamentarians, local authorities) 2. Scientists, researchers, academia	Evident/substantial interest from target audiences	Help statisticians in developing countries carrying out an innovation survey	Informed decision-making regarding issue	Free distribution	\$10,000	Regular and extrabudgetary funds

UNESCO Publications Plan 2012–2013

Major Programme	
MPI-ED	245
MPII-SC	80
MPIII-SHS	25
MPIV-CLT	44
MPV-CI	32
ERI	11
BSP	4
UIS	11
Total	452
Type	
Annual report, activity report, yearbook	7
Atlas	4
Brochure	5
Dictionary/ Glossary/ Thesaurus/ Index/ Encyclopaedia	6
General and historical work	8
Global report or flagship publication	27
Guidelines, manual or toolkit	112
Information kit	1
Informational newsletter	1
Map	3
Monograph	109
Multimedia - Interactive guide or educational tool	3
Periodical - Journal, review, newsletter	35
Policy Brief	15
Proceedings	13
Statistical report	9
Teaching material	16
Technical report	78
Total	452
Distribution	
For sale	64
Free distribution	388
Total	452

Target Audience: 1st / Audience cible: 1 ^e	
Civil Society (e.g. private persons, NGOs, companies)	37
Cultural professionals	9
Development agents (e.g. Intergovernmental Organizations, UN system)	15
Educators, teachers, trainers	69
Mass media	8
Permanent Delegations / National Commissions	4
Policy makers (e.g. ministries, parliamentarians, local authorities)	234
Scientists, researchers, academia	59
UNESCO Networks e.g. chairs, associated schools, clubs, national committees	6
Youth, students	11
Total	452

Target Audience: 2nd / Audience cible: 2 ^e	
Civil Society (e.g. private persons, NGOs, companies)	66
Cultural professionals	5
Development agents (e.g. Intergovernmental Organizations, UN system)	73
Educators, teachers, trainers	95
Mass media	7
No secondary target audience	7
Permanent Delegations / National Commissions	1
Policy makers (e.g. ministries, parliamentarians, local authorities)	99
Scientists, researchers, academia	69
UNESCO Networks e.g. chairs, associated schools, clubs, national committees	8
Youth, students	11
No secondary audience	11
Total	452

Expected impact / Effets prévus	
Enhanced recognition of programme / UNESCO	49
Increased awareness of issue	178
Informed decision making regarding issue	225
Total	452



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and ninetieth session

190 EX/4
Part I (B) Add.

PARIS, 4 October 2012
Original: English

Item 4 of the provisional agenda

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

PART I (B)

ADDENDUM

SUMMARY

This Addendum reports on progress achieved by the five Major Programmes and the UNESCO Institute for Statistics (UIS) for the Global Priority Gender Equality during the first six months of the 2012-2013 biennium.

GLOBAL PRIORITY GENDER EQUALITY

Progress achieved by Major Programmes and the UNESCO Institute for Statistics (UIS)

Education Sector

In addition to the activities undertaken within the “Global Partnership for Girls’ and Women’s Education” presented in paragraph 8 in document 190 EX/4, Part I Add. under the Global Priority Gender Equality, the Education Sector has achieved results as summarized below:

UNESCO has been working to strengthen national capacities in designing and managing literacy policies and programmes targeting women and girls. For example, policy-makers in Bolivia, Columbia, Ecuador, Lebanon and Venezuela were trained to incorporate gender equality perspectives in policy frameworks.

Teachers are trained in gender-sensitive teaching and learning approaches through capacity-building activities and/or material, such as the guide on “Gender Mainstreaming in Teacher Training Institutions”, soon to be pilot tested; an e-course to strengthen the capacity of teachers and policy-makers to promote gender-responsive education practices at country level in Asia-Pacific.

Quality of secondary education has been enhanced to expand equal access and retention for girls and boys. For example, in Bangladesh, gender-responsive curricula and training material were developed and some 450 curriculum and textbook developers, teacher trainers and teachers were trained in their use.

Technical and vocational education and training (TVET) policies are reviewed to ensure skills acquisition for employment for girls and boys: for example, the TVET policies in Zanzibar, United Republic of Tanzania were made gender-responsive; a situation analysis on girls, TVET and employment opportunities are under way in order to inform TVET policies and strategies; at the global level, the Third International Conference on TVET (Shanghai, May 2012) highlighted gender equality concerns in a special session that explored modalities and strategies to promote gender equality and inclusion of girls and women in TVET.

National capacities are strengthened to prepare and implement education sector plans and policies that are gender-sensitive in order to ensure equitable access to education. Examples include gender mainstreaming in the review of policies on ICTs in education in Malaysia and building national capacities in Africa to develop sector-wide EMIS with sex-disaggregated data.

In the area of education system responses to HIV and AIDS, more than 20 Member States have received support for gender-sensitive HIV and AIDS education. A booklet on “Good Policy and Practice in HIV and Education and Gender” was also finalized.

The Education Sector organized several global awareness raising and advocacy events on the importance of girls’ and women’s education such as the launch of the first UNESCO World Atlas of Gender Equality in Education on International Women’s Day 2012 (Paris, March 2012) and the organization of a special session during the 3rd International Congress on TVET (Shanghai, May 2012).

Natural Sciences Sector

Several regional and global advocacy events have been organized by the sector to highlight the importance of including gender equality perspectives in science policies and to promote women scientists. The annual L’Oréal-UNESCO Women in Science annual award ceremony (March 2012) was held at UNESCO Headquarters with the World Federation of Engineering Organizations. Five women scientists received the award for their research in the life sciences and more than

180 fellows from 46 countries were awarded fellowships, including 10 African women scientists from six countries – Ethiopia, Ghana, Kenya, Nigeria, South Africa and United Republic of Tanzania.

During the Rio+20 Conference in June 2012, a side event on Women in Science for Sustainable Development encouraged discussions on the role of STI in facilitating viable solutions for human wellbeing, social inclusion and environmental sustainability. It also served to inspire young women to choose scientific careers which contribute to sustainable development.

Strong networks of women in science and engineering have been built. For example, the sixth Conference of the Association of African Women in Geosciences was held in April in Yaoundé (Cameroon) to encourage the participation of women in Earth Sciences.

Awareness of the key role of women as holders and transmitters of indigenous and local knowledge has been raised. For example, a workshop in Nicaragua trained 25 teachers and education experts in mother language teaching of Mayangna indigenous knowledge, including women's knowledge. Fifty per cent of the participants of the workshop were women.

World Water Assessment Programme (WWAP) has been a role model in the Sector as well as being a leader in the United Nations system for gender mainstreaming through mainstreaming gender equality considerations into the 4th edition of the World Water Development Report (WWDR4) which also contains a chapter dedicated to gender equality. WWAP, in collaboration with the Division for Gender Equality, organized a side event at the 6th World Water Forum in Marseille in March 2012 and participated in the World Water Week activities in Stockholm related to gender equality.

Regarding renewable energy and biodiversity conservation, a side event on "Women in Science for Sustainable Development" was held at the Forum on Science, Technology and Innovation for Sustainable Development in June 2012. Women scientists were identified to take part in teacher training for the implementation of a graduate industrial diploma in nanotechnology in the Arab region. UNESCO is supporting the NGO Tanzania Women in Science, Technology and Innovation in training on simple scientific methods for hygienic milk handling, to draw attention to the contributions that women can make towards economic development.

UNESCO continued to engage in advocacy for the integration of gender equality approaches in disaster risk reduction. Approximately 20 senior women scientists from the extended Mediterranean region participated in the international workshop on seismicity and earthquake engineering in the framework of the programme for Reducing Earthquake Losses in the Extended Mediterranean Region (RELEMR).

Intergovernmental Oceanographic Commission (IOC)

The IOC efforts in the mainstreaming of gender equality have focused on gender equality in working groups and expert teams of scientists involved in the programme, and gender equality in the workplace. A target of a minimum of 25% representation of women scientists in group activities where the secretariat has a role of selecting participants has been set by IOC governing bodies.

The number of women oceanographers is growing, but women are still underrepresented in this field and this is reflected in an IOC programme to promote women scientists. In order to promote the promotion of female role models for young women scientists, IOC organized a round of interviews with eminent women marine scientists from the United States of America, Italy, Mauritius, Canada and France, placed on the IOC website.

The activities of the climate change intersectoral platform, which has just recently received funding under document 36 C/5, take gender equality into account in regional work to identify information requirements for climate adaptation.

Social and Human Sciences Sector

The sector has continued its efforts to strengthen capacity for gender mainstreaming and gender specific programming. In January 2012, all professional staff of the sector participated in UNESCO's Programme for Capacity-Building and Training in Gender Mainstreaming, provided by the Division for Gender Equality (ODG/GE). A one-hour adapted version of this training was also provided to the International Bioethics Committee during their meeting in 2012.

Priority Gender Equality is better reflected in the design of the bioethics work programme due to both of these trainings and the close collaboration between the staff of this programme and ODG/GE. Programming documents were revised in February to introduce specific gender equality components in the expected results and implementation plan. In addition, a specific effort was made to encourage the experts of the International Bioethics Committee (IBC) who are researching, drafting and reviewing drafts of a draft report on non-discrimination and non-stigmatization in biobanks, access to drugs, transplant and organ trafficking, as well as tissue and cell trafficking, neuroscience, HIV and AIDS and nanotechnologies, to use the gender equality (GE) lens and other GE analysis tools so as to *fully and thoroughly* present gender-specific discrimination and stigmatization aspects in these areas as and when they examine them.

SHS has secured funding for an initiative to promote the participation of vulnerable young women in decision-making in Tunisia with a qualitative survey on young women's perceptions on political participation. Findings from the results of this survey will be integrated into the citizenship training planned for several regions of Tunisia.

