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

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## Parte I

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### INFORME DE LA DIRECTORA GENERAL SOBRE LA EJECUCIÓN DEL PROGRAMA APROBADO POR LA CONFERENCIA GENERAL

#### PARTE I

#### RESUMEN

El presente documento tiene por objeto informar a los miembros del Consejo Ejecutivo acerca de los avances en la ejecución del programa aprobado por la Conferencia General. La Parte A se centra en los aspectos estratégicos y se refiere a los principales resultados obtenidos, las tareas pendientes y las lecciones aprendidas durante los primeros seis meses del bienio 2012-2013. En la Parte B (que se publica en línea) se informa acerca de los avances iniciales relativos a cada uno de los resultados esperados enunciados en el documento 36 C/5. A fin de rendir una cuenta más concisa y estratégica de la ejecución del programa, el presente informe se limita a: i) una evaluación general de los principales resultados de cada uno de los cinco grandes programas y del Instituto de Estadística de la UNESCO, y ii) la contribución de la UNESCO a las políticas y actividades operacionales de cooperación para el desarrollo en el sistema de las Naciones Unidas.

Por su propia índole, este documento no entraña repercusiones financieras o administrativas.

No se propone decisión alguna.

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## RESUMEN

En el presente informe se resume la situación de la ejecución del programa durante el período de seis meses que termina a finales de junio de 2012. Se divide en dos partes: la Parte A se centra en los aspectos estratégicos, comprendidos los principales resultados, las medidas adoptadas para hacer frente a la situación financiera, así como los problemas o las tareas pendientes y las lecciones aprendidas; la Parte B se refiere a los resultados iniciales obtenidos en relación con cada uno de los resultados esperados. Durante este período sólo se proporcionaron recursos financieros a los programas mediante créditos trimestrales. Por consiguiente, las cifras de los índices de ejecución consignadas en este documento corresponden a la utilización de los fondos realmente asignados para ese período de seis meses.

### I. Resultados generales

La Organización ha hecho esfuerzos considerables para asegurar la ejecución del programa en un contexto financiero sumamente difícil, racionalizando el uso de sus limitados recursos, reduciendo drásticamente los costos en toda su estructura, movilizándolo recursos extrapresupuestarios, limitando las necesidades de personal mediante análisis a fondo y disminuyendo los costos administrativos.

En esta temprana etapa se pueden extraer algunas lecciones:

- Como lo demuestran los informes de cada Gran Programa que figuran a continuación, **el alcance de las actividades de la UNESCO en relación con los resultados esperados que figuran en el documento 36 C/5 se redujo significativamente en comparación con la serie de actividades previstas originalmente.** Por ejemplo, debido a las restricciones financieras, el Gran Programa I (Educación) no podrá prestar apoyo a los 18 países prioritarios mediante fondos del Programa Ordinario, como se había previsto. En toda la Organización, así como en las oficinas fuera de la Sede, muchas actividades han sido postergadas, aplazadas e inclusive suprimidas.
- **Una gran parte de los avances hacia los resultados esperados expuestos en el presente documento han sido posibles gracias a financiación extrapresupuestaria** (del Fondo especial de emergencia o de donantes antiguos y nuevos) con arreglo a los objetivos y las prioridades del Programa Ordinario. En el marco del Programa adicional complementario en curso (CAP 2012-2013), a finales de junio de 2012 se habían obtenido más de 212 millones de dólares estadounidenses. El establecimiento del Fondo especial de emergencia de donantes múltiples ha ayudado a ensanchar la base de donantes de la UNESCO, comprendidas contribuciones y promesas de los Estados Miembros. Además, se establecieron nuevos acuerdos de colaboración con donantes gubernamentales tradicionales y de países emergentes, por ejemplo la China, para apoyar la formación de docentes en África (8 millones de dólares).
- En 2012 se extendió además una serie de **alianzas** con el sector privado iniciadas en 2011, tales como la campaña de comercialización emprendida en Francia mediante la colaboración con Procter and Gamble, que también se llevó a cabo en todos los países de Europa sudoriental en apoyo a la educación de niñas y mujeres y la asociación con GEMS Education (Emiratos Árabes Unidos) que proporcionó fondos (1,5 millones de dólares) para la elaboración de una plataforma de aprendizaje para el Programa de formación sobre liderazgo para directores de escuelas en Ghana, Kenya y la India.

- Sin embargo, los efectos de la crisis financiera mundial en algunos Estados Miembros también se tradujeron en dificultades e insuficiencias financieras imprevistas en algunos ámbitos.
- Se hicieron importantes esfuerzos por **concentrar** el programa y **centrarlo** en las prioridades: se ha alcanzado en gran parte el **Objetivo 1 de la hoja de ruta**, que exige reducir en un 20% el número global de planes de trabajo para finales de 2012 (reducción de 17% por ciento). Se ha alcanzado el **Objetivo 2 de la hoja de ruta** (“Reducir en un 30 por ciento el número de planes de trabajo con costos operacionales mínimos (excepto aquellos que benefician de fondos extrapresupuestarios) para finales de 2012”) y está en curso la labor para alcanzar el **Objetivo 3** (“La cuantía mínima del presupuesto de un plan de trabajo deberá aumentarse a 25.000 dólares estadounidenses, en la medida de lo posible”).
- Ya se asignó un total de 53,8 millones de dólares para los planes de trabajo del Programa Ordinario ejecutados hasta finales de junio de 2012. El índice de gastos en relación con esa asignación de fondos alcanza en toda la Organización a 69 por ciento. No obstante, la ejecución de los planes de trabajo no administrativos previstos en el Programa Ordinario es baja, pues alcanza a 48,8 por ciento (para un índice teórico del 100 por ciento para el periodo transcurrido). Aunque las demoras en las asignaciones de fondos y el hecho de que fueron entregados en dos etapas pueden haber tenido repercusiones en el índice de gasto, los sectores recibieron los fondos en el supuesto de que serían íntegramente utilizados en el curso de los dos trimestres transcurridos. Por lo tanto, ese bajo índice de ejecución insta a una movilización urgente con miras a la ejecución del programa.
- El índice de gastos en proyectos extrapresupuestarios de los cinco Grandes Programas en los primeros seis meses de 2012 es de 35,9 por ciento. Si bien este índice es inferior al índice teórico del 50 por ciento para el período transcurrido, cabe destacar que se basa en la asignación de créditos indicativa efectuada a pedido de los sectores de programa a comienzos del año. Si es necesario, se harán ajustes a esas asignaciones, después de haber examinado la ejecución de los proyectos extrapresupuestarios, en el entendimiento de que, a diferencia del Programa Ordinario, la ejecución de proyectos extrapresupuestarios no está sujeta a la asignación anual de fondos y los fondos no utilizados dentro del año civil se arrastran al año siguiente. En estas circunstancias, el nivel de los gastos en relación con la asignación de fondos extrapresupuestarios puede ser inferior al índice teórico para el período. En los informes anuales sobre los donantes figura información sobre la situación de la ejecución de cada proyecto extrapresupuestario en relación con su dotación global (es decir, el total de fondos para el proyecto).
- Un análisis cualitativo de los diferentes Grandes Programas indica que, en su selección de actividades y la correspondiente asignación de fondos, los sectores del Programa tienden a **dar prioridad a las “actividades estatutarias”**, por ejemplo una reunión de una Convención o de los consejos de los programas intergubernamentales, uno de los Días proclamados por la UNESCO, etc. Otras actividades han recibido una financiación muy inferior, aunque se hacen esfuerzos por recurrir a fondos extrapresupuestarios. El efecto general, en apariencia algo desconcertante, podría afectar negativamente la dimensión operacional de la UNESCO, especialmente en el plano nacional.
- De modo similar, los resultados iniciales indican que se da prioridad a las **actividades en la Sede** en detrimento de las actividades operacionales sobre el terreno. Así se observa al desglosar los índices de descentralización para la mayor parte de los Grandes Programas, que se establecen en 54,9 por ciento frente a un índice de descentralización de 56,3 por ciento establecido en el 36 C/5 Aprobado. Esta circunstancia afecta particularmente a los Grandes Programas II y III.

## PARTE A. Evaluación estratégica de la ejecución del programa

### GRAN PROGRAMA I: EDUCACIÓN

#### I. Principales logros

1. En calidad de líder y coordinadora mundial de la Educación para Todos (EPT), la UNESCO continuó la **reforma del mecanismo de coordinación de la EPT y contribuye a la elaboración del programa de educación para después de 2015**. La primera reunión del Comité de Dirección de la EPT (París, junio de 2012) permitió a los representantes de todas las partes interesadas en la EPT coincidir en la elaboración de una hoja de ruta hasta 2015 y en los principales resultados que se esperan de la Reunión mundial sobre la EPT que se celebrará en noviembre de 2012. El Sector de Educación de la UNESCO también participa con otros organismos del sistema de las Naciones Unidas en la labor del equipo de trabajo de las Naciones Unidas sobre la preparación del programa para después de 2015, asegurando que la educación se integra debidamente en el primer informe que se someta al Secretario General de las Naciones Unidas. Con este fin, el Sector preparó elementos de reflexión y emprendió una serie de consultas con diversos interesados. También se aportaron contribuciones sustanciales a la Conferencia de las Naciones Unidas sobre el Desarrollo Sostenible (Río+20, junio de 2012), para que en el documento final se incluyeran referencias a la educación plenamente concordantes con las prioridades de la UNESCO. La Conferencia brindó una excelente oportunidad para exponer la labor de la UNESCO en materia de educación para el desarrollo sostenible, mediante una concurrida reunión paralela. En el documento final se afirma que la educación para el desarrollo sostenible es uno de medios indispensables para avanzar hacia el desarrollo sostenible y se reconoció ampliamente el liderazgo de la UNESCO en este campo.

2. La UNESCO ha contribuido también al apoyo a la **nueva Iniciativa Mundial de Educación: “La educación ante todo”, del Secretario General de las Naciones Unidas**, que suscitará el respaldo y la atención de alto nivel para la educación. El Secretario General de las Naciones Unidas pidió a la Directora General de la UNESCO que fuera la Secretaria Ejecutiva del Comité de Dirección de alto nivel que apoya la Iniciativa “La educación ante todo”.

3. En su calidad de miembro del Consejo de Administración, la UNESCO siguió prestando un apoyo activo a la **Alianza Mundial para la Educación**. A reserva de la aprobación del Consejo, la UNESCO y el Fondo de las Naciones Unidas para la Infancia (UNICEF) serán las entidades encargadas de la gestión del uso de una subvención otorgada al Chad por la Alianza Mundial para la Educación. La UNESCO está dispuesta a asumir responsabilidades similares en otros países que reciben financiación de la Alianza Mundial para la Educación.

4. Se elaboraron los proyectos de una nueva estrategia sobre docentes y una nueva iniciativa para docentes en los países subsaharianos, con miras a orientar el nuevo programa para docentes y mejorar sus objetivos y eficacia. La estrategia se concentra en tres ámbitos de acción prioritarios: la escasez de docentes, la calidad de los docentes y la investigación, producción de conocimientos y comunicación. Si bien la estrategia tiene un alcance mundial, también ofrece un marco general para una nueva iniciativa sobre docentes destinada a acelerar el avance hacia las metas de la Educación para Todos en el África subsahariana. Tanto la estrategia como la iniciativa fueron elaboradas en consulta con el Instituto Internacional de la UNESCO para el Fortalecimiento de Capacidades en África (IICBA) y el Equipo internacional de trabajo “Docentes para la EPT”, a fin de proceder en coordinación y obtener la mayor repercusión posible. Están en curso consultas sobre la iniciativa con el grupo regional de África en la UNESCO. El Sector procura consolidar la financiación de diferentes fuentes extrapresupuestarias a fin de lograr el máximo efecto de la Iniciativa en cada país.

5. La UNESCO organizó el **Tercer Congreso Internacional sobre la Enseñanza y Formación Técnica y Profesional (EFTP)** (Shanghái, 14-16 de mayo de 2012), que constituyó un hito en el diálogo mundial sobre la EFPT. El Congreso, al que asistieron más de 540 participantes de 107 países, permitió la aprobación del 'Consenso de Shanghái', en el que se pide la transformación y la expansión de la EFPT y una mayor atención al desarrollo sostenible y a las relaciones de colaboración.

6. Con motivo del primer aniversario de la **Alianza mundial para la educación de las niñas y mujeres**, de la UNESCO, se organizó un debate de alto nivel para examinar los avances logrados y discutir sobre estrategias para intensificar la acción. La Alianza mundial es un elemento catalítico de la movilización de recursos (más de 5 millones de dólares) y de alianzas, que están dando a niñas y mujeres más oportunidades de aprendizaje, mediante proyectos en cinco países de África. Se establecieron nuevas relaciones de colaboración con ONU-Mujeres y el Barefoot College (India).

## II. Respuesta a la situación financiera

### *i. Ejecución del programa*

7. Para hacer frente al recorte del 31 % del presupuestario general del Sector, que se tradujo en una reducción de 57 por ciento del presupuesto destinado a las actividades<sup>1</sup>, el Sector efectuó una reorganización interna y se esforzó por racionalizar sus programas y reducir el alcance de sus intervenciones, dirigiéndose a un menor número de países en cada uno de los ámbitos temáticos. Si bien el Sector ha procurado mantener un enfoque holístico de la educación contribuyendo, aún mínimamente, a cada uno de los 12 resultados esperados, esas reducciones han menoscabado gravemente su capacidad para ejecutar cabalmente todas las actividades originalmente previstas. Con la excepción de la coordinación mundial de la Educación para Todos en virtud del Eje de acción 4, que el Sector se ha empeñado en proteger, todas las demás actividades que contribuyen a los resultados esperados de los Ejes de acción 3 y 4 han sido reducidas de forma proporcionalmente mayor que las relativas a los ámbitos prioritarios del Eje de acción 1.

8. Las actividades relacionadas con los ámbitos prioritarios del Eje de acción 1 aún dan cuenta de un 58 por ciento del presupuesto para actividades<sup>2</sup>, excluidas las asignaciones financieras a los institutos de educación de categoría 1. Debido a los recortes financieros, el Sector no podrá prestar apoyo a los 18 países prioritarios con fondos del Programa Ordinario, como estaba previsto. El apoyo de la UNESCO a esos países beneficiarios dependerá pues ampliamente de los recursos extrapresupuestarios que en la actualidad sólo alcanzan para un número menor de países. De hecho, gran parte de los adelantos hacia los 12 resultados esperados que se exponen en este informe fueron posibles gracias a los fondos extrapresupuestarios, que en los últimos años se han venido alineando cada vez más con los objetivos y las prioridades del Programa Ordinario.

9. Pese a la difícil situación financiera, el Sector está decidido a preservar el apoyo a ámbitos clave tales como la coordinación de la Educación para Todos y los docentes. También procurará mantener la ejecución de programas operacionales nacionales en gran escala, mediante recursos extrapresupuestarios.

### *ii. Reorganización interna*

10. El Sector redujo drásticamente el número de planes de trabajo, de 511 en el bienio anterior a 200 en la actualidad. Se hicieron importantes esfuerzos para concentrarse más en los programas regionales y subregionales, a fin de agrupar eficazmente los recursos y evitar las actividades de pequeña magnitud.

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<sup>1</sup> Excluidas las asignaciones financieras a los institutos de educación de categoría 1.