In Beijing, a baseline study has been conducted on men and women's awareness of and attitudes to domestic violence. This survey documents existing services, programmes and interventions being provided at pilot counties, and assesses the extent to which women and men are aware of these practices. UNESCO is providing technical input as part of a United Nations Taskforce established to contribute to the new Chinese family violence law. This law once adopted will have important policy implications for gender equality, respect for the rights of women, children, aged and disabled throughout China.

Within the framework of MDG-F Joint Programme on "Improving Nutrition, Food Safety and Food Security for China's Most Vulnerable Women and Children", a training manual on new food safety law and rights protection has been developed. This manual has been adopted by local women's federation for future trainings; under facilitation of local women's federation, action plans on food safety were drafted by relevant government entities in pilot sites, and advocacy activities were also adopted into their daily work.

UNESCO is also working with the Mongolia UNCT Theme Group on Gender to develop a joint project to end violence against women in Mongolia.

Culture Sector

To increase women's active and visible participation in cultural and creative industries, CLT has pursued action in this area within the framework of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Proactive measures have been taken to encourage Parties to the 2005 Convention to involve more women in the development of cultural policies and cultural industries. The revised Application Form for programmes/projects submitted to the International Fund for Cultural Diversity during the second call for applications (2011) included the following provision in Section 8 (Objectives): "Please indicate how these objectives contribute to the promotion of gender equality in the fields of activity of the IFCD." It also contains an invitation to include among the expected results "those that pursue the promotion of gender equality". This is the first time that an application form under a UNESCO convention in the field of culture makes specific and direct references to gender equality. As a result of this initiative, the number of gender-

sensitive and gender-responsive applications increased from 16% in 2010 to 35% in 2011 and 43% in 2012.

Concerning cultural policies and cultural industries, the 2005 Convention specifically calls on Parties to introduce measures that encourage women to create, produce, disseminate, enjoy and have access to diverse cultural expressions. According to the first quadrennial periodic reports on the implementation of the Convention, two-thirds of the 45 Parties to the 2005 Convention that have submitted reports have developed policies and measures benefitting women. Less than a third, however, have reported on targeted policies and/or measures that aim to encourage women's participation in the creative economy and have access to diverse cultural expressions. This indicates that there is an urgent need for advocacy for gender-responsive and gender-transformative measures in the cultural area.

As part of the project for the Pedagogical Use of the *General History of Africa*, an e-learning module on the role of women in African history is being implemented in close cooperation with CI. Using illustrations and cartoons, this will highlight achievements and contribution of well-known female African heroes who have played a decisive leadership in the development and emancipation of Africans throughout the history of the continent.

Communication and Information Sector

The international debate on gender and media during the twenty-eighth session of the IPDC Council meeting on 23 March 2012 mobilized key stakeholders, and the Gender-Sensitive Indicators for Media Initiative (GSIM) was officially endorsed by the IPDC Council. The meeting brought together speakers from organizations including the International Women's Media Federation, the International Federation of Journalists, the African Media Initiative, and the Asia Pacific Broadcasting Union.

National assessments that include gender equality in media operations based on the UNESCO Media Development Indicators (MDIs) were launched in Bolivia, Brazil, the Ivory Coast, Egypt, Liberia, Mali, Nepal, Uganda, Togo, Tunisia, Croatia, Serbia, and the Former Yugoslav Republic of Macedonia and steps were taken to systematically integrate at the implementation level the MDIs with the recent Gender-Sensitive Indicators resource.

The annual Women Make the News online policy advocacy initiative was organized under the theme "Rural Women's Access to Media and Information" to stimulate knowledge exchange on the importance of policies in favour of access to media and information in rural communities, particularly for women. This initiative also highlighted good practices in this regard undertaken by public service broadcasters, commercial and community media, and NGOs. Organizations from over 40 countries promoted the theme and debated the topic, leading to greater awareness and action on gender equality in media, including use of the UNESCO global online policy debate as leverage to promote their own local activities. This included nine of the 13 major broadcasting unions and associations and a number of international partners who also mobilized their members. At least 20 local community radio stations particularly from Africa and Asia contributed stories to the online Women Make the News policy advocacy platform.

In the first six months of the biennium, UNESCO worked to ensure that national information policies were formulated in a gender-inclusive manner both in policy process and content. The Organization of the World Open Educational Resources (OER) Congress and all related consultations, workshops, and meetings included a gender equality component. More than a third of the participants of the OER Congress were women. The OER Declaration, the major outcome of the 2012 World OER Congress (Paris, 20-22 June), provided recommendations to Member States on gender equal perspectives in promoting and using OER to widen access to knowledge. Adoption of Open Access (OA) enabling policies through the gender mainstreamed policy guidelines, which is the flagship publication for the Sector's capacity-building activities in the area of Open Access, was encouraged.

UNESCO has continued to support and carry out capacity-building for women and girls in accessing, using, and developing technologies in order to foster and preserve information and knowledge. In the Asia and Pacific region, FOSS instruments and ICT platforms were developed/are being developed in order to popularize their use and motivate girls and boys to interact and share ideas for sustainable development through knowledge (Central Asia and Pakistan).

UNESCO continues to be engaged in gender mainstreaming in national and institutional policy frameworks and curricular standards. Gender Links (GL), in partnership with UNESCO, ran a four-day inception workshop with journalism and media educators from eight southern African institutions on mainstreaming gender in journalism and media education and training curricula. In Dar-Es-Salaam, UNESCO assumed a lead role in the application of community media as a vehicle for empowering rural women and enhancing gender equality on local levels for sustainable community development. In collaboration with UN Women, UNESCO pioneered the use of solar and dynamo radio set technology to bridge information access gaps for women in rural areas. UNESCO has also been engaged in a voter education programme for rural women through community media and capacity-building and upscaling of community media in Tanzania. UNESCO launched the development and dissemination of a gender code of practice for community media, while spearheading programmes to train and empower female media practitioners at all levels. The production of the manual for Namibian multipurpose community centres contributes to promoting community participation in sustainable development through community media. The manual contains a chapter on “Setting things right towards gender equality and equity”.

World Press Freedom Day (WPFDD), a UNESCO flagship activity celebrated on 3 May of each year since 1993, has always striven for a balanced gender representation. During the most recent WPFDD celebration in Tunis, Tunisia, a total of 750 participants took part in the event including more than 350 Tunisians. There were 118 speakers during the two-day event with three plenaries and 13 parallel sessions. Out of that number, a total of 45 female speakers and presenters spoke and nearly half the sessions were chaired by women. The opening keynote speaker was Ms Tawakkol Karman, the 2011 Nobel Peace Prize laureate who was also the youngest and first Arab woman to be conferred the Prize.

UNESCO Institute for Statistics (UIS)

UIS statistics are sex-disaggregated, to the extent possible, and gender-based indicators are systematically integrated into UIS data collections in order to better monitor trends in the fields of education, science and technology, culture and communication. Specific examples of this focus on gender equality include:

- UIS database on education statistics is the leading source of information used to monitor trends in women’s and girls’ education and literacy;
- All UIS statistical publications and papers include gender analysis and specific reports are also produced, such as the World Atlas on Gender Equality in Education and the related eAtlas, which will be updated on an annual basis;
- Expanded use of household survey data in order to examine the correlations in education and literacy between gender, household wealth and location;
- Household survey data are also used to better identify girls out of school through the global initiative launched by the UIS and UNICEF;
- Development of new regional indicators that examine classroom conditions facing girls in sub-Saharan Africa;

- Development of new regional indicators that identify women's participation in adult education and literacy programmes in Latin America and the Caribbean;
- UIS database on science and technology data includes specific indicators on the role of women in research and development and new indicators are being developed to their role in the innovation process in countries at all stages development.

In addition, the UIS works closely with national statisticians to improve the quality of these data at the national and international levels through training workshops. Issues related to gender equality are specifically integrated into the development of new classifications and frameworks, such as the Framework for Cultural Statistics, as well as related handbooks.

The main challenge for UIS efforts in this area arises from the limitations of national statistical offices. Many countries, especially with limited resources, do not provide the sex-disaggregated statistics required to calculate cross-nationally comparable indicators. It is important to recognize the substantial increase in resources required to introduce new data collections and standards at that national and international levels.



联合国教育、
科学及文化组织

执行局

第一九〇届会议

190 EX/4
Part II

巴黎，2012年9月7日

原件：英文/法文

临时议程项目 4

总干事关于大会通过的计划执行情况的报告

第 II 部分

在《2012--2013 年拨款决议》允许范围内所做的预算调整

和

截至 2012 年 6 月 30 日的 2012--2013 年计划（36 C/5 批准本）

执行情况的统计表（未经审计）

（第 49 号）

概 要

第 190 EX/4 号文件第 II 部分载有：

A. 总干事关于在《2012--2013 年拨款决议》允许范围内所做的预算调整的报告。

遵照第 36 C/111 号决议第(b)和(e)段的规定，总干事谨此向执行局提交：

- (i) 关于因本双年度开始以来收到的捐赠和特别捐款而对批准的 2012-2013 年拨款所做调整的报告；
- (ii) 关于在联合国共同国家计划编制活动拨款项目间转账的报告；
- (iii) 关于因组织结构的调整（工作人员变动）而在拨款项目间转账的报告。

希望执行局采取的行动：见第 8 段的决定。

B. 截至 2012 年 6 月 30 日的 2012--2013 年计划执行情况的统计表。

A 部分

总干事关于在《2012--2013 年拨款决议》

允许范围内所做的预算调整的报告

1. 为了简化文件，减少篇幅和编制费用，并使所提供信息清楚明了，捐赠和特别捐款的详细列表现在作为 190 EX/INF. 19 的附件 1 和 2。A 部分是对执行局决策情况的简要分析。

I. 因本双年度开始以来收到的捐赠和特别捐款而对批准的 2012-2013 年拨款所做的调整

2. 根据第 36 C/ 111 号决议第 (b) 段，总干事有权根据《财务条例》第 7.3 条的有关规定，接受自愿捐款、捐赠、礼品、遗赠和补助金以及各国政府的捐款，将它们加到批准的 2012-2013 年拨款中，并在采取这种行动后的届会上将有关情况通知执行局委员。据此，总干事很高兴提供自双年度开始以来收到的捐赠和特别捐款的情况。下表是按部门/局分类的此类行动的概况，详情见附件 1:

部门/局	\$	权重
教育(ED)	611,809	18.0%
自然科学(SC)	1 012,725	29.7%
社会科学及人文科学(SHS)	167,217	4.9%
文化(CLT)	940,670	27.6%
传播与信息(CI)	96,550	2.8%
总部外办事处实施非集中化计划(总部外协调局)	309,520	9.1%
与计划有关的业务(性别-战略规划编制局-对外关系与公共宣传)	266,372	7.8%
捐赠和特别捐款总计	3,404,863	100.0%

3. 除以上所列之外，各国政府在 2012-2013 双年度期间通过提供免租金办公场所的形式，向总部外办事处/研究机构提供了价值达 6,501,449 美元的实物捐助。这些捐助的详细情况见附件 2。教科文组织正在制定为实施 36 C/5 工作计划而接收其它实物捐助的程序。虽然各部门将此类支持列入了活动描述，但是很难就其货币金额认定一个基数。

II. 人事费的法定增长

4. 在国际公务员制度委员会（ICSC）发布调查结果后，总干事批准将巴黎的专业及以上职类工作地点差价调整津贴提高 5.4%，于 2012 年 5 月 1 日生效。因为此次调整本双年度需追加资金估计为 510 万美元。

5. 上述人事费的法定增长按照惯例需要从预计费用增长（第 V 篇）的拨款转账。然而，由于现金流不足，在目前的工作计划中，预算第 V 篇的预算拨款已被压缩，所以总干事计划目前将该项费用记在现有的人事预算下，并不断在人事费和行政管理方面节省资金，尽最大可能将费用控制在预测的预算之内。

III. 计划费用在拨款项目间的转账

6. 2012-2013 年拨款协议第（e）段规定，“总干事可以进行拨款项目间的转账，但最多不得超过原拨款额的 1%，并应在采取这种行动后的届会上以书面形式将转账的详细情况及其理由通知执行局委员”。据此，总干事向执行局通报以下转账情况：

将正常计划资金转账用于教科文组织参与国家级计划编制活动

根据第 36 C/ 74.2.(6)号决议，总干事将重大计划正常预算资金的 2%拨款用于教科文组织筹备联合国共同国家计划编制活动（包括“统一行动”试办项目，联合国发展援助框架（UNDAF），共同计划编制）。

2%拨款额的一半由各部门用于其具体的部门行动，另一半（1%）由战略规划局（BSP）协调，用于这些活动的组织内部工作。战略规划局支配的资金为 223,323 美元。截至 2012 年 6 月 30 日，从重大计划 I 和重大计划 III 向战略规划局拨款项目共转账 81,897 美元，如下所示：

从以下计划转账的资金	\$
重大计划 I –教育	64,800
重大计划 III –社会科学	17,097
向战略规划局（BSP）转账共计	81,897

IV. 人事费在拨款项目间的转账

7. 2012-2013 年拨款决议第 (e) 段规定, “如果拨款项目间的转账超过原拨款额的 1%, 总干事应事先获得执行局的批准”。在进行结构重组以改进组织结构调整和提高本组织的工作效率后, 总干事现提交在拨款项目间进行以下转账的建议。须指出的是, 某些转账低于原拨款额的 1%。190 EX/INF. 19 号文件附件 3 修订的拨款表按照拨款项目详细列出了人事费转账的情况 (净影响为 0 美元), 下表是一个概况:

拨款项目	人事费比较转账
	\$
第 I 篇 - 总政策和领导机构	171,900
第 II 篇 - 计划和与计划有关的业务	
A. 计划	(171,900)
B. 与计划有关的业务	838,900
C. 参与计划和奖学金	297,400
第 II 篇共计	964,400
第 III 篇 - 内部服务	
A. 人力资源管理	(523,700)
B. 财务管理	(148,100)
C. 支助服务管理	(464,500)
第 III 篇共计	(1,136,300)
拨款共计	-

V. 希望执行局采取的行动

8. 执行局希望通过如下决定:

执行局,

1. 根据第 36 C/111 号决议第(b)和(e)段) 以及第 190 EX/4 号文件第 II 部分和附件 I, 审议了总干事关于本双年度开始以来收到并已计入正常预算的捐赠和特别捐款以及关于在拨款项目间进行转账的报告;

I

2. 注意到由于收到了这些捐赠和特别捐款，总干事已经将正常预算拨款增加了总共 3,404,863 美元，其分配情况如下：

	\$
第 II 篇 A - 重大计划 I	611,809
第 II 篇 A - 重大计划 II	1,012,725
第 II 篇 A - 重大计划 III	167,217
第 II 篇 A - 重大计划 IV	940,670
第 II 篇 A - 重大计划 V	96,550
第 II 篇 A - 总部外办事处实施非集中化计划（总部外协调局（BFC））	309,520
第 II 篇 B - 与计划有关的业务（性别）	16,673
第 II 篇 B - 与计划有关的业务（战略规划局）	40,000
第 II 篇 B - 与计划有关的业务（对外关系与公共宣传（ERI））	209,699
总计	3,404,863

3. 向 190 EX/INF. 19 号文件附件 1 和 2 所列的捐赠者表示感谢；

II

4. 忆及《拨款决议》规定总干事可以进行拨款项目间的转账，但最多不得超过原拨款额的 1%，并可以在采取这种行动后的届会上以书面形式将转账的详细情况及其理由通知执行局委员；
5. 注意到总干事进行了拨款项目间的转账，用以支持本文件第 6 段所指的教科文组织参与联合国共同国家计划编制活动；
6. 忆及《拨款决议》规定在执行局事先批准的情况下，总干事可以进行拨款项目间的转账（超过 1%）；
7. 批准因组织结构调整（工作人员变动）而进行的本文件第 7 段所列的拨款项目间的转账；
8. 注意到第 190 EX/INF.19 号文件附件 3 所载的业经修订的拨款表。

B 部分

总干事关于大会通过的计划的执行情况的报告

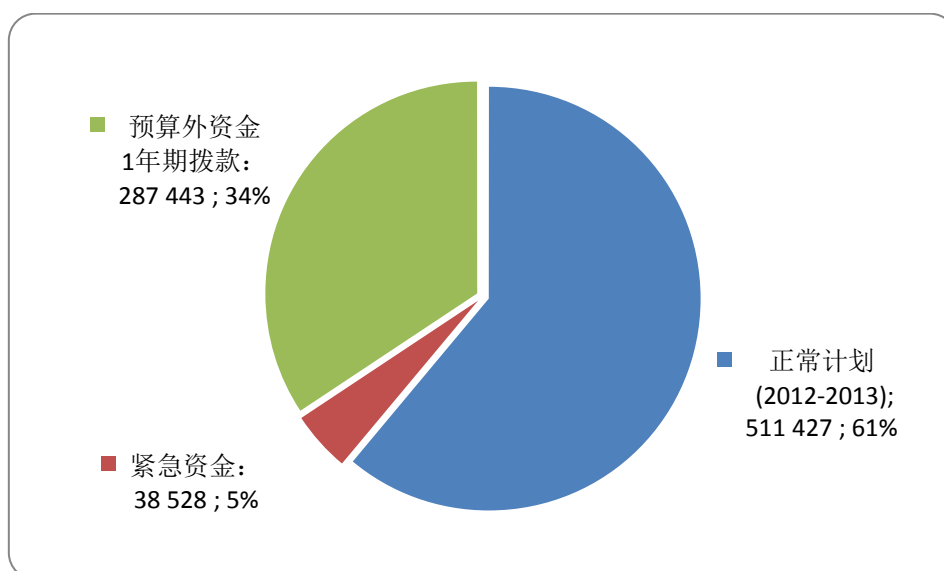
截至 2012 年 6 月 30 日的计划执行情况的统计表

统计表提供了在当前的财政困境下正常预算和预算外资金的总体预算和开支状况。

本组织财务状况的重点

(所有图表均以千美元计算)