<sup>2</sup> Idem.

11. En colaboración con el Servicio de Supervisión Interna ((IOS) **se emprendió un examen a fondo de los institutos de la UNESCO de categoría 1 relacionados con la educación**, con el fin de detectar los problemas sistémicos y específicos que los afectan y elaborar soluciones prácticas al respecto. Se presta especial atención a la coherencia del programa, la viabilidad financiera y la racionalización de la gestión y la administración. Del mismo modo, en respuesta a las auditorías, el Sector está examinando la gestión del **programa de Cátedras UNITWIN/UNESCO**, y estableciendo nuevos procedimientos para incorporar de forma más estratégica a todos los sectores de programa y mejorar la eficiencia. También está analizando la red de centros de **enseñanza técnica y profesional** (UNEVOC) para aumentar su eficacia.

12. Debido al reducido nivel de financiación, se congelaron 54 puestos vacantes. Además, se emprendió una **reorganización** interna para racionalizar la división del trabajo y fortalecer la dotación de personal en los ámbitos prioritarios de acción. Como resultado del ajuste estructural se redujo de 10 a ocho el número de secciones dedicadas al programa, se distribuyó en forma más equilibrada la carga de trabajo entre las divisiones y se reforzaron los recursos humanos en ámbitos prioritarios como la docencia.

13. En el contexto de de la reforma fuera de la Sede en África, se inició un proceso de consultas para agrupar los recursos humanos del sector de Educación en la región y reforzar las nuevas cinco oficinas multisectoriales del continente. Se ha previsto que la primera fase de la reforma se concentre en tres de esas oficinas: Dakar, Nairobi y Yaundé, asegurando que cada oficina cuente con una dotación mínima de cuatro a cinco funcionarios del Cuadro orgánico especialistas en educación. Además, se asignará un puesto adicional no permanente al IICBA, a fin de fortalecer la capacidad profesional del Instituto.

14. Por otra parte, con el fin de aumentar la coherencia y fortalecer la colaboración y las sinergias, se constituyó un equipo de trabajo intersectorial encargado de la reflexión y los preparativos sobre las próximas reuniones regionales de la EPT, y de contribuir a acelerar los esfuerzos para llegar a las metas de la EPT fijadas para 2015 mediante un enfoque más integral y eficaz, de preparar las evaluaciones nacionales y regionales de la EPT que se llevarán a cabo en 2015 y de definir un programa sobre la educación para después de 2015.

*iii. Eficacia en relación con los costos y reducción de los gastos administrativos*

15. Se continuaron los esfuerzos encaminados a alinear mejor las actividades del Programa Ordinario y los proyectos extrapresupuestarios, lo que permitió compartir mejor los costos y aumentar la coherencia. Del mismo modo, se procura aumentar la eficiencia en relación con los costos mediante alianzas estratégicas y la colaboración, y compartiendo los costos en la ejecución del programa. Se han reducido al estricto mínimo los gastos de viaje y comunicación, recurriendo en la medida de lo posible a otros medios tales como las teleconferencias y las reuniones virtuales. Se ha limitado la contratación de consultores externos y se están aplicando mejores técnicas de gestión de recursos humanos para aprovechar las competencias internas de manera más eficaz y eficiente.

*iv. Movilización de recursos*

16. Desde comienzos de 2012 se han obtenido recursos extrapresupuestarios en cantidad considerable, entre ellos contribuciones de China (8 millones de dólares para docentes en África), Japón (más de 3 millones de dólares para países afectados por conflictos y desastres, como Egipto, Iraq, Liberia, Libia y Sudáfrica), el Banco Africano de Desarrollo (1,5 millones de dólares para la promoción de la paz, los derechos humanos y la ciudadanía en la subregión de la Comunidad Económica de los Estados de África Occidental (CEDEAO)); fondos de la Organización de Países Exportadores de Petróleo (OPEP) (1,2 millones de dólares para la educación sobre el HIV y la sexualidad en África occidental y central); el Programa Conjunto de las Naciones Unidas sobre el VIH/SIDA (UNAIDS) (6,2 millones de dólares para 2012 y el mismo importe previsto para 2013). Brasil aportó fondos autofinanciados (más de 19 millones de dólares

para políticas y planificación, la EFTP y la educación básica). Además están en curso conversaciones con otros donantes como Arabia Saudita, Qatar y la Organización Islámica para la Educación, la Ciencia y la Cultura (ISESCO).

### III. Problemas o tareas pendientes y enseñanzas extraídas

17. Uno de los principales retos que se plantean a la Organización consiste en mantener un enfoque diversificado y holístico de la educación cuando los recursos humanos y financieros son limitados. Las restricciones financieras han afectado la capacidad de ejecutar cabalmente el programa, y ha obligado a reducir, posponer o anular diversas actividades. Para responder a este problema, el Sector se ha esforzado por robustecer las redes y relaciones de colaboración, obtener más recursos y minimizar los costos internos.

18. La movilización de recursos exige a menudo esfuerzos considerables y puede requerir mucho tiempo y a veces dar pocos resultados. Agrava este problema la posibilidad de que algunos importantes donantes reduzcan los fondos para la educación, lo cual podría refrenar y hasta detener los avances hacia las metas de la EPT.

19. Si bien la UNESCO ha conseguido aumentar su notoriedad como líder mundial de la educación, los efectos en los países son menos visibles. Esto se debe parcialmente a que la índole de la labor de la UNESCO, por ejemplo el aumento de capacidades o el asesoramiento sobre políticas, son una inversión a largo plazo y sus efectos no son inmediatamente perceptibles. La reducción suplementaria de 57 por ciento del presupuesto para actividades ha contribuido a aumentar las dificultades.

## **GRAN PROGRAMA II: CIENCIAS EXACTAS Y NATURALES**

### I. Principales logros

20. En relación con las ciencias, en el primer semestre de 2012 se produjeron algunas importantes hechos dentro y fuera del sistema de las Naciones Unidas: la Conferencia de las Naciones Unidas para el Desarrollo Sostenible (CNUDS o Río+20) y actividades preparatorias clave, así como la constitución oficial de la Plataforma intergubernamental científico-normativa sobre diversidad biológica y servicios de los ecosistemas (IPBES). A continuación se sintetizan los principales resultados relacionados con Río+20.

21. El Secretario General de las Naciones Unidas encargó a la UNESCO las tareas de **Secretaría de una Junta Internacional de Asesoramiento Científico** para asesorarlo a él y al sistema de las Naciones Unidas en su conjunto en materias científicas relacionadas con el desarrollo sostenible. Esta designación fue la consecuencia de un amplio proceso de consulta dentro y fuera de las Naciones Unidas, dirigido por la Directora General a pedido del Secretario General de las Naciones Unidas, para asesorarlo sobre el seguimiento de las recomendaciones relacionadas con la ciencia del Informe del Grupo de alto nivel sobre la sostenibilidad mundial titulado *Gente resiliente en un planeta resiliente: un futuro que vale la pena elegir*. Una de las funciones esenciales de la Junta Internacional de Asesoramiento Científico será promover la cooperación sobre asuntos científicos entre los organismos de las Naciones Unidas y con la comunidad científica internacional.

22. **Río+20 y asuntos oceánicos.** El documento final de la CNUDS se refiere directamente a la importancia de desarrollar las capacidades de los países en desarrollo, que es un mandato básico de la Comisión Oceanográfica Intergubernamental, y destaca la necesidad de la cooperación en la investigación científica marina sobre la base de las Directrices de la COI para la transferencia de tecnología marina. Es un resultado de los esfuerzos de la COI en materia de sensibilización sobre asuntos cruciales relativos al océano, comprendido un evento oficial sobre los océanos llevado a cabo el primer día de Río+20, y la copresidencia y coorganización del Día de los Océanos, que se



celebró con mucho éxito junto con el Foro Mundial sobre los Océanos. Las propuestas del *Anteproyecto para la sostenibilidad del océano y las zonas costeras*, de la COI, la FAO, la Organización Marítima Internacional (OMI) y el Programa de las Naciones Unidas para el Desarrollo (PNUD), fueron una de las principales contribuciones sobre asuntos del océano en Río, y proporcionaron las bases para la preparación del Pacto sobre los océanos, una iniciativa del Secretario General de las Naciones Unidas destinada a establecer una visión estratégica del sistema de las Naciones Unidas para cumplir sus mandatos relacionados con el océano de forma más coherente y eficaz.

23. Del mismo modo, el Programa Hidrológico Internacional (PHI) de la UNESCO colaboró intensamente con sus interlocutores para que se diera un lugar destacado al tema del agua potable entre los **resultados de la CNUDS** y organizó o contribuyó a organizar en la Conferencia siete eventos de alto nivel relacionados con el agua, lo que dio lugar a una interesante concordancia entre los elementos del documento final relativos al agua y los temas de la octava fase del PHI.

24. Con motivo del **sexto Foro Mundial del Agua** (WWF) organizado del 12 al 17 de marzo de 2012 en Marsella (Francia), el PHI dirigió la coordinación de los principales procesos temáticos, copresidió su Proceso político y organizó o coorganizó más de 40 sesiones oficiales, eventos paralelos y eventos regionales. Se publicó el cuarto *Informe de las Naciones Unidas sobre el Desarrollo de los Recursos Hídricos en el Mundo: Gestión del agua en un contexto de incertidumbre y riesgo* (WWDR4), coordinado por el Programa Mundial de Evaluación de los Recursos Hídricos (WWAP) acogido por la UNESCO in Perugia (Italia). Se tradujo una amplia variedad de materiales de comunicación en ocho idiomas, que fueron difundidos en todo el mundo, y están en curso las traducciones en chino y en coreano.

25. En el **Foro sobre la ciencia, la tecnología y la innovación para el desarrollo sostenible**, organizado inmediatamente antes de la CNUDS en Río de Janeiro, en asociación con las autoridades brasileñas y otros colaboradores, se aprobó una serie de recomendaciones temáticas relacionadas con la ciencia con miras a preparar un nuevo programa mundial después de la CNUDS. El Foro permitió consolidar la posición de la UNESCO como organización rectora en materia de ciencias en el sistema de las Naciones Unidas.

26. Una nueva y audaz iniciativa de diez años denominada '**Future Earth: Research for Global Sustainability**' [El futuro de la tierra: investigación para la sostenibilidad mundial] sobre la investigación del cambio ambiental mundial para la sostenibilidad fue presentada por una alianza en el Foro y en junio de 2012 en Río. Los miembros de la alianza son comunidades de investigación (el Consejo Internacional para la Ciencia (ICSU) y el Consejo Internacional de Ciencias Sociales (CICS)), proveedores de fondos para la investigación (Foro Belmont), proveedores de servicios operacionales (Organización Meteorológica Mundial (OMM)) y usuarios (UNESCO y Universidad de las Naciones Unidas). La iniciativa fue definida en la conferencia "Planeta bajo presión", copresidida por un funcionario de la UNESCO, a la que asistieron más de 3.000 científicos y otros interesados, celebrada en Londres en marzo de 2012, y en la cual la UNESCO organizó varias sesiones temáticas.

27. Entre **otros logros importantes** cabe señalar los siguientes: la Organización fue aceptada en un proceso en el que también participan el Programa de las Naciones Unidas para el Medio Ambiente, la Organización de las Naciones Unidas para la Agricultura y la Alimentación (FAO) y el Programa de las Naciones Unidas para el Desarrollo (PNUD), para encargarse de la secretaría provisional de la IPBES (en la primera reunión plenaria de la Plataforma), prevista a principios de 2013, se adoptará una decisión final a este respecto); la aprobación de la Declaración de Nairobi sobre la ciencia, la tecnología y la innovación por los ministros africanos encargados de esa temática, de la economía y la planificación y la educación en el Foro Africano sobre "La ciencia, la tecnología y la innovación en África para el empleo de los jóvenes, el desarrollo del capital humano y el crecimiento inclusivo" (Nairobi, Kenya, abril de 2012); la aprobación del Plan Estratégico de la octava fase del PHI (2014-2021), titulado "Seguridad hídrica: respuestas a los

retos locales, regionales y mundiales” por el Consejo Intergubernamental del PHI; se espera que el descubrimiento, por el Laboratorio Europeo de Física de las Partículas de la Organización Europea de Investigaciones Nucleares (CERN), de una nueva partícula elemental, que se supone es el bosón de Higgs, explicará la existencia de la masa en el universo. El Centro Internacional Abdus Salam de Física Teórica (CIFT) desempeñó un papel importante en el proceso, ya que participó en el experimento ATLAS que condujo a ese descubrimiento.

## II. Respuesta a la situación financiera

28. Dentro de lo posible, el Gran Programa II ha tomado una serie de medidas integradas tales como: centrarse en las prioridades y los ámbitos en los que la UNESCO tiene evidentes funciones rectoras; asegurar la prestación de servicios para compromisos estatutarios con un presupuesto reducido; movilizar recursos adicionales y relaciones de colaboración de forma más amplia; mejorar las sinergias entre el Programa Ordinario y las actividades extrapresupuestarias; recurrir más activamente a las competencias del personal; y estudiar la ejecución mediante los institutos y centros de categoría 2 afiliados a la UNESCO, y otras instituciones y redes.

### *i. Ejecución del programa*

29. Se dio la prioridad a la financiación de actividades relacionadas con el África y a las reuniones estatutarias de los programas científicos intergubernamentales o internacionales: el Programa Internacional de Ciencias Fundamentales (PICF), el Programa Internacional de Ciencias de la Tierra (PICG), el PHI, la COI y el Programa sobre el Hombre y la Biosfera (MAB). En el África se dio prioridad a la organización del Foro Africano sobre la ciencia, la tecnología y la innovación y la Conferencia Ministerial Africana sobre ciencias, políticas y gestión del agua, a la sequía en el Cuerno de África, a la determinación de prioridades para las solicitudes al Fondo especial de emergencia y a las asignaciones de la región y para ella. La COI definió una serie de opciones programáticas en algunos ámbitos prioritarios: los sistemas de alerta temprana contra los tsunamis, la oceanografía y meteorología marina, las reuniones regionales y las ciencias oceánicas, que fueron suscritos por el Consejo Ejecutivo de la COI en su 45ª reunión (París, 26-28 de junio de 2012).

30. La disminución del presupuesto del Gran Programa II con cargo al Programa Ordinario menoscabó seriamente las actividades planeadas. Por ejemplo, para el resultado esperado 10, Mayor consolidación de la paz mediante la diplomacia y la cooperación en la esfera de la ciencia se carece totalmente de fondos, en tanto que otros resultados esperados están financiados sólo parcialmente, por lo que muchas actividades en la Sede y en el terreno han sido anuladas o postergadas indefinidamente, entre ellas:

- El aumento de las capacidades para la gestión de los sistemas nacionales de información científica y técnica en Tanzania, Seychelles, Mauricio y Madagascar;
- la aplicación de una estrategia sobre la ciencia para el desarrollo sostenible en Haití;
- se interrumpe la acción con los parlamentos acerca de las políticas de información científica y técnica y la adopción de decisiones;
- la organización de reuniones internacionales sobre ciencia y asuntos internacionales para sensibilizar acerca de la importancia de la diplomacia científica en la construcción de la paz y el desarrollo;
- la reunión internacional de expertos sobre la inclusión de conocimientos autóctonos y locales en las políticas de adaptación al cambio climático en África;
- el Grupo de trabajo científico sobre el carbono azul;

- las intervenciones sobre la adaptación al cambio climático en el Caribe, el Océano Índico y el Pacífico;
- el aumento de capacidades para integrar y ensayar estrategias de adaptación para recursos hídricos transfronterizos afectados por el cambio climático y cartografía de los acuíferos hidrogeológicos y transfronterizos de Asia;
- las actividades para mejorar la gestión de los recursos hídricos en los países del grupo de Yaundé;
- la resiliencia respecto del cambio climático y las actividades de reducción de los riesgos de desastre en América Central y el Caribe;
- la sostenibilidad de la vigilancia de las sequías en África es dudosa.