按照资金来源分类的资金

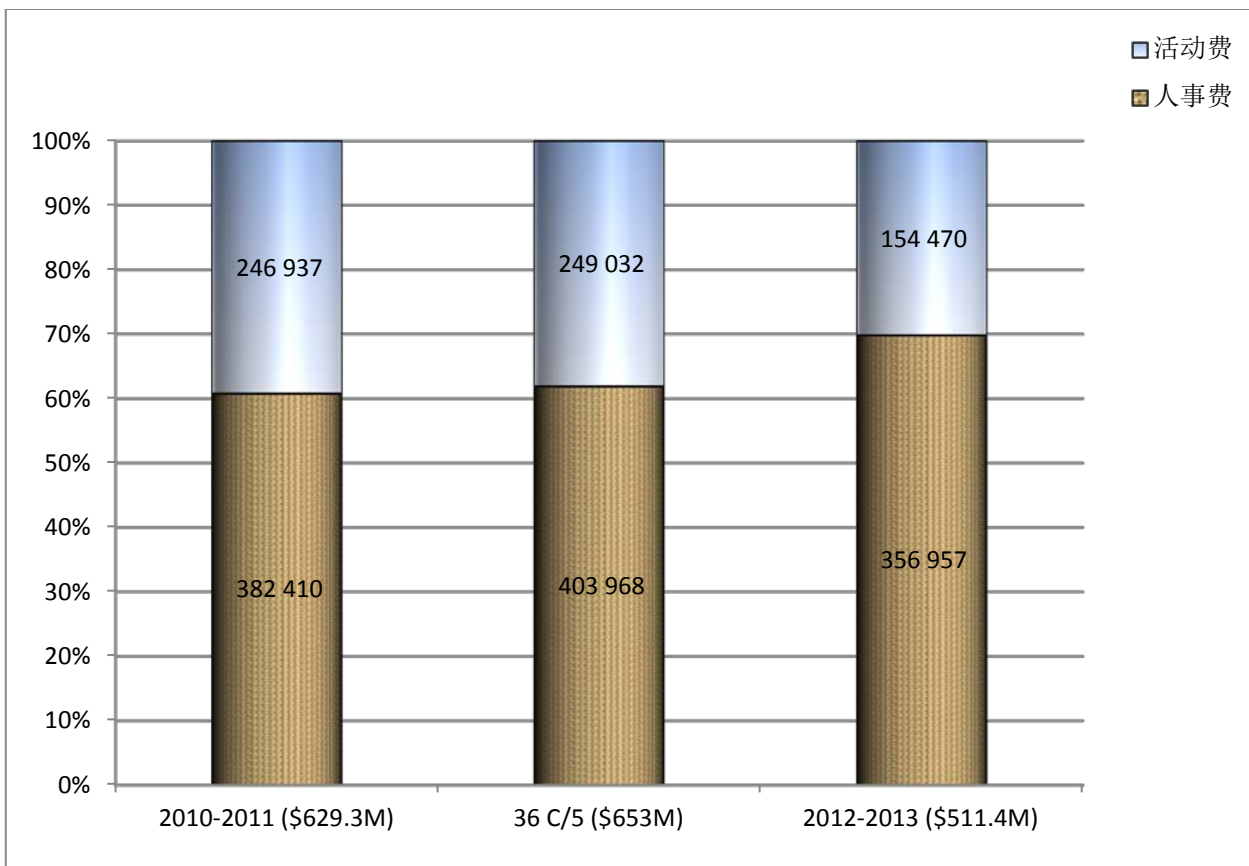


正常预算:

拨款: 由于预算被压缩, 总干事批准了一个 4.65 亿美元的临时一揽子预算(外加 340 万美元的追加拨款)。在工作计划季度审查之后, 本双年度目前的预算需求在几乎 100%冻结招聘的基础上估计为 5.114 亿美元。按照该预测, 目前的赤字约为 430 万美元(5.114 亿美元-4.684 亿美元), 尤其在接近 2013 年最后一个季度时现金流将不可持续, 将通过筹资和进一步减少开支来缓和赤字状况。需要指出, 预测按季度进行更新, 将受到某些决定(如重要工作岗位的额外招聘)的影响, 目前未作预算安排的风险, 例如因提高医疗保险基金准参保人员的缴费而导致的风险(估计在 100 万至 200 万美元之间)的显现以及对联合国联合机构的欠款(预计为 400 多万美元)也会影响到预测。

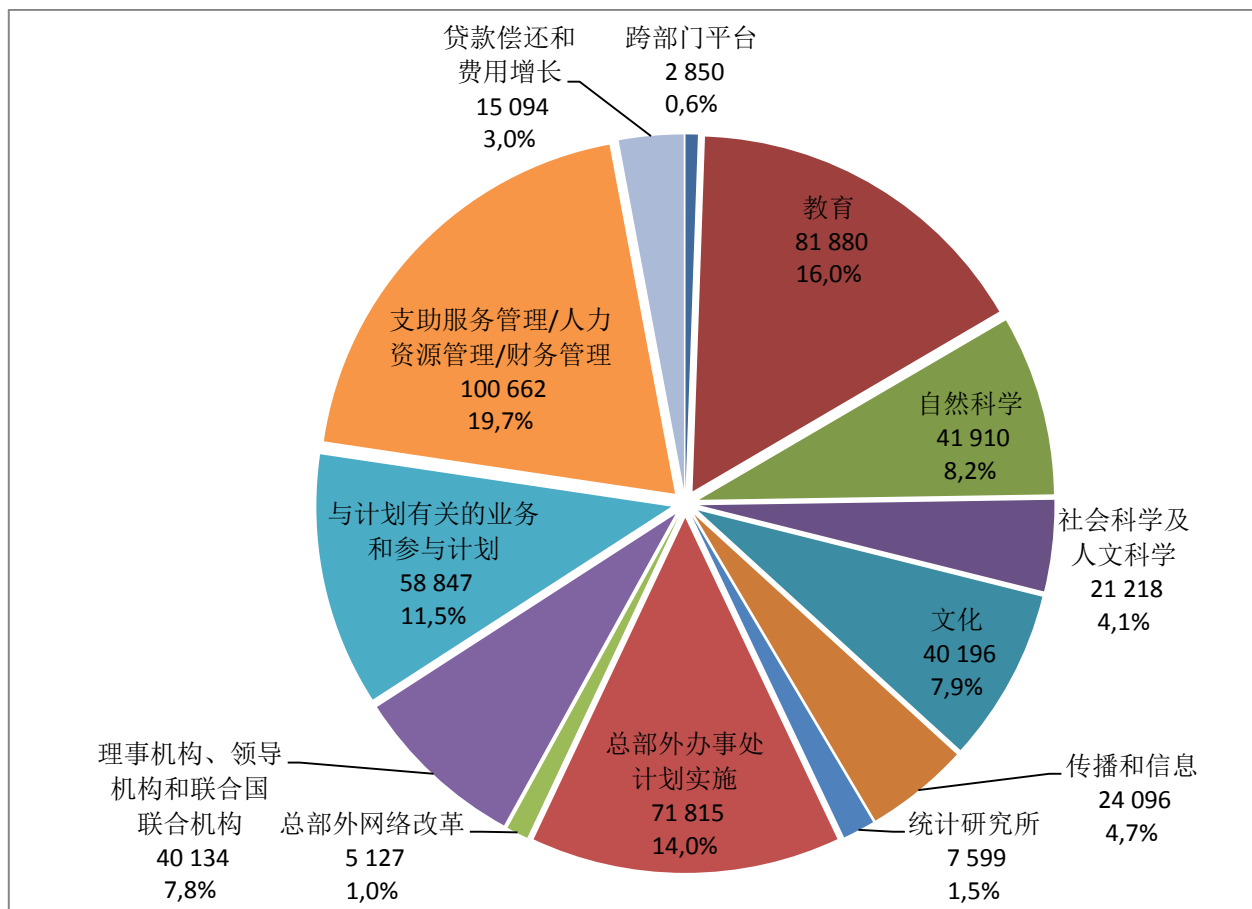
目前 5.114 亿美元的预算预测与 36 C/5 批准本（6.53 亿美元）相比减少了 21.7%，考虑到了本报告拟定的关于实施路线图目标的效率和开支削减措施。

下表显示的是人事费和活动费总额在 2010-2011 年的实际开支、36 C/5 批准本和 2012-2013 年预测中的比重：



人事费基本稳定，人事费比例从计划的 60% 增至预测的 70%，但是其数额与 36 C/5 批准本相比减少了 4700 万美元或 7%。目前 5.11 亿美元的预算预测是在假设空缺职位招聘接近 100% 冻结、少数重要工作除外的基础上作出的。尽管这会对计划的实施产生影响，但是由于需要吸收 36C/5 人事费预算的 5% 的差额，也为了实现减少预算的目标，中止职位招聘是不可避免的。

需要指出，人事费总额的 73%（比上一双年度增加 3%）和活动费预算的 62%（比上一双年度减少 6%）用于第 II 篇“计划和与计划有关的业务”。下图表示的是按照部门/局分类的预算（人事费和活动费）的相对比重：



计划开支：在总共 5.114 亿美元的预测中，2.297 亿美元（45%）已在第一年拨款，截至 2012 年 6 月底花掉 1.264 亿美元。人事费开支 8770 万美元，占总开支的 69%，符合双年度理论开支进度率 25% 的目标。活动费开支 3870 万美元，占双年度预测的 25%，也符合理论开支进度目标。教育部门以及社会科学及人文科学部门（21%）、文化部门（22%）和第 II 篇 C（4.3%）进度率较低，被内部服务所补偿，由于每年有固定的费用支出，例如大楼维修或水电供应，内部服务的开支进度率为 42%。

紧急资金 (EF)：

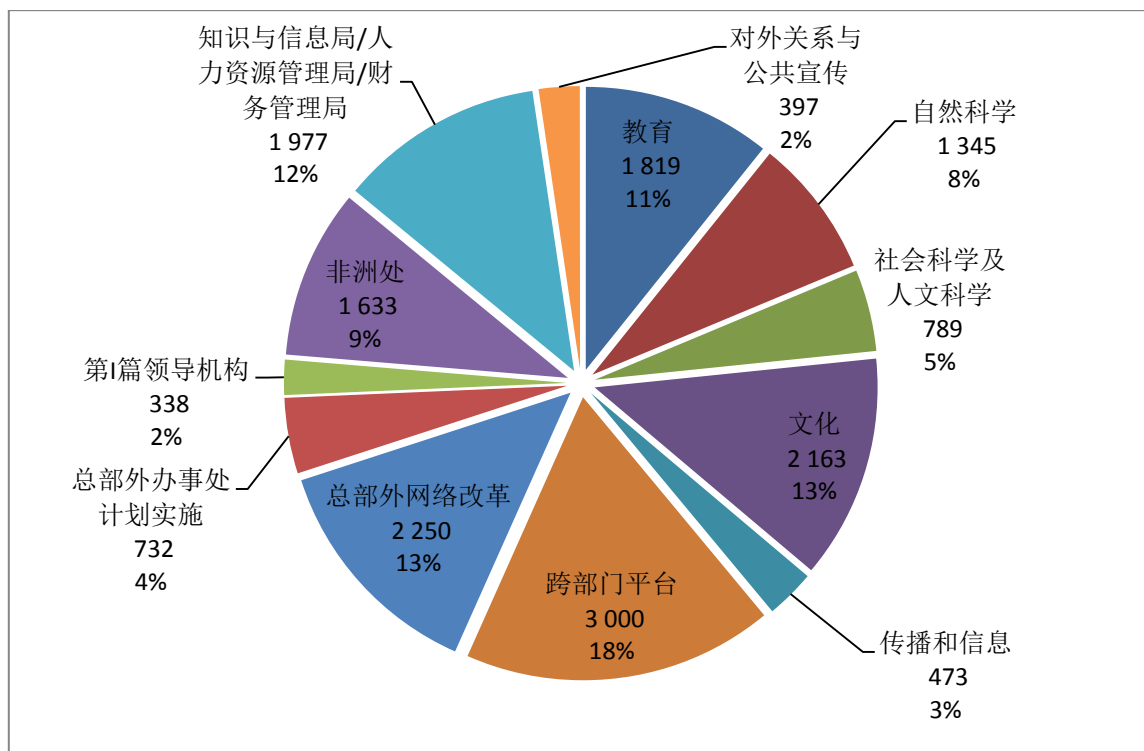
紧急资金是一个平衡优先事项供资水平、特别在国家一级弥合计划执行差距、加强重大计划非集中化的机制。为了提高效率，对各优先计划和改革举措的供资差距进行评估之后，紧急资金已经拨付，考虑到了正常计划的拨款以及从其它来源筹集实物或现金捐赠的机会。