*ii. Reorganización interna*

31. Como el Sector fue reestructurado a comienzos del periodo correspondiente al 36 C/5 y la nueva estructura está en ensayo, no se ha modificado la configuración de tres divisiones y cuatro unidades temáticas transversales. Es posible que se introduzcan modificaciones en el curso de la ejecución del 36 C/5, sobre la base de los resultados de la movilización de recursos y el establecimiento de nuevas relaciones de colaboración. El Sector aplicó la política general de la Secretaría y congeló el 75 por ciento de los puestos vacantes.

*iii. Eficacia en relación con los costos y reducción de los gastos administrativos*

32. Se organizaron las reuniones estatutarias de los programas científicos internacionales mediante los recursos del Fondo especial de emergencia asignados por la Directora General y gracias a los eficaces esfuerzos por reducir el costo de esas reuniones. De este modo se celebraron satisfactoriamente las reuniones estatutarias, cuyos resultados fueron incorporados en la planificación actual y futura del Gran Programa II. Entre las medidas adoptadas por los programas científicos internacionales para reducir los costos figuran: la disminución del número de miembros del Consejo (PICF, PICG); la reducción de los viajes financiados por la UNESCO (PHI, COI, MAB); la reducción del número de días de reunión y la concentración del orden del día (todos los programas); el abandono de la presentación de proyectos de resolución durante las reuniones (COI); la limitación de las lenguas oficiales (PHI, MAB); la reducción del número y la extensión de los documentos y la sustitución de los ejemplares impresos por los documentos electrónicos (PHI, COI, MAB); y el pago parcial de los costos de las reuniones por los Estados Miembros (MAB). Los gastos de viaje con cargo al Programa Ordinario no sobrepasaron el tope de ocho por ciento.

*iv. Movilización de fondos y relaciones de colaboración*

33. El Sector elaboró más de 120 propuestas para el CAP y obtuvo más de 35 millones de dólares de recursos extrapresupuestarios durante el primer semestre. Están en curso de negociación nuevos acuerdos con donantes bilaterales y multilaterales. En virtud de las consignaciones suplementarias, el Sector ya ha obtenido más de un millón de dólares, que fueron introducidos directamente en el presupuesto del Programa Ordinario. Hay también alentadores indicios de nuevas alianzas con el sector privado para contribuir a las iniciativas del Gran Programa II, tales como la ingeniería y la educación científica. Todos los proyectos existentes en el marco de fondos fiduciarios están alineados con las actividades del Programa Ordinario, lo cual mejora la coherencia y la sinergia en la ejecución y la presentación de informes.

### III. Problemas o tareas pendientes y enseñanzas extraídas

34. Las principales dificultades se refieren a la recaudación de fondos, en particular en el nivel de los países, ya que en general los fondos son asignados en forma bilateral y en esos contextos la UNESCO no puede beneficiar de ellos. Otro problema tiene relación con la necesidad a largo plazo de una presencia permanente en campos tales como la formulación de políticas científicas y el asesoramiento al respecto, lo que no ha sido posible en las actuales condiciones de restricción financiera. Los problemas experimentados por la COI siguen siendo la amplitud de su mandato y las demandas de los Estados Miembros, frente a un presupuesto drásticamente limitado y una plantilla donde faltan todos los puestos necesarios para la ejecución y coordinación del programa. Las lecciones aprendidas: las actividades deben estar orientadas por las necesidades a fin de tener repercusiones y atraer recursos; la concordancia de las actividades de la UNESCO con las prioridades estratégicas de los interesados más importantes, como por ejemplo las comunidades económicas regionales, es crucial para definir actividades comunes y mejorar las condiciones para recaudar fondos. Con este fin se procurará intensificar la cooperación entre la Sede y las oficinas sobre el terreno.

## GRAN PROGRAMA III: CIENCIAS SOCIALES Y HUMANAS

### I. Principales logros

35. En materia de **bioética**, el aumento de las capacidades para respaldar el desarrollo de órganos, instituciones y políticas en el plano nacional sigue siendo una prioridad del presente bienio, para que los países en desarrollo puedan abordar los problemas éticos que plantean la ciencia y la tecnología. Se hicieron importantes esfuerzos para lograr eficiencia, particularmente negociando presupuestos destinados a la formación, y para colaborar con los organizadores nacionales en la movilización de fondos de fuentes locales.

36. En cuanto a la **lucha contra el dopaje en el deporte**, ha llegado a 170 el número de Estados Partes en la Convención Internacional contra el Dopaje en el Deporte, con lo que ésta ocupa el segundo lugar entre las convenciones de la UNESCO más ratificadas. La reunión plenaria de 2012 del Comité Intergubernamental para la Educación Física y el Deporte (CIGEPS) y la reunión conexas de su órgano asesor, el Consejo Consultivo Permanente, se celebraron del 17 al 19 de abril de 2012 en Lausana (Suiza), con el apoyo y la plena financiación del Comité Olímpico Internacional (COI). Se llegó a un acuerdo con Alemania sobre las condiciones en que el país acogerá en Berlín la quinta Conferencia Internacional de Ministros y Altos Funcionarios encargados de la Educación Física y el Deporte (MINEPS V) en mayo de 2013.

37. Se progresa en la promoción y aplicación de la **Estrategia sobre los jóvenes de África**; los Estados Miembros del continente están examinando o elaborando las políticas relativas a los jóvenes. En América Central se inauguraron dos nuevas iniciativas en Nicaragua y El Salvador, en tanto que se analizan las causas de los movimientos de jóvenes producidos recientemente en América Latina. En el Caribe se está iniciando un proyecto Youth Path. En la región árabe la acción se centra en la elaboración de políticas sobre los jóvenes, la construcción de la democracia y el compromiso cívico de los jóvenes. Se plantea el reto de sensibilizar a los gobiernos acerca de la necesidad de abordar los temas relativos a los jóvenes de manera global, incorporando a diversos ministerios en torno a un marco normativo integrado.

38. El Gran Programa III prosigue su labor en los países para evaluar la capacidad integradora de las políticas públicas mediante programas específicos elaborados con arreglo a los resultados del Marco de Asistencia de las Naciones Unidas para el Desarrollo (MANUD) relacionados con las políticas de **inclusión social** que contribuyen, cuando es posible, a la aplicación de las recomendaciones de los foros ministeriales de desarrollo social llevados a cabo en Kingston (2010), El Salvador (2011) y Colombo (2011).

39. En cooperación con el Gobierno de Trinidad y Tobago, la UNESCO organizó, en el marco del programa **MOST**, el segundo **Foro de Ministros de Desarrollo Social y Sostenible del Caribe** (21 al 23 de mayo de 2012) sobre el tema "Promoción de la equidad y la inclusión social: en busca de la prosperidad para todos". El Foro aprobó una declaración final sobre política, la "Declaración de Port-of-Spain 2012", que comprende seis recomendaciones concretas de política, entre ellas sobre los jóvenes. Se establecieron mecanismos de seguimiento.

40. En el campo de la **ética**, la Comisión Mundial de Ética del Conocimiento Científico y la Tecnología (COMEST) reanudó su labor en su reunión extraordinaria de julio de 2012, que había sido postergada por falta de recursos, en particular en África. Los objetivos básicos a plazo medio siguen al alcance.

41. Lo que atañe al **fortalecimiento de la base de conocimientos de ciencias sociales**, se progresa en la preparación del próximo Informe Mundial sobre las Ciencias Sociales, que es el objetivo principal.

42. La labor de contribución a los programas internacionales sobre el cambio ambiental mundial se ha centrado en la promoción de las **prioridades sociales para el desarrollo sostenible** firmemente basadas en el conocimiento en ciencias sociales, especialmente por medio de actividades coorganizadas en la Conferencia Río+20 en colaboración con otros interesados, entre ellos la Comisión Nacional de Noruega para la UNESCO, el Instituto de Investigación de las Naciones Unidas para el Desarrollo Social (UNRISD) y el Consejo Internacional de Ciencias Sociales (CICS).

43. Con respecto a la **Prioridad general África**, se han tomado medidas concretas en Burundi Côte d'Ivoire, Ghana, Liberia, Sierra Leone y Zambia, con las autoridades nacionales y otros interesados clave, para el examen y la elaboración de las políticas sobre los jóvenes. Además, se ha avanzado en la creación de capacidades sobre bioética mediante la organización de talleres de formación (para 2012 se programaron seis talleres para los comités nacionales de bioética recientemente establecidos en Cote d'Ivoire, Gabón, Ghana, Guinea, Malawi, Togo y Namibia, este último para profesores de ética).

44. La prioridad general **Igualdad entre hombres y mujeres** ha sido incorporada en todos los planes de trabajo del Gran Programa III, comprendidas las actividades de aumento de capacidades en bioética, el programa sobre los jóvenes y las prioridades del Programa 'Gestión de las Transformaciones Sociales' (MOST), la inclusión social y las dimensiones sociales del cambio ambiental mundial. La UNESCO participó en la reunión del Consejo de administración del Centro regional de investigación y documentación sobre la mujer, la igualdad entre hombres y mujeres y la consolidación de la paz en la región de los Grandes Lagos (Kinshasa, 18-20 de mayo de 2012). Entre los ámbitos particulares de trabajo figuran la participación de las mujeres en la consolidación de la paz y la reconstrucción después de los conflictos y la prevención de la violencia de género.

## II. Respuesta a la situación financiera

45. En los primeros seis meses del bienio, la reducción de 31 por ciento del presupuesto del plan de trabajo del Gran Programa III afectó considerablemente la eficacia general del programa. En la ejecución del C/5 el Sector de Ciencias Sociales y Humanas hace más hincapié en los enfoques interdisciplinarios para reflejar la complejidad de los problemas que aborda. El Sector se centra en la aplicación de las recomendaciones pertinentes de la evaluación externa independiente y en la Hoja de ruta de la Directora General en la revisión trimestral de los planes de trabajo, que también tendrán en cuenta la planificación conjunta y la ejecución conjunta por los equipos temáticos del Sector de Ciencias Sociales y Humanas.

46. El Gran Programa III utiliza métodos de trabajo intrasectoriales e intersectoriales, integrando enfoques transversales, además de los objetivos y modalidades específicos de los tres Ejes de acción. El Programa intergubernamental MOST ofrece un mecanismo para la labor interdisciplinaria sobre la inclusión social, las dimensiones sociales del cambio ambiental mundial, el fortalecimiento de las capacidades en ciencias sociales, y los jóvenes y la democracia. Los esfuerzos de ejecución transversal se centran en particular en las necesidades de África y en la igualdad entre hombres y mujeres.

*i. Ejecución del programa*

47. Aunque los planes de trabajo del Gran Programa III están centrados en los cuatro ámbitos prioritarios del programa (la bioética, la inclusión social, los jóvenes y las dimensiones sociales del cambio ambiental mundial), también se consolidaron en torno a la ejecución de actividades estatutarias, otras prioridades alineadas con decisiones de los órganos rectores y las actividades de aumento de las capacidades en el nivel de los países, financiadas principalmente con cargo al Fondo de emergencia.

48. El Gran Programa III ha racionalizado sus actividades para reducir el número de planes de trabajo en 31 por ciento, cumpliendo de este modo los objetivos pertinentes establecidos en la Hoja de ruta de la Directora General. Las actividades con presupuesto cero se mantuvieron a condición de que estén vinculadas a recursos del Fondo de emergencia, o pueden ser ejecutadas invirtiendo solamente tiempo del personal, o si pueden llevarse a cabo mediante contribuciones en especie que ya se hayan recibido de asociados (el COI, el Consejo Latinoamericano de Ciencias Sociales (CLACSO), la Facultad Latinoamericana de Ciencias Sociales (FLACSO), Alemania, la República de Corea y Trinidad y Tobago). Estas relaciones de colaboración demuestran que se percibe la utilidad de la labor del Sector y su estrategia para movilizar más fondos, que apunta a desarrollar las sinergias con las redes establecidas en la ejecución conjunta directa del programa.

49. Habida cuenta de las restricciones presupuestarias, en el marco del Gran Programa III se abolió un puesto de D-1 y se congelaron 11 puestos vacantes, lo que dejó un presupuesto mínimo para actividades por un importe de 2,6 millones de dólares estadounidenses. A fin de complementar los recursos del Programa Ordinario, el Gran Programa III recibió 789.237 dólares del Fondo de emergencia para actividades destinadas a ámbitos clave tales como el aumento de capacidades en bioética y los jóvenes, que fueron todas descentralizadas a los países.

50. Si el nivel de financiación no varía, el Sector no podrá alcanzar plenamente los resultados aprobados para el 36 C/5. En particular:

- no se podrá atender cabalmente la creciente demanda de creación de capacidades y formación de los comités nacionales de bioética; esto afectará el alcance y la profundidad de la acción de la UNESCO en materia de bioética, especialmente su eficacia en sectores necesitados;
- el Gran Programa III no elaborará indicadores para el impacto de las políticas de inclusión social;
- se suspendieron los exámenes nacionales de los sistemas de investigación en ciencias sociales;
- la Coalición de Ciudades contra el Racismo y la Discriminación dependerá íntegramente de fondos extrapresupuestarios;
- para centrarse en resultados esenciales en relación con el cambio ambiental mundial, se congelaron diversas actividades sobre ética ambiental y ética de las nuevas tecnologías;

- se están estudiando diversas opciones para reducir el costo del Foro de la Juventud, a saber, aprovechar las tecnologías y los medios de comunicación en línea.

*ii. Reorganización interna*

51. El Sector de Ciencias Sociales y Humanas consolidó su estructura organizativa basada en el equipo de trabajo transversal, destinado a mejorar la flexibilidad en la asignación de recursos humanos a los equipos temáticos encargados de programas prioritarios.

*iii. Eficacia en relación con los costos y reducción de los gastos administrativos*

52. Entre las medidas adoptadas para aumentar la eficacia en relación con los costos y reducir los gastos administrativos figuran la importante racionalización del plan de publicaciones, la disminución de las misiones y la interrupción general de los contratos de asistencia temporal, comprendidos los consultores. En consulta con los Estados Miembros se introdujeron ajustes en los compromisos estatutarios, tales como medidas de austeridad en la organización de las reuniones del Comité Internacional de Bioética (CIB), que permitieron reducir los costos.