收到了 **3850 万美元**，其中 1250 万美元已经拨出，执行率为 20%。另有 300 万美元拨给跨部门平台，140 万美元用于加强第 1 类教育机构，因此从紧急资金中共拨出 1700 万美元。在 1250 万美元的拨款中，主要接受方和活动是：

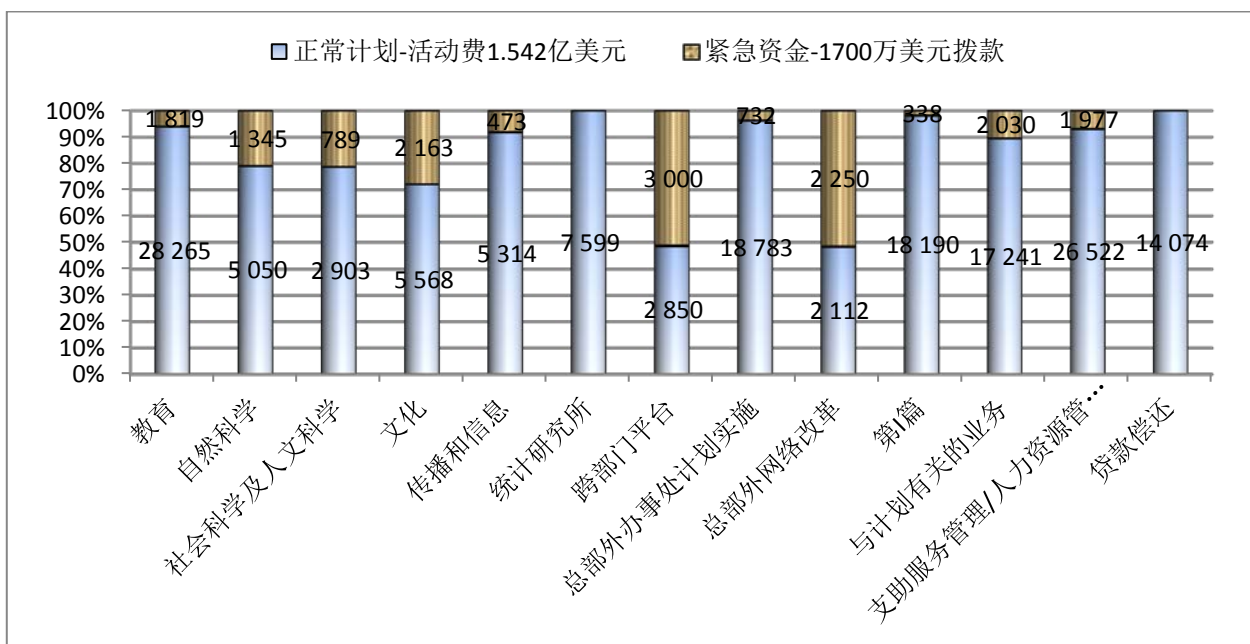
- 重点在非洲的总部外网络改革：230 万美元用于补充正常计划工作计划预留的 490 万美元，另有 70 万美元用于总部外办事处实施非集中化计划，
- 文化部门：200 万美元，包括支持《公约》法定会议，非洲、拉丁美洲及加勒比实施各个公约的能力建设和“非洲通史项目”，
- 非洲处：170 万美元，包括 140 万美元用于实施总部外办事处拟定的制定中部非洲科技政策的项目，可持续发展教育，公民与和平教育，青年和使用信息传播技术，
- 自然科学部门，包括政府间海洋学委员会（IOC）：140 万美元，用于法定会议，加强非洲和小岛屿发展中国家的科技政策，海啸和灾害评估，气候变化，环境保护，
- 社会科学及人文科学部门：80 万美元，用于推动非洲、阿拉伯国家、拉丁美洲及加勒比的青年领导作用，
- 传播与信息部门：50 万美元，用于世界新闻自由、世界记忆和信息社会世界高峰会议审查活动，
- 教育部门：40 万美元，用于传播和倡导全民教育，
- 知识与信息局（BKI）：100 万美元，用于数据存储，人力资源程序的自动化和总部外办事处的互联，
- 人力资源管理局（HRM）：50 万美元，用于规划和职业发展，能力评估等，
- 财务管理局（BFM）：40 万美元，用于改进 SAP 系统的费用回收和预算编制工作和工作流程以及人事费和差旅管理工具。

这些一次性项目旨在简化程序、使用信息技术工具，在这些项目上的投入应支持使用更小的行政管理平台，达到降低行政管理时间和费用的目的。

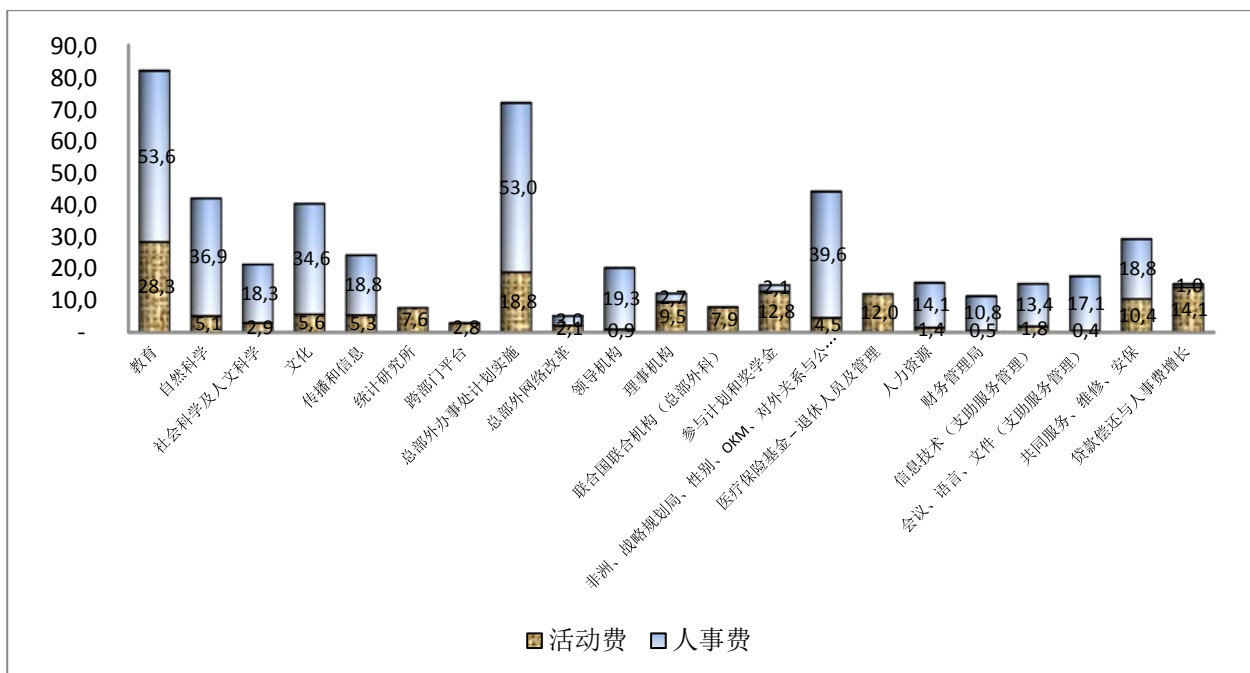
下图按照部门/局列出了紧急资金的拨款总额（1700 万美元）：



下图按照部门/局列出了正常计划（1.544 亿美元）的活动费预算（不包括人事费）以及在紧急资金拨款中（1700 万美元）的相应份额。



下图是对**费用总额**的进一步分析（单位：百万美元）：



第 II 篇 A（重大计划和总部外办事处计划执行）活动费预算的下放率目前为 47%，上一双年度则为 54%。这将推动一次性资金用于总部外网络改革，跨部门平台得到下放。