*iv. Movilización de fondos y relaciones de colaboración*

53. El Sector ha proseguido e intensificado sus esfuerzos para movilizar recursos de fuentes externas al Programa Ordinario para la ejecución del programa. En los primeros seis meses, el Sector consiguió contribuciones en especie por un importe de 470.425 dólares estadounidenses, mediante interlocutores como el COI, el CLACSO, la FLACSO, Alemania, la República de Corea y Trinidad y Tobago. El Sector también recibió recursos adicionales por un importe de 167.200 dólares. En el marco del CAP se obtuvieron 49.679.141 dólares, en su mayor parte de Brasil. El importe de los proyectos autofinanciados en Brasil ascendió a 48 millones de dólares. El Sector de Ciencias Sociales y Humanas está aprovechando la fructífera experiencia de recaudación de fondos de Brasilia, estudiando la cooperación Sur-Sur, en un comienzo con los países africanos de habla portuguesa.

### **III. Problemas o tareas pendientes y enseñanzas extraídas**

54. Uno de los principales problemas se debió a los recortes presupuestarios que afectaron el alcance y la profundidad de la acción de la UNESCO: i) en el campo de la bioética, especialmente la eficacia para abrir nuevas vías en los sectores que lo necesitaban y para aumentar las capacidades de los comités nacionales de bioética, de los cuales la demanda va en aumento; ii) sobre el cambio ambiental mundial cuando un cambio de prioridades ha ido en detrimento de la ética ambiental, y iii) para el programa sobre el deporte. Se hicieron importantes esfuerzos para aumentar la eficiencia, en particular negociando presupuestos para formación, para colaborar con los organizadores nacionales para obtener fondos de fuentes locales, posibilidades de utilización de recursos en especie, y para establecer relaciones de colaboración en los planos internacional y nacional.

55. Es preciso sensibilizar de manera integrada y coordinada a los niveles normativos nacionales acerca de los problemas que afectan a los jóvenes, incorporando a todos los ministerios a un marco integrado de política sobre los jóvenes.

## **GRAN PROGRAMA IV: CULTURA**

### **I. Principales logros**

56. El primer semestre fue crucial para varias **convenciones sobre la cultura**. Las partes en la *Convención de 1970 sobre las Medidas que deben Adoptarse para Prohibir e Impedir la Importación, la Exportación y la Transferencia de Propiedad Ilícitas de Bienes Culturales*, de 1970, se reunieron por primera vez desde 2003 y decidieron establecer un comité subsidiario, que contribuirá considerablemente a extender la aplicación de la Convención y su administración. Este importante logro es el fruto de intensos esfuerzos para restablecer el liderazgo internacional de la UNESCO en la lucha contra el tráfico ilícito de bienes culturales. El apoyo de los Estados Partes será indispensable para el éxito de estas nuevas disposiciones institucionales, en particular en el actual contexto presupuestario.

57. Los primeros informes periódicos cuatrienales presentados en virtud de la Convención de 2005 y 17 nuevos informes periódicos de conformidad con la Convención de 2003 facilitaron mucho el análisis de las políticas y medidas conexas adoptadas, así como la preparación de criterios de referencia para comprobar los efectos de esos instrumentos en el plano nacional. Los informes correspondientes a la Convención de 2005 muestran tendencias sobre la medida en que la cultura ha sido integrada en las políticas y programas de desarrollo, comprendida una cuenta de la Asistencia Oficial para el Desarrollo asignada a la cultura. Los informes correspondientes a la Convención de 2003 ponen de relieve la importancia permanente de la estrategia mundial de la Organización en materia de aumento de las capacidades, destinada a fortalecer las políticas y las instituciones que aplican la Convención en el nivel nacional.

58. Ha quedado una vez más demostrada la ventaja comparativa de la UNESCO en el sistema de las Naciones Unidas. El PNUD invitó a la UNESCO a encabezar la producción de la edición de 2013 de su informe “**Creativa Economía Reporte**”, junto con otros organismos, tales como la Conferencia de las Naciones Unidas sobre Comercio y Desarrollo (CNUCED) y la Organización Mundial de la Propiedad Intelectual (OMPI). Para facilitar esta tarea se proporcionará apoyo del Fondo de emergencia, lo que permitirá a la UNESCO demostrar la manera en que la creatividad puede impulsar el desarrollo socioeconómico en el nivel local.

59. Varios equipos de las Naciones Unidas en los países han integrado la cultura en sus actividades de programación. En Libia, el componente de “Cultura y turismo” se incluyó como uno de los cinco ámbitos prioritarios del marco estratégico que están preparando las autoridades de ese país, demostrando con ello la importancia de la cultura en la recuperación después de los conflictos. En Marruecos, el equipo de las Naciones Unidas estableció un grupo de trabajo interinstitucional sobre cultura y desarrollo. Desde 2006 el número de MANUD que incluyen a la cultura se ha duplicado y alcanzó 70 por ciento en 2012, especialmente gracias al éxito de los programas conjuntos del Fondo PNUD-España para el logro de los Objetivos de desarrollo del Milenio.

60. Finalmente, el Sector de Cultura participó activamente en las discusiones sobre la preparación de la **Conferencia de las Naciones Unidas sobre el Desarrollo Sostenible** (Río+20) y en la elaboración del documento final, que incluye varias referencias a la importancia de la cultura, la diversidad cultural, el patrimonio cultural y el turismo cultural para el desarrollo sostenible. En el contexto de la elaboración del programa mundial de las Naciones Unidas para después de 2015, el Sector contribuyó activamente a las consultas en curso sobre la preparación de posibles metas del desarrollo sostenible. Uno de los primeros resultados es el reconocimiento obtenido por la UNESCO acerca de la importancia de la cultura en el documento interinstitucional de las Naciones Unidas sometido al Secretario General de las Naciones Unidas en mayo de 2012.



## II. Respuesta a la situación financiera

### *i. Ejecución del programa*

61. Durante el período considerado los avances hacia los resultados esperados previstos en el 36 C/5 fueron considerablemente frenados por la reducción de general de 30,4 por ciento del presupuesto, que se tradujo en un recorte de 76 por ciento del presupuesto asignado a las actividades, que fueron afectadas en todos los ámbitos y en todas las regiones. En ese contexto, y habida cuenta de las deliberaciones de la Conferencia General, se decidió llevar a cabo varias actividades que contribúan a ciertos resultados esperados de los Ejes de acción 5 y 6 exclusivamente mediante fondos extrapresupuestarios. La falta de tales recursos hasta el momento significa, en la práctica, que varias de estas actividades fueron afectadas. También es evidente que el Sector tampoco podrá ejecutar otras, aún cuando en la preparación de la hipótesis de crecimiento nominal cero en el segundo trimestre de 2011 ya se había hecho un esfuerzo de concentración mediante: la interrupción de la publicación de la UNESCO Museum International; el término del subprograma específico del Sector de Cultura sobre el diálogo interreligioso; la reducción del programa sobre turismo para centrarlo únicamente en el Patrimonio mundial; la suspensión de la financiación para organizaciones no gubernamentales y organismos especializados como el Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLALC); y sujetando a una serie de actividades, tales como la relativa a las lenguas en peligro y las industrias artesanales, exclusivamente a recursos extrapresupuestarios.

62. Sin embargo, los recursos del Fondo especial de emergencia permitieron en 2012 al Sector de Cultura cumplir las funciones estatutarias de que está encargado en virtud de las convenciones, comprendidas todas las reuniones estatutarias programadas<sup>1</sup>. Además, el Fondo especial de emergencia también prestó apoyo a programas relacionados con la Prioridad África en el contexto de las convenciones de 1954, 1972 y 2005, así como a una serie de reuniones regionales sobre aumento de capacidades para la Convención de 1970, actividades esenciales de la Ruta del Esclavo y los proyectos sobre la Utilización pedagógica de la Historia General de África, y a una iniciativa de gestión de conocimientos en apoyo del programa sobre cultura y desarrollo..

63. En general, esta situación pone de manifiesto la necesidad de concentrar y priorizar más el programa, especialmente a la luz del gran número de resultados esperados enunciados en el actual Gran Programa IV y los problemas que se plantearán al Sector para lograrlos. En el proceso de preparación del 37 C/5 será preciso empeñarse más en centrar y concentrar las propuestas programáticas en ámbitos de indiscutibles ventajas comparativas y valor añadido.

### *ii. Eficacia en relación con los costos y reducción de los gastos administrativos*

64. En función de los objetivos 16 y 17 de la Hoja de ruta para la ejecución del 36 C/5 se han tomado medidas concretas para mejorar los métodos de trabajo de los órganos rectores y para reducir los costos de transacción y administrativos vinculados a la gestión de las convenciones de la UNESCO. Esas medidas van de la creación de una unidad logística común encargada de la planificación y organización de las reuniones estatutarias para reducir en lo posible la duración de las reuniones de los comités y la longitud de los documentos, negociar costos más bajos de traducción, el despacho electrónico, el suministro de fondos extrapresupuestarios para la interpretación y, en el caso del Comité Intergubernamental del Segundo Protocolo de la Convención de La Haya, la reducción de las lenguas utilizadas en la traducción de los documentos

<sup>1</sup> Tercera reunión del Consejo Consultivo Científico y Técnico de la *Convención de 2001 sobre la Protección del Patrimonio Cultural Subacuático*, 19 de abril de 2012, París.

Cuarta reunión de la Asamblea General de los Estados Partes en la *Convención de 2003 para la Salvaguardia del Patrimonio Cultural Inmaterial*, 4 – 8 de junio de 2012, París.

Segunda reunión de los Estados Partes en la *Convención de 1970 sobre las Medidas que deben Adoptarse para Prohibir e Impedir la Importación, la Exportación y la Transferencia de Propiedad Ilícitas de Bienes Culturales*, 20-21 de junio de 2012, París.

18ª reunión del *Comité Intergubernamental para Fomentar el Retorno de los Bienes Culturales a sus Países de Origen o su Restitución en Caso de Apropiación Ilícita*, 22 de junio de 2012, París.

36ª reunión del *Comité del Patrimonio Mundial*, 24 de junio – 6 de julio de 2012, San Petersburgo (Federación de Rusia).

y en la interpretación de las deliberaciones del Comité hasta 2015. Están en curso consultas con los Estados Partes sobre otras posibilidades, como por ejemplo la reducción de la duración de las reuniones del Comité.

*iii. Reorganización interna*

65. Con arreglo a las prioridades definidas por los Estados Miembros durante la 36ª reunión de la Conferencia General, el Sector de Cultura introdujo otros ajustes en su estructura, haciendo más hincapié en las convenciones mediante la redistribución de personal a la Convención de 1972 y a las convenciones de 1954, 1970 y 2005. Paralelamente, de conformidad con la decisión de la Directora General de llegar a congelar el 100 por ciento de los puestos vacantes, se congelaron casi todos los puestos de plantilla vacantes del Gran Programa IV, y cinco funcionarios (cuatro en la Sede y uno sobre el terreno) optaron por el cese voluntario en el servicio.

*iv. Movilización de fondos y relaciones de colaboración*

66. En este contexto, el Sector de Cultura ha hecho importantes esfuerzos por establecer nuevas relaciones de colaboración y para atraer recursos financieros esenciales para sus prioridades programáticas. Con arreglo al objetivo 9 de la Hoja de ruta para la ejecución del 36 C/5, en abril de 2012 se concertó un acuerdo estadounidense con la Fundación Hariri para el desarrollo humano sostenible a fin de realizar actividades artísticas y creativas en los países árabes. Entró en vigor el acuerdo concertado en agosto de 2011 con el club de fútbol Shenzhen Ruby por un millón de dólares en el mismo ámbito temático y la primera parte se recibió en abril de 2012. En relación con la recuperación después de los conflictos, el Gobierno de Italia otorgó un millón de dólares a un programa de aumento de capacidades para la protección de los bienes culturales en Libia.

67. La financiación extrapresupuestaria del Sector de Cultura aumentó en cerca de 25 millones de dólares durante los primeros seis meses de 2012. Esto comprende las contribuciones obligatorias y voluntarias a los fondos establecidos en virtud de las convenciones y los fondos autofinanciados. Excluyendo los fondos de las convenciones y los autofinanciados, más del 60 por ciento de los fondos obtenidos contribuyen al logro de los resultados esperados del Eje de acción 1, 10 por ciento a los del Eje de acción 3 y 15 por ciento a los del Eje de acción 6, que anteriormente no habían atraído fondos en cantidad importante.

**III. Problemas o tareas pendientes y enseñanzas extraídas**

68. El problema más grave que afronta el Sector de Cultura se refiere a su capacidad de ejecución de su cometido normativo. Pese a los sostenidos esfuerzos realizados en los últimos años para aumentar los recursos humanos y financieros dedicados a las convenciones, el marco normativo tiene importantes dificultades operacionales para cumplir con eficacia las crecientes expectativas de los Estados Miembros, especialmente respecto de la asistencia técnica y el desarrollo de las capacidades, y la traducción de sus principios en legislaciones y políticas nacionales. Esta situación es agravada por las actuales restricciones financieras, cuya consecuencia es que la mayor parte del Programa Ordinario se ha centrado en los procesos estatutarios a expensas de las actividades en los países. Esas restricciones pueden menoscabar las repercusiones de la acción normativa de la UNESCO en el plano nacional y, por lo tanto, debilitar su credibilidad a largo plazo en un campo en el que goza de una indiscutible ventaja comparativa y de valor añadido. Esta situación general exige que se concentre y priorice aún más el programa a fin de consolidar la función normativa y su aplicación sobre el terreno.

## **GRAN PROGRAMA V – COMUNICACIÓN E INFORMACIÓN**

### **I. Principales logros**

69. Pese a las restricciones presupuestarias, el Sector siguió demostrando su liderazgo en los campos de la comunicación y la información, particularmente en lo que atañe a las cuestiones normativas, el establecimiento de estándares y el desarrollo de capacidades en materia institucional y de políticas.

70. La UNESCO encabezó la elaboración del **plan de acción conjunto de las Naciones Unidas sobre la seguridad de los periodistas y la cuestión de la impunidad**, que la Junta de los Jefes Ejecutivos (JEE) hizo suyo en su periodo de sesiones del segundo trimestre de 2012, sentando así las bases de una acción mejor coordinada de las Naciones Unidas en este importante ámbito.

71. La amplia cobertura de los medios de comunicación y el número de relaciones de colaboración establecidas (por ejemplo con el Banco Africano de Desarrollo, Google, Microsoft y Al Jazeera) demostraron el impacto del **Día Mundial de la Libertad de Prensa** celebrado el 3 de mayo en todo el mundo.

72. La asistencia prestada por la Organización a los países en situaciones posteriores a crisis o desastres con miras a la **formulación de leyes y reglamentaciones sobre los medios de comunicación** atrajo financiación extrapresupuestaria y confirmó el importante papel de la UNESCO en la promoción de la libertad de expresión e información. Además, el éxito de la celebración del primer Día Mundial de la Radio en febrero de 2012 confirmó asimismo la función de la UNESCO en el establecimiento de relaciones de colaboración para apoyar el desarrollo de los medios de comunicación, particularmente en el marco del Programa Internacional de Desarrollo de la Comunicación (PIDC), con especial hincapié en la radio comunitaria.

73. En lo que se refiere a la prioridad **Fomentar las capacidades de comunicación e información para el acceso universal al conocimiento a fin de reducir la brecha digital**, el Congreso Mundial sobre Recursos Educativos de Libre Acceso (OER) destacó la función primordial de la UNESCO en materia de acceso abierto y de las tecnologías de la información y la comunicación en la educación, y pidió a los gobiernos que concedieran licencias para el uso del material pedagógico financiado con fondos públicos.