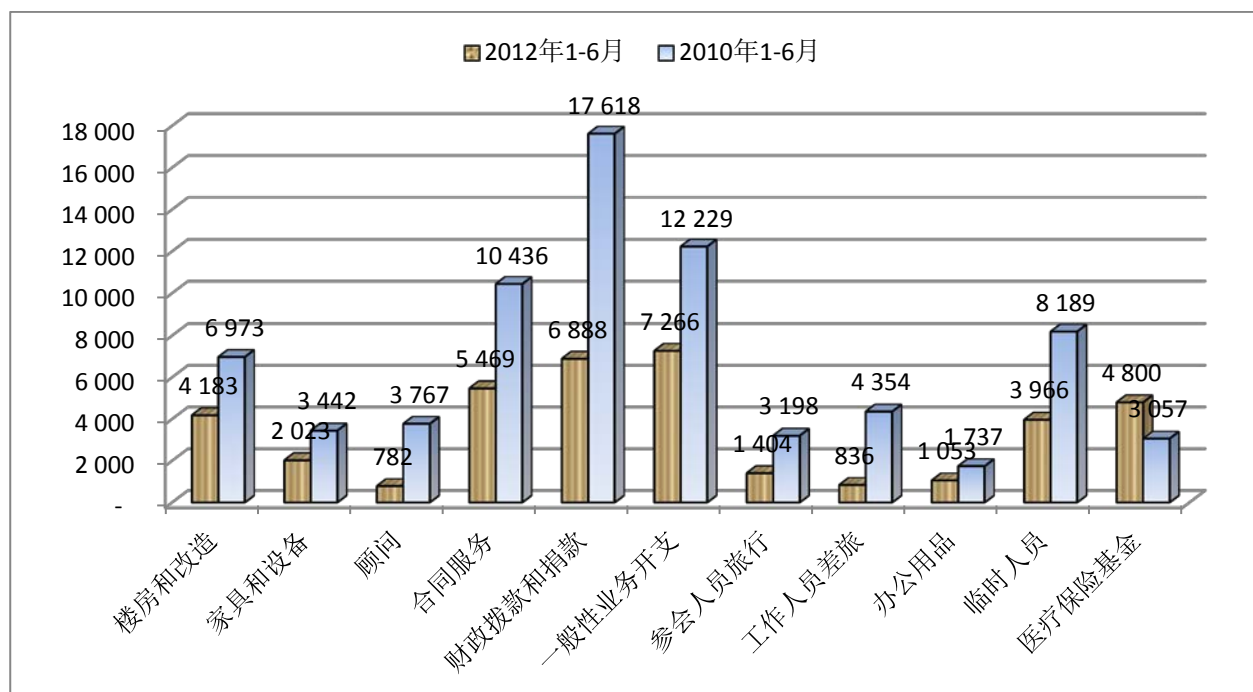
预算外资金：

2012 年的拨款总额为 2.874 亿美元，其中 1.03 亿美元或 35.9% 被花掉。教育部门占 42%，之后是文化部门（23%）和自然科学部门（16%）。从资金来源来看，信托基金占 41%，之后是自利基金（23%，大部分归于巴西，占总额的 21%）、特别账户（21%）和联合国来源（12%）。鉴于项目是以多年为基础设计和管理的，而且拨款是在全年的不同时间进行，所以开支率是指示性的。详情见第 190 EX/INF. 19 号文件的表 6-10。

截至 2012 年 6 月 30 日的业务结果

正常计划：

与 29% 的削减目标相比，2012 年 6 月 5.114 亿美元的预测比 36 C/5 批准本减少了 21.7%，相对于总干事所定的目标出现了 4300 万美元的赤字。为了应对这一挑战，本组织开始紧缩支出，通过比较本双年度前 6 个月与上一双年度同一时期的支出趋势，便可看出这一点，如下图所示：



2012年前6个月的活动费总额为3870万美元，与2010年（7500万美元）相比减少了48%。在人事费方面，尽管目前的数字包括了国际公务员制度委员会（ICSC）批准的专业类职位调整产生的5.4%的法定增长，实际人事费仍减少了约400万美元或4.3%（2012年为8770万美元，2010年为9170万美元）。

尽管很难确定每种措施的具体影响，活动费的减少反映了效率的提高和节支措施的奏效。一个例子便是差旅管理方面，通过综合使用以下措施，工作人员差旅减少了近81%，参会人员旅行减少了56%：改变理事机构的旅行程序，废除商务舱旅行（短期出差除外），修改差旅政策（访谈和预先指派旅行），减少对参会人员的日补贴，加强旅行规划工作和工具以及重新谈判旅行管理合同以减少交易费用。

进一步的费用紧缩措施在与严格控制使用顾问和临时人员服务，分别减少了79%和52%。关于本双年度和上一双年度按照开支种类做出的开支趋势的详细分析见下文（关于表4的说明）。

关于计划执行情况表的说明

为了简化本文件，压缩篇幅和编制费用，统计表1-9现归入190 EX/INF. 19, B部分重点概述和分析本组织的财务状况。第160 EX/ 3.1.1号决定和第164 EX/ 3.1.1号决定请总干事

“指出比预期开支高 15% 的活动，并作出解释”，根据这两个决定，对开支率高于 40% 或低于 10% 的正常预算活动进行了解释。

表 1 - 各主要拨款项目（正常预算、紧急资金和预算外资金）的总体执行情况

该表考虑到了拨款项目间的预算转账和本文件 A 部分（第 2 段）指出的自本双年度开始以来收到的捐赠和特别捐款。相关分析基于 36C/5 批准本 6.53 亿美元的预算数字、总干事 4.65 亿美元的临时一揽子工作计划和 5.114 亿美元的预测工作计划，也包括了收到的捐赠。最后，该表列出了细分为人事费和活动费的每个项目的开支情况。

在正常预算方面，截至 2012 年 6 月 30 日的总开支率为 24.7%，符合双年度理论进度目标执行率。截至该年上半年底的总开支为 1.264 亿美元。其中 8770 万美元（或 69%）为人事费，3870 万美元（31%）为活动费。

在紧急资金和预算外资金方面，拨款和开支涉及的是一年的情况，即仅涉及 2012 年。这两个资金来源的开支率分别为 20.3% 和 35.9%。紧急资金的开支率之所以低，是因为拨款（1250 万美元）是随着对各优先计划和改革举措供资差距评估的开展而在整个这段时间逐渐发放的。

表 2 - 各工作重点的计划执行情况（正常计划活动）

该表按照工作重点分列了正常计划活动的执行情况。预测的工作计划需求柱状图基于和表 1 相同的依据，包括了拨款项目间的转账和本文件 A 部分所列的捐赠和特别捐款。

应该指出，在紧急资金项下 1700 万美元的拨款中，约 1500 万美元将拨给第 II 篇，使活动费可支配资金从 9570 万美元增至 1.107 亿美元。

- **参与计划（PP）（3.5%）**：该拨款项目的开支率相对较低，原因可能在于内部程序，即提交申请（2 月 29 日）和提交所需财务和评估报告（4 月 30 日）的截止时间使跨部门委员会只能在 6 月份开会以及建议总干事批准参与计划申请（1200 万美元总拨款中的约 280 万美元），并在 7 月再批准 130 万美元。因此，尽管双年度第一期的开支率较低，但可望在未来的月份有大幅提高（批准的申请在 6 月底的开支率已达 11.4%）。

- **人力资源管理（HRM）（42.5%）**：该项目的开支率相对较高，因为 2012 年用于教科文组织非全额参保人员医疗保险基金（MBF）纳费的全部拨款均在本年早些时候拨出。在 2012 年末，开支将占双年度工作计划的 50% 左右。
- **会议、语言和文件服务管理（CLD）（63.2%）以及包括采购、总部安保和水电供应在内的共同服务管理（DCS）（42.9%）**：高开支率主要与每年的维修合同以及会议、语言和文件服务（CLD）及共同服务（DCS）的其它合同安排的义务有关。

表 3 - 下放资金的执行情况（正常计划活动）

第 II 篇 A 的下放资金为 3700 万美元，占预算该篇（7840 万美元）正常预算活动费总额的 47.2%，开支率为 25.2%，符合 25% 的理论进度率。预算该篇的下放率将会提高，应升至 54%，一旦总部外网络改革和跨部门平台的资金下放，那么下放率将可能与上一双年度相当。不过，在目前预算减少的情况下，由于重大计划缺乏为法定活动和国家级业务活动提供适当资金的周转余地，该比例仍低于 36 C/5 批准本 57.6% 的预期比例。

目前，在第 II 篇 A 预算总共 47.2% 的下放资金中，非洲地区占 16.9%，之后是亚洲和太平洋（12.4%），拉丁美洲及加勒比（9.9%），阿拉伯国家（6.3%）和欧洲及北美（1.7%）。

尽管目前面临预算困难，但还是努力保证下放资金，因为紧急资金项下的大笔资金（目前拨款为 1250 万美元，下放率超过 50%）已经缓解了国家级业务活动费的减少。

最后应指出的是，总下放率是不完全的，因为它不包括所有研究机构的财政拨款，这些拨款的总体范围和资金处于总部管理的参与计划和奖学金项下。如果把这些拨款包括进来，那么第 II 篇的下放率将达到 76%。

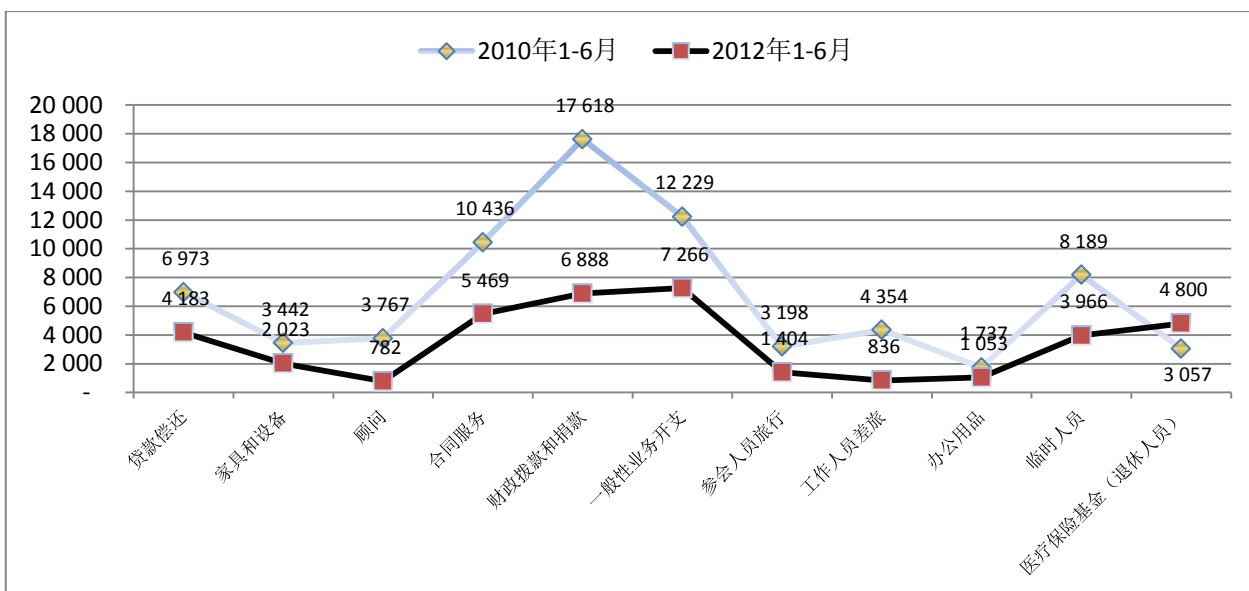
表 4 - 各开支项目的开支（正常计划活动）

根据执行局第 166 EX/ 3.1.1 号决定，表 4 介绍了与临时人员费、差旅费和合同业务费相应的预算数字（36 C/5 批准本）和开支。鉴于预算减少了 21.7%，原一揽子预算是指示性的，该表仅供参考。

正常计划费用分析

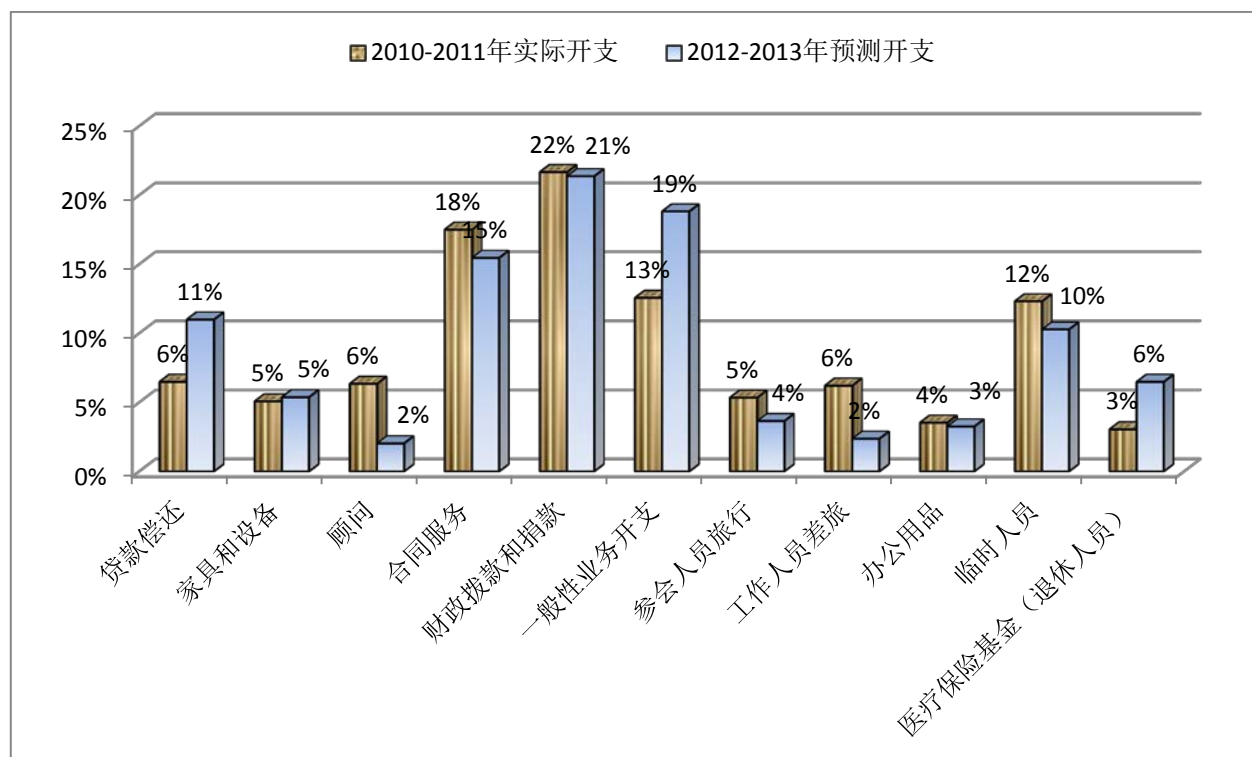
为了使统计表所列的开支类别符合 IPSAS 的财务报表的开支类别，也为了按照注重结果的预算编制方法修改我们的报告方法，下面介绍的是总开支趋势，以说明本组织目前如何对其开支进行分类。它将成为编制下一双年度预算的基础，因为下一双年度预算将从注重投入的开支分类方法变为注重产出的开支分类方法。

2012 年前 6 个月的活动费开支为 3870 万美元，占总开支的 31%。通过比较本双年度前 6 个月与 2010 年同一阶段的开支，可以看出开支减少了 48%（从 7500 万美元降至 3870 万美元），如下图所示：



应该指出，上图显示出顾问费（79%）、工作人员差旅费（81%）、财政拨款（61%）、参会人员差旅费（56%）、临时人员费用（52%）以及合同服务费（48%）均有大幅减少。

下图是各开支类别在 2010-2011 年实际总开支和 2012-2013 年预测总开支中所占的权重百分比。本双年度的预测与上一双年度相比，活动费减少了 37%。



本双年度某些类别的权重百分比与上一双年度相比将不会有大的变化（例如家具和设备，办公用品，对研究机构的财政拨款以及对联合国联合活动和参与计划的捐款），但是顾问费、参会人员和工作人员差旅费、临时人员费用和合同服务费将会下降。尽管该图显示贷款偿还的权重百分比从 6% 增至 11%，但是其货币金额保持稳定。在合同服务方面，一项重要内容是总部外安保、举办讲习班和会议、保险以及研究、评估和文件制作。一般性业务支出权重的增加说明这些费用是固定的，然而应该指出，50% 以上的此类支出用于总部外办事处的基础设施和运作费用，如水电供应，通讯，租借和修理，维修。

将进一步改进未来统计表所使用的各开支类别包含的分内容的分析，例如，进一步细分合同服务，把所有总部外办事处基础设施类别纳入进来等。

表 5 - 职位状况和人事费开支（正常计划活动）

表 5 按月显示了 2012 年 1 月至 2012 年 6 月期间已任职位和空缺职位的变化情况。该表所列的空缺职位是指“在预算意义上空缺”的职位，即扣除了用于支付临时人员费用的那些职位后，在正常情况下将产生实际结余的空缺职位。然而，鉴于目前现金流短缺，目前估计的 5.114 亿美元的预算预测是基于 100% 冻结空缺职位做出的，少数重要工作职位除外。

表中的信息与人力资源管理局可能公布的公开招聘的空缺职位数据是不能直接进行比较的。

由于本双年度现金流短缺，平均 277 个职位（占常设职位总数的 14.6%）不得不处于空缺状态。

人事费实际开支为 8770 万美元，占人事费拨款总额 3.57 亿美元的 24.6%。人事费实际开支中包括约 100 万美元用于临时人员的开支，占人事费开支的 1%。

人事费拨款的下放率为 35%，开支率为 22.9%。

预算外资金分析

预算外资金通常用于多年期项目，而本分析按照教科文组织的管理周期，以年为单位说明预算外资金的拨款和开支情况。

自前一 EX/4 号文件以来，已经对计算方法进行了修订，用“当年拨款额”（可支配的执行资金）代替了“拨款额”（包括前几年的未结算承付款（ULO）），以便使预算外资金的执行情况更加一致和透明。这样就能更加突出当年可支配资金的绩效，同时避免两次反映与未结算承付款对应的资金。因此，“当年开支”包括从 2012 年 1 月 1 日至 6 月 30 日的支出和未结算承付款。由于新的方法所作的调整，该统计表没有与上一年的数字进行比较，但在今后的报告中将会提供。

(所有图表均以千美元计算)