74. De conformidad con la Resolución 36 C/59 aprobada por la Conferencia General de la UNESCO en su 36ª reunión, se determinaron las modalidades para fortalecer el **Programa Memoria del Mundo** y su capacidad de responder a las expectativas de los Estados Miembros en los planos nacional e internacional.

75. La **presidencia por la UNESCO del Grupo de las Naciones Unidas sobre la Sociedad de la Información**, función rotativa en este mecanismo interinstitucional de coordinación de políticas sobre tecnologías de la información y la comunicación, destacó también la posición de vanguardia de la Organización en la vinculación de las tecnologías de la información y la comunicación con las metas de desarrollo convenidas internacionalmente. Junto con esta función de coordinación, la UNESCO siguió ejerciendo su función de principal facilitadora en el logro de seis de los 18 objetivos temáticos, a saber, el aprendizaje por medios electrónicos, el acceso al conocimiento, las tecnologías de la información y la comunicación al servicio de la ciencia, la diversidad cultural y lingüística en el ciberespacio, la libertad de expresión y el desarrollo de los medios de comunicación, y en cuanto a las dimensiones éticas de la sociedad de la información.

76. La UNESCO siguió encabezando, junto con la Unión Internacional de Telecomunicaciones (UIT), la **Comisión sobre la Banda Ancha para el Desarrollo Digital**, intensificando la promoción de los esfuerzos para alcanzar las metas de desarrollo convenidas internacionalmente, comprendidos los Objetivos de desarrollo del Milenio, aprovechando el potencial de la banda ancha y de los servicios y aplicaciones que ésta permite.

## II. Respuesta a la situación financiera

### *i. Ejecución del programa*

77. El recorte de 31 por ciento del presupuesto general del Sector dio lugar a una reducción de 65 por ciento del presupuesto para actividades. Sin embargo, el Sector mantuvo un índice de descentralización de 55 por ciento para las oficinas sobre el terreno, y de 45 por ciento para la Sede, como se había previsto originalmente.

78. Durante los primeros seis meses del bienio 2011-2012 se emprendieron varias iniciativas para concentrar más la programación estratégica, con arreglo a las recomendaciones de la evaluación externa independiente. El Sector se centró en un número limitado de prioridades estratégicas, a fin de cumplir su programa, tal como se establece en el documento 189 EX/15 Parte I Add. A este respecto se llevó a cabo una evaluación para determinar:

- a. los aspectos programáticos que pueden llevarse a cabo con el presupuesto actual;
- b. los que pueden ser realizados por personal sin presupuesto; y
- c. aquellos para cuya ejecución se necesitan fondos extrapresupuestarios.

79. Este análisis permitió establecer prioridades para obtener recursos extrapresupuestarios y someter propuestas de financiación con cargo al Fondo especial de emergencia. Se realizaron un seguimiento y examen de la ejecución del programa, así como reprogramaciones, prestando especial atención a las dos Prioridades generales, África y la Igualdad entre hombres y mujeres.

80. Con el fin de determinar la ventaja comparativa del Sector en el marco del sistema conjunto de las Naciones Unidas de ejecución en los países, se llevó a cabo un análisis preliminar de las contribuciones relacionadas con la comunicación y la información aportadas por la UNESCO a los MANUD. Para fortalecer la rendición de cuentas y la ejecución, y asegurar la armonización entre las actividades llevadas a cabo en la Sede y fuera de ella, se reforzó la gestión de los programas basada en los resultados mediante formación interna.

### *ii. Reorganización interna*

81. Se efectuó una reorganización interna para responder a las necesidades de la reforma de las oficinas sobre el terreno en África, asegurando la presencia de asesores de comunicación e información en las cinco oficinas regionales multisectoriales y la Oficina de enlace.

### *iii. Eficacia en relación con los costos y reducción de los gastos administrativos*

82. Las medidas adoptadas consisten en el estímulo a celebrar conferencias y reuniones virtuales cuando es posible, tales como la 19ª reunión de la Mesa del Programa Información para Todos (PIPT), celebrada en línea, la reducción del número de publicaciones impresas y del número de consultores contratados con cargo al Programa Ordinario.

### *iv. Movilización de fondos y relaciones de colaboración*

83. En los ámbitos programáticos prioritarios del Sector se activaron las relaciones con el sector privado, comisiones nacionales, organizaciones no gubernamentales, organismos de las Naciones Unidas y redes, tales como las Cátedras UNESCO y los centros de categoría 2, y se

emprendieron un análisis y cartografía generales de los colaboradores operacionales. Se promovió la colaboración intersectorial para asegurar una óptima ejecución del programa, entre otras cosas mediante los seis dispositivos intersectoriales, y en particular en el marco del seguimiento de la Cumbre Mundial sobre la Sociedad de la Información y los preparativos para la reunión de examen de la Cumbre programada para febrero de 2013.

### III. Problemas o tareas pendientes y enseñanzas extraídas

84. Pese a las restricciones financieras que afectaron el Programa Ordinario, el Sector de la Comunicación y la Información recaudó una elevada suma de fondos extrapresupuestarios para la ejecución del programa, especialmente para actividades sobre el terreno, durante los dos primeros trimestres de 2012. Actualmente el Sector presta plena atención a la ejecución del programa, en particular sobre el terreno, y trata de individualizar a funcionarios que podrían ser trasladados de la Sede al terreno.

85. La tarea pendiente es generar fondos extrapresupuestarios que abarquen toda la gama de actividades del programa del Sector. Éste ha comprobado que es relativamente fácil encontrar fondos extrapresupuestarios para actividades relativas a la promoción de la libertad de expresión y la libertad de prensa, tales como la elaboración de marcos normativos en apoyo de la libertad de prensa, la seguridad de los periodistas y la información sobre elecciones en países que salen de conflictos o desastres, así como para la preservación digital y las tecnologías de la información y la comunicación al servicio del desarrollo, comprendidos el libre acceso y el Marco de competencias docentes en materia de tecnologías de la información y la comunicación; pero es más difícil tratándose de temas tales como la formación de periodistas, la radiodifusión de servicio público y el PIPT.

86. Se hicieron decididos esfuerzos para ganar en eficiencia y encontrar maneras innovadoras de cumplir el programa de la UNESCO, como por ejemplo las reuniones en línea.

## **INSTITUTO DE ESTADÍSTICA DE LA UNESCO (IEU)**

### I. Principales logros

87. En los últimos seis meses el IEU actualizó su **base de datos internacional sobre la educación** de acuerdo con el calendario e introdujo varios mejoramientos en términos de calidad, entre ellos la producción de 11 nuevos indicadores que figurarán en la edición 2012 del Compendio Mundial de la Educación y de mejores métodos de cálculo para indicadores clave; se mejoraron los datos históricos (anteriores a 1999) de la base de datos del Instituto mediante la corrección de errores y la finalización de series cronológicas con datos de fuentes externas; y se cartografió la financiación de la educación con arreglo a la Clasificación Internacional Normalizada de la Educación (CINE) de 1997.

88. Además, el IEU ha tomado varias medidas importantes para ampliar sus **colecciones de datos regionales**, diseñadas para responder a las necesidades específicas de los planificadores. Se han difundido datos sobre las condiciones de escolarización en el África subsahariana en distintos formatos y el módulo ha sido extendido a los países del norte de África, con la excepción de aquellos que participan en el Programa Mundial relativo a los Indicadores de la Educación. En lo que se refiere a América Latina y el Caribe, los índices de respuesta al cuestionario regional sobre estadísticas de educación de adultos son elevados (17 de 19 países) y está en curso el análisis de los datos. El IEU está también celebrando consultas con los ministros de educación de Asia para elaborar un módulo para su región, que podría centrarse en uno de los tres ámbitos siguientes: los docentes y los educandos en el nivel subnacional, la educación superior o la calidad de la educación.

89. También mejoraron la disponibilidad y la calidad de datos sobre la financiación de la educación gracias al proyecto del IEU sobre **aumento de las capacidades**. El proyecto, originalmente centrado en países africanos de habla francesa, ha sido extendido a los de habla inglesa y a algunos países de Asia y América Latina. Los resultados son muy prometedores. Por ejemplo, Ecuador y Nicaragua entregaron al IEU datos sobre la financiación de la educación por primera vez desde 2002. Además, esos países integran ahora los datos en sus procesos ordinarios de planificación y en los informes de sus respectivos ministerios de educación.

90. El IEU ayuda a los países a aplicar la nueva **Clasificación Internacional Normalizada de la Educación** (CINE) revisada en 2011, al tiempo que examina sus instrumentos de acopio de datos con sus interlocutores. Este proceso de colaboración está integrado en el ciclo ordinario del IEU de talleres de formación para estadísticos nacionales y el trabajo de su personal sobre el terreno.

91. Para celebrar el Día Internacional de la Mujer, el 8 de marzo, el IEU presentó el **Atlas mundial de la igualdad de género en la educación**, en colaboración con la Sede de la UNESCO. La cobertura del informe fue muy positiva y el Instituto produjo además un Atlas electrónico.

92. En el marco de la **Iniciativa mundial sobre los niños sin escolarizar**, del Fondo de las Naciones Unidas para la Infancia (UNICEF) y el IEU, el instituto examinó 27 proyectos de estudios nacionales y regionales. El IEU y su red de personal sobre el terreno prestan apoyo a los equipos nacionales, en particular analizando los datos y respondiendo consultas metodológicas.

93. El IEU y The Brookings Institution establecieron un **equipo internacional de trabajo sobre resultados de la educación** encargado de contribuir a los debates sobre el programa de desarrollo de la educación para después de 2015. Esta colaboración respaldará al IEU en su empeño de producir una base de datos de información comparable sobre evaluaciones del aprendizaje. El IEU está además sentando las bases para la creación de un catálogo de evaluaciones nacionales e internacionales.

94. Se distribuyó a unos 150 países la quinta encuesta sobre los **recursos humanos y financieros para investigación y desarrollo**. Se procesaron todos los metadatos acopiados en las encuestas anteriores y se integraron en el Centro de datos del IEU. El IEU tiene además en curso de elaboración una encuesta mundial sobre estadísticas de la innovación basada en un acopio experimental de datos llevado a cabo en 2011.

95. En cooperación con el Servicio de información sobre educación e investigación de Corea, el IEU prepara un nuevo proceso de acopio de datos sobre el **uso de las tecnologías de la información y la comunicación en la educación** en algunos países de Asia. Los resultados de la encuesta regional sobre el mismo tema en América Latina y el Caribe se publicarán en el sitio web del IEU.

96. El IEU también difundió sus datos de 2012 sobre largometrajes y tiene en preparación una nueva **encuesta mundial sobre estadísticas del empleo cultural**.

97. Se está modificando el **sitio web del IEU** para mejorar sus aspectos funcionales. En términos de información se integran regularmente diferentes tipos de artículos y material gráfico a fin de mejorar el servicio a los usuarios. En particular, éstos tienen acceso a varios gráficos interactivos que presentan datos sobre índices de alfabetización, la financiación de la educación en África y la demanda de educación pre-primaria.

98. Por otra parte, el IEU presentó una **nueva colección de publicaciones electrónicas** para ampliar su público y reducir al mismo tiempo el costo de las publicaciones impresas. La nueva colección permite a los usuarios localizar los datos y visualizar las tendencias históricas. Están a disposición tres ediciones, con datos sobre niños no escolarizados, tendencias mundiales de la

investigación y desarrollo (comprendidas las mujeres en la actividad científica) y las disparidades entre hombres y mujeres en la educación, que acompañan las ediciones impresas. El IEU actualizará cada año estos Atlas electrónicos a medida que añade nuevas ediciones.

## **II. Respuesta a la situación financiera**

### *i. Ejecución del programa*

99. Sobre la base de los resultados de la campaña de recaudación de fondos, el IEU evaluará nuevamente el nivel de sus actividades en curso. La producción de datos de alta calidad es esencial para el IEU, como para cualquier otra organización estadística. El “capital” del Instituto depende enteramente de la confianza de sus usuarios. El Instituto no puede mantener 100 por ciento de la calidad con 80 por ciento de los recursos. Por lo tanto, puede verse obligado a reducir ciertas actividades a fin de asegurar recursos suficientes para sus servicios básicos.

### *ii. Reorganización interna*

100. A fin de hacer frente a las actuales dificultades financieras, el IEU congeló la contratación en los puestos de plantilla, lo que dio lugar a una redistribución del personal. Desde noviembre de 2011, 14 funcionarios cesaron en sus funciones en el Instituto, pero para sustituirlos sólo se contrató temporalmente a tres personas.

### *iii. Relación costo-eficacia y reducción de los gastos administrativos*

101. El Instituto redujo sus gastos previstos para 2012 y 2013 mediante una serie de medidas de aumento de la eficiencia en relación con los costos, tales como disminuir los viajes y recurrir más a las oficinas de la UNESCO y otros interlocutores para organizar talleres de formación y otras actividades.

### *iv. Movilización de fondos y relaciones de colaboración*

102. El IEU busca activamente nuevas fuentes de financiación, al tiempo que refuerza sus relaciones con los donantes actuales.



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

# Consejo Ejecutivo

190ª reunión

# 190 EX/4

## Parte I Add.

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## INFORME DE LA DIRECTORA GENERAL SOBRE LA EJECUCIÓN DEL PROGRAMA APROBADO POR LA CONFERENCIA GENERAL

### PARTE I

### ADDENDUM

#### RESUMEN

El presente Addendum contiene una evaluación estratégica integral, para cada una de las dos prioridades globales (África y La igualdad entre hombres y mujeres), de los avances obtenidos para el logro de los resultados del 36 C/5 y las dificultades encontradas en la ejecución de las actividades de la UNESCO en la consecución de cada una de las prioridades globales.



## A. PRIORIDAD GLOBAL ÁFRICA

1. En esta parte del documento se presentan los principales logros alcanzados, las medidas adoptadas para hacer frente a la situación financiera, las dificultades encontradas y las enseñanzas extraídas durante el primer semestre del ejercicio bienal 2012-2013, con respecto a la prioridad global África. El documento se basa en el documento 190 EX/4 Partes I y I B, consultable en línea.

### I - Principales logros

#### Grandes programas

2. La UNESCO respondió mediante programas de respaldo a las principales **necesidades en materia de educación** de África, a saber la calidad de la educación, la formación de docentes, la EFTP y las políticas nacionales y regionales.

3. Con el fin de prestar la mayor atención a las necesidades sobre el terreno, se creó una nueva iniciativa para los docentes de los países de África subsahariana, en colaboración con el Instituto Internacional de la UNESCO para el Fortalecimiento de Capacidades en África (IICBA). En el plano regional, el examen del informe de 2012 de la Unión Africana sobre los ODM, relativo a la educación, dirigido por la UNESCO, marca un hito importante, ya que se realiza tres años antes del fin del Segundo Decenio de la Educación para África (2006-2015), que coincide con la fecha límite de los ODM. Así pues, sus resultados contribuyen a la reflexión acerca de la etapa posterior a 2015. Habida cuenta de la importancia del desarrollo de las aptitudes de los jóvenes en África, la **EFTP** siguió siendo un ámbito importante de las actividades en África en los planos nacional y subregional. La región de la CEDEAO se benefició de dichas actividades durante el periodo examinado.

4. En cuanto a las **ciencias**, el refuerzo de las capacidades nacionales relacionadas con la formulación, aplicación o evaluación de políticas científicas (revisión y validación del informe de la situación de la ciencia, la tecnología y la innovación en Burundi, República Centroafricana, Senegal y Togo), así como de las capacidades de instituciones de África como el Observatorio africano de ciencia, tecnología e innovación, formó parte de la acción constante de la UNESCO, de acuerdo con la aplicación del Plan de Acción integrado para las ciencias y la tecnología en África. En el Foro de Nairobi sobre ciencia, tecnología e innovación, que tuvo lugar en Nairobi (Kenya) del 1º al 3 de abril de 2012, la ciencia, la tecnología y la innovación ocuparon un lugar central en el proceso del logro del desarrollo sostenible, y se consideraron además impulsoras del crecimiento integrador. La preparación del Foro se benefició de un enfoque intersectorial y de una alianza intelectual, técnica y financiera entre organizaciones (la UNESCO, la Comisión de la Unión Africana, el Banco Africano de Desarrollo, la Comisión Económica para África y la Asociación pro Desarrollo de la Educación en África (ADEA)).

5. El establecimiento de la Subcomisión de la COI para África profundizó en mayor medida el diálogo normativo con instituciones y partes interesadas nacionales y regionales africanas, y promovió la movilización de recursos. Se brindó una atención particular a la adaptación al cambio climático y la preparación para casos de desastre en el Cuerno de África.

6. Las cuestiones de la formación de los jóvenes, su integración social y su contribución al desarrollo forman parte de las principales prioridades del continente. En este sentido, el **Sector de Ciencias Sociales y Humanas** proporcionó respaldo a los Estados Miembros para la adopción y aplicación de políticas encaminadas a fomentar la ciudadanía y la integración social, de conformidad con la Carta Africana de la Juventud.

7. La utilización pedagógica de la Historia General de África, que, entre otras cosas, crea un vínculo entre **cultura y educación**, es un proyecto intersectorial que promueve la integración regional. La decisión de la Directora General de respaldar este proyecto mediante el Fondo de emergencia (tras la suspensión de los fondos extrapresupuestarios que se le habían asignado) pone de manifiesto la voluntad de la UNESCO de prestar su apoyo. Los recursos obtenidos del Fondo de emergencia también permitieron mantener en marcha el proyecto “La Ruta del Esclavo”, cuya función clave en relación con la contribución al logro de una cultura de paz, la reflexión sobre el pluralismo cultural y el diálogo intercultural es bien conocida.

8. En cuanto a **la comunicación y la información**, han proseguido las labores orientadas a promover las capacidades en materia de información y comunicación para lograr un acceso universal al conocimiento, a colmar la brecha digital y a fomentar la libertad de expresión e información. Asimismo, se hizo hincapié en el refuerzo de redes y la promoción de la cooperación Norte-Sur, lo que demostró, por ejemplo, la puesta en marcha de la red de intercambio sobre la enseñanza del periodismo entre África y el Reino Unido. En el plano subregional, se debe alentar a la UNESCO a respaldar el proyecto de la Unión Económica y Monetaria de África Occidental (UEMOA) de crear una red virtual de bibliotecas en sus ocho Estados Miembros.

### **Coordinación y seguimiento de las actividades en beneficio de África y el dispositivo intersectorial sobre la Prioridad África**

9. En el marco de su función de coordinación, promoción, seguimiento y supervisión estratégica de la acción de la UNESCO en África, el Departamento África articuló sus actividades en torno a dos puntos centrales: reforzar la actividad intersectorial para lograr la coherencia de los programas/actividades de la UNESCO y las necesidades prioritarias de África, y promover alianzas/relaciones de cooperación sustantivas en favor del desarrollo del continente.

10. El Departamento África prosiguió las consultas iniciadas en 2011 para la elaboración de una estrategia operativa para la Prioridad África, basada en un análisis de las prioridades del continente, una visión prospectiva que abarca el periodo del próximo documento C/4, y modalidades operativas. Los sectores, la Oficina de Enlace en Addis-Abeba, el IICBA y las oficinas fuera de la Sede participaron activamente en este proceso.

11. En lo relativo a la **promoción de una cultura de la paz en África**, se concedió gran importancia al fortalecimiento de la cooperación con la Unión Africana, a fin de sentar bases políticas firmes, coordinar las actividades y lograr mejores repercusiones. En abril de 2012 se comenzó a elaborar una lista de las actividades que se deben llevar a cabo y los proyectos que se deben elaborar. Además, la asociación de cooperación se abrió a otros agentes institucionales y a la sociedad civil. De esta manera, el foro de reflexión sobre “La cultura de la paz en África occidental: un imperativo del desarrollo económico y la cohesión social”, organizado en Côte d’Ivoire (Abiyán, 4-5 de junio de 2012), sacó provecho de una fructuosa cooperación entre la UNESCO, la Unión Africana, el Gobierno de Côte d’Ivoire y el *Centre d’Etudes et de Prospective Stratégique* (CEPS).

12. Bajo la coordinación del Departamento África, el ejercicio conjunto con las oficinas fuera de la Sede de África central y los Sectores, que tenía por finalidad determinar los proyectos subregionales que se financiarían mediante el Fondo de emergencia, permitió aportar fondos a 11 proyectos.

13. Se estrecharon las **relaciones de colaboración sustantivas** con los Estados Miembros. Este fue el caso de la participación del Departamento África en la organización de la “semana africana”, organizada en cooperación con instituciones especializadas internacionales y africanas (TWAS, ZIE, Fundación Ki-Zerbo), que se caracterizó sobre todo por conferencias temáticas sobre la cultura y el desarrollo y enfocó especialmente las ciencias en África.

14. Se estrechó la **cooperación Norte-Sur y Sur-Sur**, en especial mediante el **fortalecimiento de la cooperación con los centros de categoría 2 de la UNESCO**. Se establecieron relaciones de colaboración entre el Centro de categoría 2 de la UNESCO sobre la gestión del agua y el cambio climático de Serbia y el Instituto Internacional de Recursos Hídricos e Ingeniería Medioambiental de Uagadugú. En el mismo sentido, el Departamento África y la Oficina en Windhoek concertaron un acuerdo de colaboración con Sudáfrica y la *Manchester Business School and School of Innovation* (MBS) para impartir formación, que será financiada por Sudáfrica y Australian Aid.

15. El Departamento África, en colaboración con los sectores y las oficinas fuera de la Sede, elaboró una carpeta de 31 proyectos que se presentaron al **dispositivo intersectorial sobre la Prioridad África**. Los proyectos se centran en el agua, la educación sobre el medio ambiente y la cultura de la paz, la promoción de las lenguas africanas, la formación de docentes en materia de ciencia, tecnología e innovación, y los jóvenes y la igualdad entre hombres y mujeres. Hasta la fecha, 11 proyectos han recibido financiación.

## II. Respuesta a la situación financiera<sup>1</sup>

i) *Ejecución del programa*: el Departamento África tuvo que hacer frente a una reducción del 10% de su presupuesto global, incluida una reducción del 20% del presupuesto asignado a las actividades y del 19% del presupuesto asignado al PEER.

ii) *Eficacia en relación con los costos y reducción de los gastos administrativos*: las actividades programáticas más costosas se llevaron a cabo sistemáticamente en el marco de asociaciones de colaboración presupuestarias y sustantivas. Ese fue el caso del foro sobre la cultura de la paz en África Occidental, cuya mayor parte de financiación fue aportada por el CEPS y el país anfitrión, Côte d'Ivoire. El foro sobre ciencia, tecnología e innovación en Kenya también se realizó gracias a la contribución en especie de Kenya y a una financiación conjunta en la que participaron el BAD y la ADEA. Además, se estableció una estrecha colaboración con las delegaciones permanentes para difundir el llamamiento a contribuir al Fondo de emergencia formulado por la Directora General.

Por otra parte, se redujeron, eliminaron o difirieron los gastos administrativos. Tal es el caso de los gastos de comunicación, de compra de equipos y material, de reuniones y desplazamientos, de contratación de personal temporal, etc.

iii) *Reorganización interna*: las actividades de tipo programático se pudieron llevar a cabo gracias al fortalecimiento de las capacidades del Departamento desde enero de 2012, mediante el traslado paulatino de tres funcionarios encargados de elaborar con los sectores proyectos emblemáticos en ámbitos prioritarios: la educación para una cultura de la paz en África; la ciencia, la tecnología y la innovación; y las iniciativas en la esfera de la educación.

## III. Ejecución de la Prioridad África: dificultades, tareas pendientes y enseñanzas extraídas<sup>2</sup>

16. La evaluación global de las actividades pone de manifiesto que la ejecución de la Prioridad África ha tropezado con varias dificultades, la primera de las cuales es de tipo presupuestario. En el transcurso de los últimos seis meses, los costos globales de las actividades fueron de 38.800.000 dólares, lo que representa una disminución del 48% en relación con 2010, mientras que el número de planes de trabajo del Programa Ordinario pasó de 1.191 a 1.020, lo que constituye una disminución del 14%.

<sup>1</sup> La eficacia en relación con los costos y las medidas para aumentar la eficiencia de cada gran programa se detallan en el documento 190 EX/4 Parte I.

<sup>2</sup> Esta parte completa los problemas y las enseñanzas extraídas señalados por cada sector en el documento 190 EX/4 Parte I.

17. Estas reducciones afectaron ciertos programas que revisten una importancia particular para África, a saber la formación de docentes, la educación de calidad o la enseñanza técnica y profesional. El fortalecimiento de programas de alcance regional relacionados con la educación para una cultura de la paz, como el “PEER”, también se vieron afectados.

18. Una tarea pendiente es el establecimiento y/o fortalecimiento de asociaciones de colaboración sustantivas y técnicas. El nuevo “Marco normativo para las alianzas estratégicas”, presentado en la 190ª reunión en curso del Consejo Ejecutivo, así como la estrategia operativa para la “Prioridad África” que se presentará en la 191ª reunión, deberán hacer hincapié en una asociación de colaboración multiforme y específica, que comprenda un elemento de “autobeneficio”, es decir que África se financie a sí misma. Las contribuciones de los Estados Miembros e instituciones del continente africano constituyen una señal alentadora que se deberá afianzar.

19. Otra tarea pendiente consiste en determinar y priorizar las necesidades de manera eficaz. Así pues, se deberá procurar:

- concentrarse en las ventajas comparativas, evitando la dispersión y dilución mediante actividades de escasa envergadura;
- velar por la complementariedad de las actividades conjuntas con los países, las organizaciones regionales beneficiarias y los asociados para el desarrollo;
- aprovechar, en la fase de ejecución, la experiencia de las oficinas de la UNESCO en África, que se fortalecerán mediante el establecimiento del nuevo dispositivo fuera de la Sede en África; y, en la fase de preparación, el trabajo de análisis, coordinación, seguimiento, promoción y evaluación programática del Departamento África, de acuerdo con la “redefinición de sus misiones”.

## **B. PRIORIDAD GLOBAL: LA IGUALDAD ENTRE HOMBRES Y MUJERES**

1. La promoción de la igualdad de género es una tarea mundial que cuenta con el respaldo de los distintos países y el apoyo de todos los organismos del sistema de las Naciones Unidas, con independencia de su mandato específico. La UNESCO ha promovido la igualdad entre hombres y mujeres como prioridad global desde enero de 2008. Durante los cuatro años y medio transcurridos desde esa fecha, se ha ejecutado el primer Plan de Acción para la prioridad Igualdad entre hombres y mujeres (2008-2012), que comprende actividades, resultados e indicadores concretos definidos por los diferentes sectores. La Directora General presenta cada dos años a la Conferencia General un informe sobre las actividades realizadas y los resultados obtenidos en el plano nacional. Se sometieron dos informes de ese tipo a la Conferencia General en 2009 y 2011.

### **I. Principales logros**

2. La División de Igualdad entre Hombres y Mujeres (ODG/GE) del Gabinete de la Directora General se encarga de promover la igualdad de género como prioridad global realizando una labor sistemática en tres ámbitos: i) la incorporación de la perspectiva de género en el plano institucional; ii) el establecimiento y mantenimiento de las asociaciones de colaboración, la coordinación y las redes (en los planos interno y externo); iii) el suministro de conocimientos y apoyo técnicos para integrar las cuestiones de género en los programas. La División de Igualdad entre Hombres y Mujeres asume la responsabilidad plena y directa de la labor correspondiente a los dos primeros ámbitos, mientras que el personal de los sectores y los servicios centrales, las oficinas fuera de la Sede y los institutos realizan conjuntamente el trabajo referente al tercer ámbito.

3. A pesar de las restricciones presupuestarias, la UNESCO ha seguido promoviendo la autonomía de la mujer y la igualdad entre hombres y mujeres, tanto dentro como fuera de la Organización, mediante el asesoramiento y el diálogo sobre políticas, la promoción de políticas de alto nivel, el desarrollo de las capacidades, el apoyo técnico, la coordinación, la creación de redes y el establecimiento y mantenimiento de alianzas. La Organización extrae constantemente enseñanzas de sus mecanismos y modalidades y adapta y adopta una serie de iniciativas y estrategias nuevas que reproducen otros organismos del sistema de las Naciones Unidas. Una autoevaluación efectuada por la División de Igualdad entre Hombres y Mujeres demuestra que el marco normativo y estratégico general es el ámbito en que se despliegan más esfuerzos para poner en práctica la prioridad relativa a la igualdad entre hombres y mujeres integrando sistemáticamente la perspectiva de género en la mayoría de las políticas y los marcos y documentos estratégicos.

4. Durante el periodo objeto del presente informe, la UNESCO ha seguido colaborando de modo dinámico y eficaz con el sistema de las Naciones Unidas, en particular con ONU Mujeres, lo que culminó con la firma en mayo de 2012 de una Carta de Cooperación entre los jefes de ambos organismos, en la que se esbozan los ámbitos específicos en que se establecerán sinergias. En colaboración con ONU Mujeres, la UNESCO ha promovido eficazmente la integración de la perspectiva de igualdad de género en la Conferencia Río+20 y en las reflexiones y el programa posteriores a 2015. La UNESCO contribuye activamente al "plan de acción para todo el sistema que tiene como fin implementar la política de la Junta de los jefes ejecutivos en materia de igualdad de género y de empoderamiento de las mujeres" (SWAP) y a la labor del Equipo de Tareas sobre la Igualdad de Género del Grupo de las Naciones Unidas para el Desarrollo (GNUD) relativa a la preparación del sistema de indicadores de la igualdad de género, que sigue de cerca las asignaciones y los gastos correspondientes a la igualdad entre hombres y mujeres y el empoderamiento de las mujeres y niñas y facilita información al respecto, empleando parámetros y normas convenidos dentro del sistema de las Naciones Unidas. Además, la UNESCO está representada en varios grupos de trabajo y equipos de tareas de las Naciones Unidas sobre el empoderamiento de la mujer y la igualdad entre los géneros, como el Grupo de Trabajo de Organizaciones No Gubernamentales sobre la Mujer y la Paz y la Seguridad y el Grupo de Trabajo sobre las Mujeres Rurales, y preside, con el PNUD, el Equipo de Tareas Interinstitucional sobre la igualdad entre hombres y mujeres y el cambio climático, que se encarga de dar seguimiento a la Conferencia Río+20.