图 1

按资金来源和重大计划分类的预算外业务计划

截至 2012 年 6 月 30 日的拨款

共计：2.874 亿美元

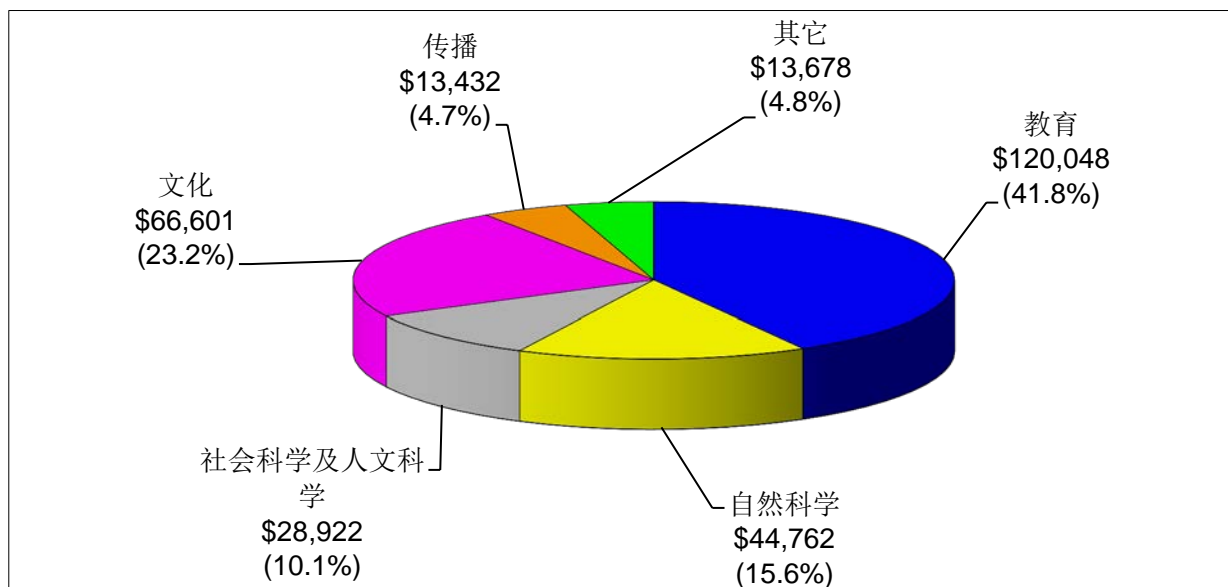
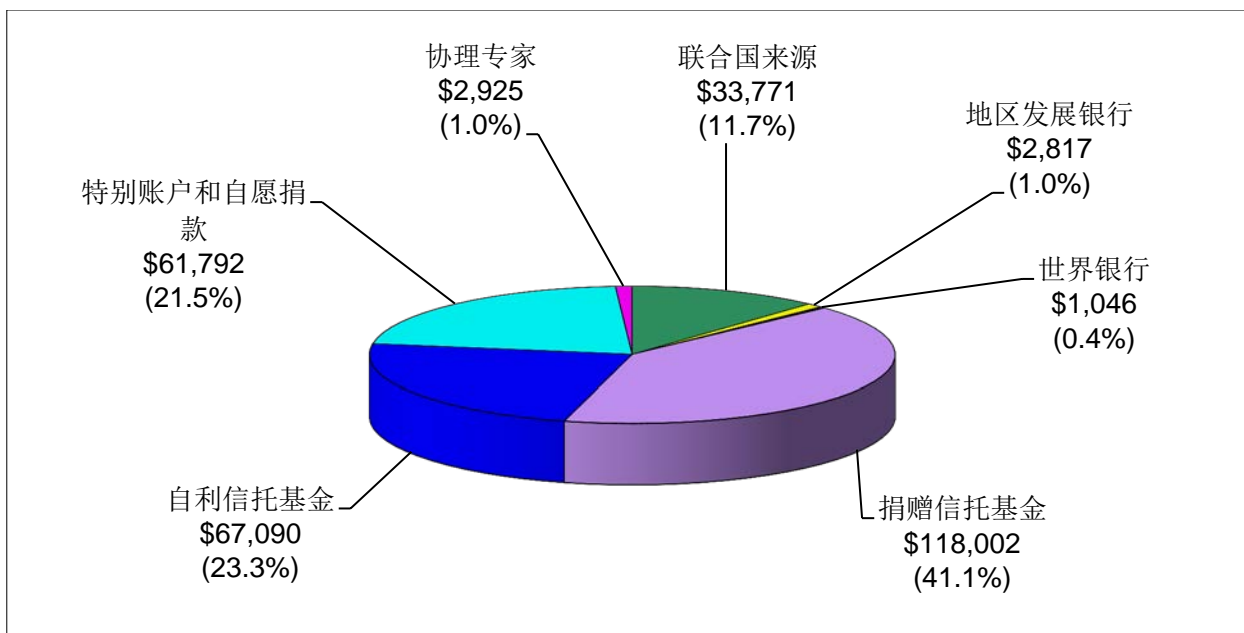
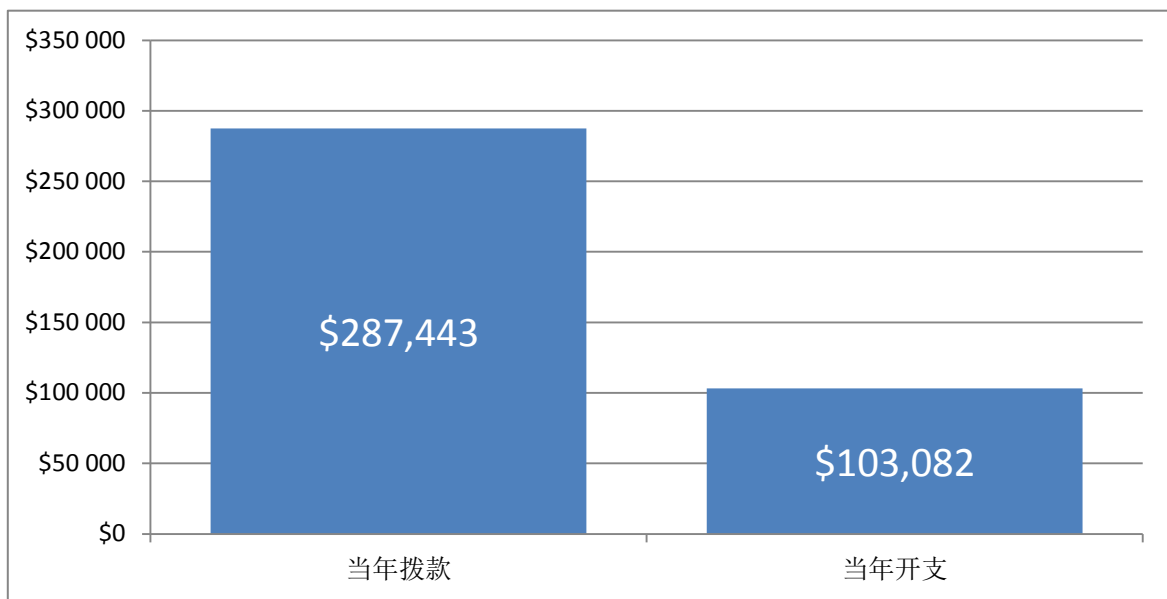


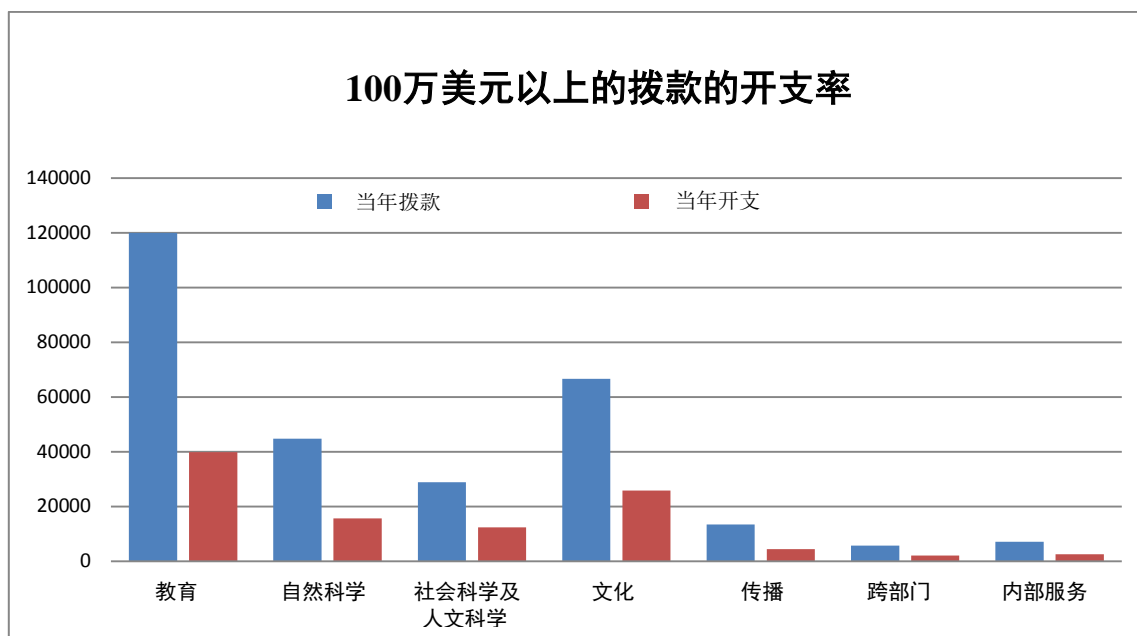
图 1 按照资金来源和重大计划显示出截至 2012 年 6 月 30 日的拨款情况。几年来出现了以下趋势：

- 从资金来源看，信托基金是预算外资金的最大部分，占年拨款总额的 41%（在 2.874 亿美元中占 1.18 亿美元），其后是自利基金（23%，6700 万美元）和特别账户（21%，6180 万美元）。
- 从按照部门的分配情况看，教育部门仍是预算外活动的主要受益部门，约占总拨款额的 42%（即 1.20 亿美元），其后是文化部门（23%，6660 万美元）。这两个部门占用和管理着几乎三分之二的预算外捐款。

图 2

截至 2012 年 6 月 30 日的预算外业务计划





以上图 2 说明了截至 2012 年 6 月 30 日当年的拨款和有关开支。

预算外资金的执行率为 35.9%（在 2.874 亿美元的拨款中开支占 1.031 亿美元）。如上所述，今后的报告将提供与前一年的比较。

表 6 按资金来源介绍了预算外资金的情况，重点在于截至 2012 年 6 月 30 日当年的开支。该表显示，信托基金和联合国来源（包括多伙伴信托基金-联合国共同计划编制）占截至 2012 年 6 月 30 日预算外拨款和开支的一半以上。

表 7 按资金来源和受益地区列出了当年的预算外开支情况。像以往一样，由于教科文组织与巴西的广泛合作，拉丁美洲及加勒比地区仍是预算外资金的主要受益者。如果不计巴西提供资金的自利业务（1200 万美元的开支），截至 2012 年 6 月 30 日拉丁美洲及加勒比地区的开支为 1500 万美元。亚洲及太平洋地区是到 2012 年为止当年开支第二多的地区。

表 8 按计划部门/单位和机构内部服务，介绍了当年的拨款和开支情况。各部门在当年拨款总额中的相对权重与图 1 相符。无论从拨款还是从开支看，教育部门仍然是预算外资金的主要受益部门。

表 9 介绍了由教科文组织第 I 类研究机构管理的资金情况。合并表详细列出了每个研究机构获得的、按捐助方分列的捐款情况，包括教科文组织的财政捐助。截至 2012 年 6 月 30 日，第 I 类机构收到了 6660 万美元捐款。和过去年份一样，意大利是最大的捐助国，

（向国际理论物理中心）捐款 2730 万美元，其次是荷兰，（向教科文组织--国际基础结构、水利和环境工程学院水教育研究所）捐款 870 万美元。