5. Entre enero y junio de 2012, la División de Igualdad entre Hombres y Mujeres organizó varios actos de alto nivel, en colaboración con los sectores del programa, las delegaciones y asociados externos, con miras a la sensibilización y promoción en relación con el tema. Entre ellos cabe citar los actos sobre las ingenieras y sobre la trata de mujeres celebrados con motivo del Día Internacional de la Mujer, y un acto paralelo sobre la educación de las niñas y mujeres de las zonas rurales que tuvo lugar durante el 56º periodo de sesiones de la Comisión de la Condición de la Mujer (Nueva York, febrero de 2012).

6. Además, se ha seguido desarrollando y fortaleciendo las relaciones de colaboración con redes del mundo universitario, de instancias de elaboración de políticas y de la sociedad civil, en particular mediante la creación y el desarrollo de una serie de centros regionales e internacionales de investigación y documentación sobre la igualdad de género como centros de excelencia en investigación y formación sobre el tema y también como centros de acopio y difusión de documentación y recursos por medio de bibliotecas y redes virtuales. En este terreno, en el primer semestre de 2012, la labor de la UNESCO con el Centro regional de investigación y documentación sobre la mujer, la igualdad entre hombres y mujeres y la consolidación de la paz en la región de los Grandes Lagos (sito en Kinshasa) se centró en definir un plan de acción para el Centro y en preparar los presupuestos para el segundo semestre de 2012 y todo el año 2013. La UNESCO también ayudó a los Estados Miembros de la región de los Grandes Lagos a establecer sus respectivos centros nacionales asociados mediante reuniones de planificación con los ministerios competentes y a impartir formación para la creación de bibliotecas virtuales. Por otra parte, la Organización colaboró también con la Autoridad Palestina y la Oficina del Representante

de Noruega en Palestina para llevar a cabo una evaluación del Centro de Investigación y Documentación de la Mujer Palestina (PWRDC). El informe de evaluación ha llevado a la decisión de reestructurar el Centro (la UNESCO participa en la elaboración de un nuevo plan estratégico para lograr que el PWRDC responda a las necesidades locales de investigación y documentación) y de respaldar la elaboración de programas de igualdad entre hombres y mujeres en Palestina y la Región Estados Árabes. Se avanzó también sustancialmente hacia la creación en Nairobi del primer centro regional para la eliminación de la mutilación y ablación genital femenina, en colaboración con el Gobierno de Kenya, la OMS y el UNFPA.

7. Para complementar la labor de integración de las cuestiones de género y las iniciativas específicas sobre el tema de los sectores del Programa (para información más detallada sobre la labor de los sectores, véase el documento 190 EX/4 Parte I (B) Addendum, consultable en línea), y tras analizar los ámbitos de trabajo en los que es más competente y puede aportar valor añadido, la División de Igualdad entre Hombres y Mujeres, en colaboración con los sectores y las oficinas fuera de la Sede correspondientes, está centrando su apoyo a los Estados Miembros en dos temas principales: la prevención de la violencia sexual y sexista; y la participación y el liderazgo políticos de la mujer. En estas dos líneas se llevan a cabo actividades en colaboración con otros organismos de las Naciones Unidas y con redes de investigación y de la sociedad civil. Se han puesto en marcha varios programas piloto, entre ellos un innovador programa en la República Democrática del Congo encaminado a trabajar con las universidades y lograr que estudiantes masculinos actúen como embajadores en favor de la prevención de la violencia sexual y sexista. En el marco de este programa se han elaborado y validado nuevos módulos didácticos sobre la igualdad de género y la prevención de la violencia sexista, que ahora se imparten en universidades de las regiones de Kivu del Norte y del Sur. Las enseñanzas extraídas del proyecto piloto en la República Democrática del Congo también se están incorporando a la planificación de un proyecto para elaborar cursos de enseñanza y formación sobre la participación femenina en la política y la prevención de la violencia sexual y sexista en Madagascar, en colaboración con el sector de la enseñanza universitaria de ese país. En colaboración con la Universidad de Rutgers, universidades africanas colaboradoras y la BREDA (Oficina de la UNESCO en Dakar y Oficina Regional de Educación para África), está en marcha en África Occidental un programa destinado a impartir formación para un liderazgo político femenino transformador, programa que también se está definiendo para las mujeres de la Región Estados Árabes, especialmente de los países que están en plena transición democrática, empezando por Egipto y Túnez.

8. Dentro de la Secretaría, la División ha trabajado en estrecha colaboración con los sectores del Programa para poner en marcha varias iniciativas intersectoriales, y en este sentido la Alianza mundial para la educación de las niñas y mujeres ha sido un gran éxito. El 25 mayo de 2012 se organizó en la Sede de la UNESCO la celebración del primer aniversario de esta Alianza, con participación de conferenciantes e invitados de alto nivel. Ese encuentro llevó a prestar apoyo a la ampliación de los proyectos ya financiados por el sector privado y atrajo el interés de nuevos colaboradores privados. Se ha establecido una nueva alianza con el Barefoot College. Los proyectos que están en marcha en el Senegal, Tanzania, Kenya, Etiopía y Lesotho ya están dando resultados positivos. En Etiopía, por ejemplo, unas 900 niñas desfavorecidas reciben apoyo, en forma de tutoría, para ayudarlas a finalizar los estudios secundarios, con participación de toda la comunidad. En el Senegal hay un proyecto de clases de alfabetización que ya ha beneficiado a 40 000 niñas y mujeres jóvenes: se han abierto 163 clases y se ha impartido formación sobre el empleo de las TIC a 200 docentes y facilitadores. La División ha elaborado un marco completo de seguimiento para seguir la marcha de los proyectos conjuntos de la Alianza mundial y el Sector de Educación.

9. La División también está trabajando en estrecha colaboración con el Programa Mundial de Evaluación de los Recursos Hídricos y otros organismos de las Naciones Unidas para elaborar indicadores que tengan en cuenta el género y datos desglosados por sexo sobre el acceso al agua y su utilización y control. Se han integrado con éxito consideraciones sobre la igualdad entre hombres y mujeres en la edición de 2012 del Informe Mundial sobre el Desarrollo de los Recursos

Hídricos, que se presentó en Marsella en marzo de 2012, con motivo de lo cual la UNESCO organizó el único acto paralelo acerca de los recursos hídricos y la igualdad entre hombres y mujeres.

10. La División de Igualdad entre Hombres y Mujeres proporcionó respaldo técnico para la revisión y evaluación de iniciativas de todos los dispositivos intersectoriales, incluidos los debates para formular la política de la UNESCO sobre la atención a los pueblos indígenas, y para la evaluación de propuestas presentadas al Programa de Participación. La División es miembro por derecho propio del Consejo de Publicaciones de la UNESCO y elaboró las "directrices sobre cuestiones de género para las publicaciones" de este último, con las que se busca ayudar a los encargados de preparar, editar y encargar publicaciones a tomar en cuenta de manera regular y sistemática las consideraciones relativas a la igualdad entre hombres y mujeres. Por último, la División ha participado activamente en el grupo de trabajo de la Secretaría sobre el documento 37 C/4 y ha elaborado tres análisis para el proceso de reflexión sobre los temas siguientes: la dinámica de la población, los vínculos entre la igualdad de género y el desarrollo sostenible, y la relación entre la igualdad entre hombres y mujeres y la paz y la seguridad.

11. Para mejorar la capacidad institucional, la División ha seguido afianzando y fortaleciendo en la Sede, las oficinas fuera de la Sede y los institutos la red de coordinadores para la igualdad de género mejorada (en 2011) que abarca toda la Organización. La formación de 75 coordinadores en noviembre de 2011 ya ha dado resultados concretos en una mejora de las estrategias de ejecución, los indicadores y los resultados esperados, que observa en muchos planes de trabajo de los Sectores. También se ha fortalecido la coordinación y la comunicación entre la Sede, las oficinas fuera de la Sede y los institutos, mediante la red operativa de coordinadores en materia de igualdad de género. Ya se ha impartido la formación obligatoria sobre la integración de las cuestiones de género a todos los sectores del programa en la Sede, un gran número de oficinas fuera de la Sede, institutos y Comisiones Nacionales y a personal de otros organismos de las Naciones Unidas. Además, se están poniendo en marcha formaciones para asociados externos, la primera de las cuales se impartió al Comité Internacional de Bioética (CIB) en septiembre de 2012. Los miembros del CIB consideraron esta formación de gran utilidad.

12. La "Formación y aumento de capacidades en materia de integración de las consideraciones relativas a las disparidades entre hombres y mujeres" de la UNESCO y su herramienta interactiva de aprendizaje en línea sirven de base para la planificación de la formación básica dirigida a todo el sistema de las Naciones Unidas sobre la igualdad entre hombres y mujeres. El Programa Mundial de Alimentos (PMA) pidió a la UNESCO que adaptara este programa de formación para sus altos directivos y oficinas sobre el terreno y que lo aplicara, para lo cual aportó la financiación necesaria. En febrero de 2012 se comenzó a adaptar esta formación a las universidades y grandes empresas privadas de Turquía, en colaboración con la Universidad Koc de ese país. Se espera que esta iniciativa dé lugar a una contribución financiera regular para otras actividades de la División.

13. Se han creado nuevos mecanismos para prestar respaldo técnico a la integración de la cuestión de género al personal de la UNESCO. Uno de ellos son los talleres sobre la igualdad entre hombres y mujeres (*Gender Equality Clinics*), que ofrecen al personal respaldo individual y adaptado a cada caso para integrar la cuestión de género en sus actividades de programación, ejecución, seguimiento y evaluación. Entre abril y junio de 2012 se han celebrado diez reuniones, en las que han participado miembros del personal de la Sede, las oficinas fuera de la Sede y los institutos. El respaldo se brinda personalmente o por correo electrónico, videoconferencia o teléfono, a fin de adaptarse a las necesidades de los miembros del personal interesados y limitar los gastos de la Organización. Los resultados de esos talleres han sido muy positivos, y se han reflejado en una mejor planificación y ejecución de actividades en favor de la igualdad de género. Durante el segundo trimestre de 2012, la División también dio inicio a una serie de seminarios sobre la igualdad entre hombres y mujeres. La finalidad de esos seminarios, que no tienen carácter oficial, es dar oportunidades de aprendizaje sobre las últimas novedades relacionadas con la igualdad de género o sobre la labor pertinente en ese campo de otras entidades. Las

reuniones se organizan con el objetivo de multiplicar los intercambios y el diálogo horizontales y se utilizan las video-teleconferencias para fomentar la participación del personal de las oficinas fuera de la Sede. Las tres reuniones organizadas en el primer semestre de este año tuvieron por tema “La integración de la igualdad entre hombres y mujeres en los planes de trabajo”, “Río+20: resultados desde la perspectiva de la igualdad de género” y “El Índice de Instituciones Sociales e Igualdad de Género (SIGI)” con la participación de personal de la OCDE.

## **II. Respuesta a la situación financiera**

### *i) Ejecución del programa*

Habida cuenta de la actual situación financiera de la Organización, y con una reducción del 80% de su presupuesto para actividades, la División ha actuado para conseguir que los recursos se concentren en alcanzar el máximo impacto y en crear estructuras y capacidad sostenibles para hacer progresar la igualdad entre los hombres y las mujeres. Por medio de programas innovadores, la ODG/GE ejecutó actividades que requieren pocos recursos financieros, o ninguno, y que reúnen diversos programas y actividades para compartir recursos. También se han empleado enfoques creativos para impartir formación al personal que trabaja para los Sectores y en las oficinas fuera de la Sede sin costo suplementario (aparte del tiempo del personal). La ventaja comparativa de la División radica en que su labor se basa principalmente en los conocimientos especializados de sus funcionarios y en que únicamente se delegan a asociados nacionales actividades e investigaciones específicas en el ámbito nacional cuando se ejecutan actividades extrapresupuestarias.

### *ii) Reorganización interna*

La División tiene completa su plantilla con cinco funcionarios del cuadro orgánico y categorías superiores desde marzo de 2012, además de un Director y un G5. Uno de los cinco funcionarios del cuadro orgánico y categorías superiores es un experto asociado, cedido por el Gobierno de Italia. Sobre el terreno, prestan apoyo los coordinadores para la igualdad de género de las oficinas fuera de la Sede, pero sería muy conveniente tener asesores en igualdad de género a tiempo completo en las oficinas regionales en el futuro para reforzar nuestras acciones.

### *iii) Eficacia en relación con los costos y reducción de los gastos administrativos*

La División ha seguido sirviéndose de la participación virtual en reuniones interinstitucionales y de otra índole, ha reducido los viajes al mínimo estrictamente necesario y ha interrumpido todas las publicaciones hasta nueva orden. La División no emplea a ningún colaborador temporal ni a consultores, pero forma a pasantes de breve y larga duración y trabaja con ellos.

### *iv) Movilización de fondos*

La División ha respondido a los retos que plantea la actual situación financiera de la Organización allegando financiación externa de fuentes más amplias. Además de las propuestas presentadas al programa del Fondo Fiduciario del Japón (JFIT) (en total, se han movilizado 240.000 dólares), la División también ha conseguido movilizar financiación mediante propuestas al IEDDH (Instrumento Europeo para la Democracia y los Derechos Humanos) de la Comisión Europea (del que se han recibido hasta la fecha 220.000 dólares).

## **III. Problemas o tareas pendientes y enseñanzas extraídas**

14. La aplicación de cualquier cambio institucional lleva tiempo, lo mismo que el conseguir que tenga un impacto de importancia. La experiencia de los gobiernos y las organizaciones internacionales demuestra que la resistencia al cambio es una difícil traba para la generalización de la perspectiva de género. La igualdad entre los hombres y las mujeres solo ha sido una prioridad global de la UNESCO desde 2008 y el primer Plan de Acción para la prioridad "Igualdad



entre hombres y mujeres" se está ejecutando actualmente. Como se expone inequívocamente en la sección sobre los principales logros, el Plan de Acción está teniendo un impacto y se están obteniendo resultados concretos en los programas y la ejecución, pero se necesita más tiempo para conseguir que todos los colegas estén plenamente comprometidos con la generalización de la perspectiva de género.

15. En lo relativo a los programas y la ejecución, a pesar de que muchos funcionarios han hecho verdaderos esfuerzos, los progresos son más lentos de lo esperado. Si bien no es posible conocer con los sistemas presupuestarios existentes en la UNESCO qué recursos financieros se asignan al fomento de la igualdad de género, los análisis de los planes de trabajo y los "cálculos aproximados" de las consignaciones presupuestarias indican que son mínimas las consignaciones presupuestarias -de entre el 5 y el 20%- que dedican los sectores del programa a la igualdad de género. Si por "prioridad global" se entiende dedicar a ella un porcentaje importante de los recursos, la igualdad de género no es una prioridad global sobre la base del análisis de los presupuestos. No bastan el seguimiento y la evaluación de la Prioridad Igualdad entre los hombres y las mujeres. Actualmente, el seguimiento consiste en el autoseguimiento de los planes de trabajo por los funcionarios mismos, validado por los sectores, BSP y ODG/GE sin un análisis sistemático y fundado en datos empíricos. Debe efectuarse un seguimiento y una evaluación que se cotejen con los resultados recogidos en el Plan de Acción para la prioridad "Igualdad entre hombres y mujeres" para 2008-2012 (GEAP I) con objeto de influir en las orientaciones futuras y en la preparación del GEAP II para 2014-2021. La evaluación de la labor de la UNESCO sobre la igualdad entre los hombres y las mujeres ha formado parte del programa de trabajo del Servicio de Supervisión Interna (IOS), pero las medidas previstas a finales de 2011 se han aplazado a causa de la situación financiera.

16. En cuanto a la cuestión de fondo, la generalización de la perspectiva de género ha resultado ser la estrategia más prometedora para promover la igualdad entre los hombres y las mujeres en la labor de la UNESCO. Ahora bien, con frecuencia se interpreta equivocadamente esa estrategia, ya que parece entenderse que las iniciativas relativas específicamente al género -que tienen por finalidad tratar aspectos o lagunas en materia de políticas en que hay desigualdades de género importantes (por ejemplo, los aspectos de desigualdad en las políticas que busca subsanar la Alianza mundial para la educación de las niñas y mujeres, el Programa sobre la mujer y la ciencia), pero que es evidente que no deben ocupar el lugar de la generalización de la perspectiva de género- son esfuerzos "suficientes" en lo que hace a poner en práctica la Prioridad Igualdad entre los hombres y las mujeres. También se produce una considerable "evaporación de políticas", lo que indica que los firmes compromisos a favor de la igualdad de género como principio no se traducen en actuaciones eficaces en otras fases de la programación, esto es, la planificación, la consignación presupuestaria, la ejecución, el seguimiento/la presentación de informes y la evaluación. Se trata de un problema que no solo afecta a la Secretaría sino también a los órganos rectores, en los que el apoyo a esta prioridad es menos sistemático y no está respaldado por contribuciones extrapresupuestarias.

17. Otro desafío importante para la labor relativa al fomento del empoderamiento de la mujer y de la igualdad de género es la falta de datos externos y de estadísticas desglosadas por sexos en muchos campos en los que actúa la UNESCO, de manera que la Organización, cuando diseña y ejecuta programas y actividades, debe producir por sí misma esos datos, que son necesarios por ejemplo, para evaluar con precisión las necesidades.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

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

### 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.

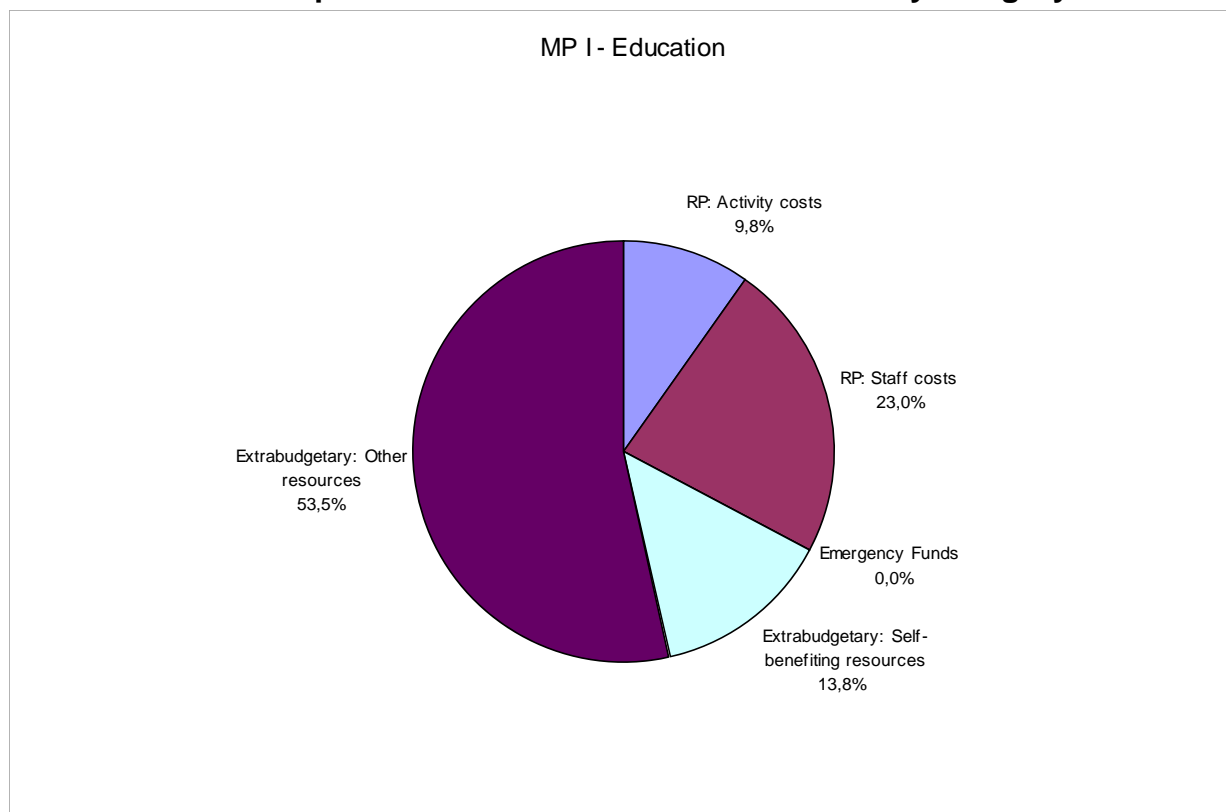
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## PROGRESS ACHIEVED BY EXPECTED RESULT

### 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 3<sup>rd</sup> 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 7<sup>th</sup> 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 21<sup>st</sup> 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 6<sup>th</sup> 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 4<sup>th</sup> 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 56<sup>th</sup> 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 3<sup>rd</sup> 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 1<sup>st</sup> 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

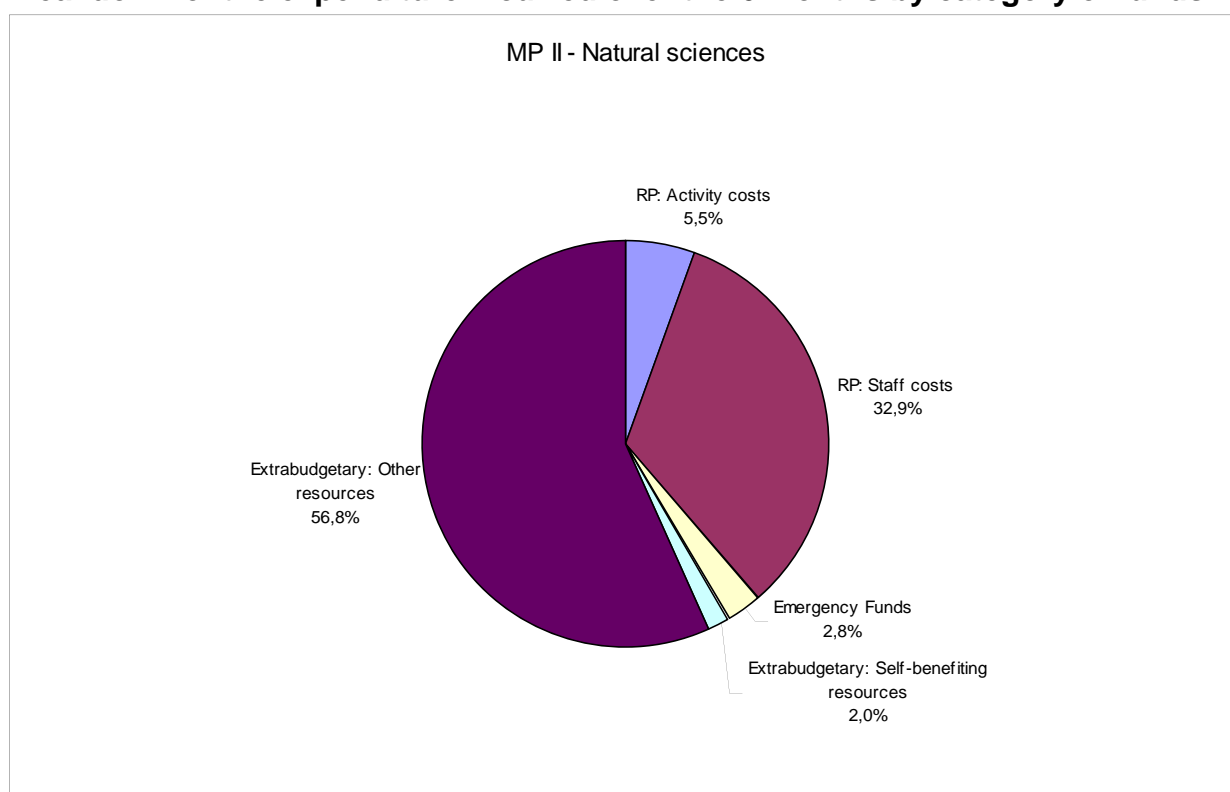
strengthened. In Central Asia, a sub-regional group was established on gender-responsive education, in an effort to strengthen national capacities in planning and the use of EMIS for policy formulation. A study on Roma children is being finalized which will guide countries in developing and/or strengthening 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 20<sup>th</sup> 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 18<sup>th</sup> meeting of the International Advisory Committee for Biosphere Reserves (UNESCO Headquarters, April 2012) and planning and the organization of the 24<sup>th</sup> session of the MAB International Coordinating Council (UNESCO Headquarters, 9-13 July 2012) as well as the commemoration of the 40<sup>th</sup> 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***

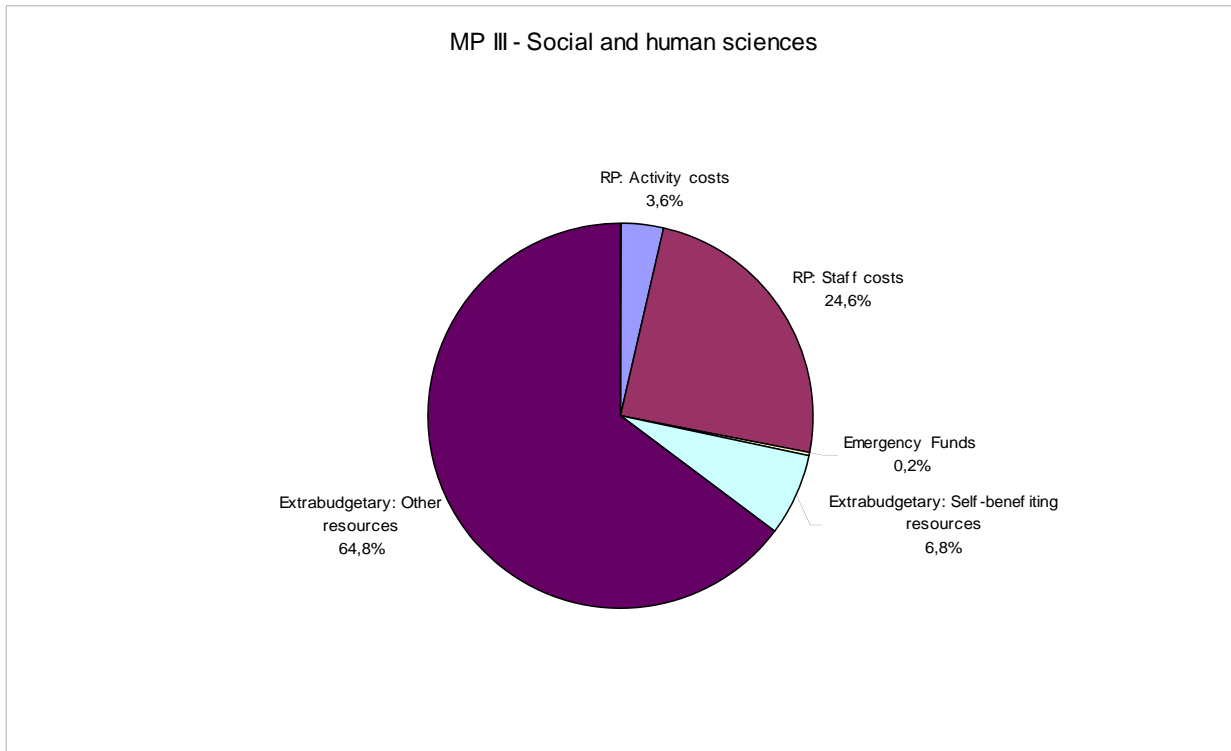
- Twenty women senior scientists from the extended Mediterranean region participated in the International workshop on "Seismicity and Earthquake Engineering", in the framework of the programme for Reducing Earthquake Losses in the region.

*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.

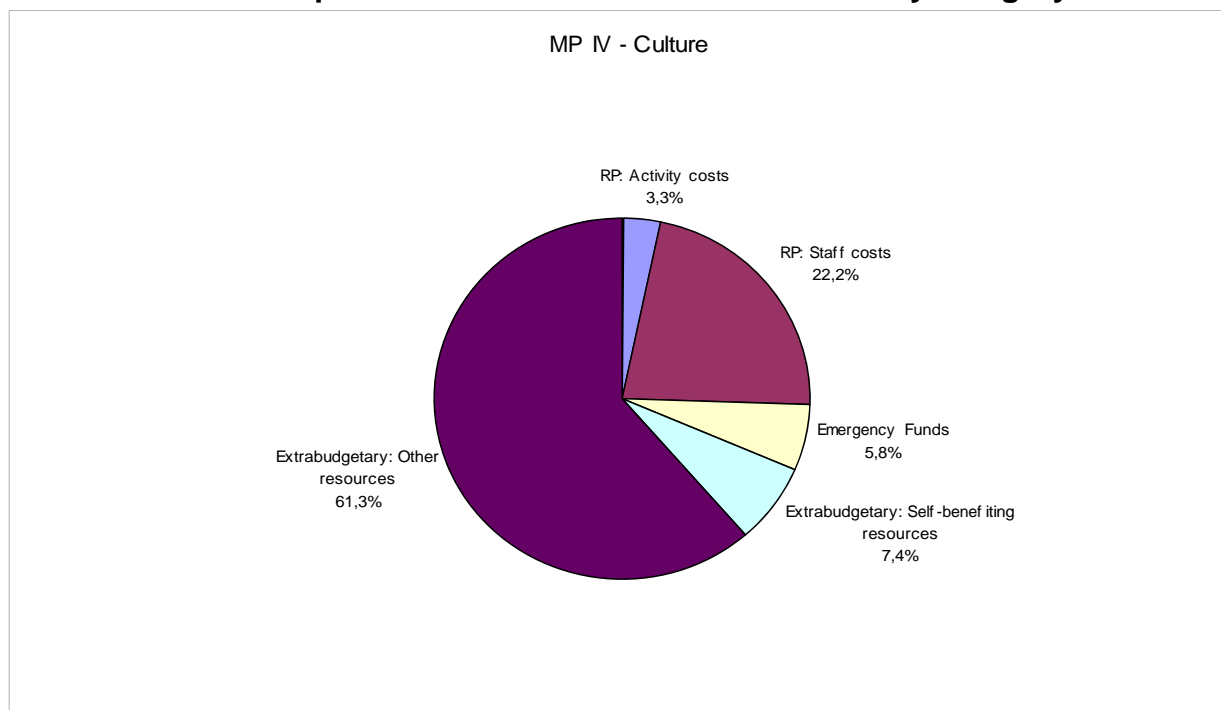
- Support for national adaptation policies depends on resource mobilization, which is actively being sought (via the emergency fund, the intersectoral platforms and external fundraising), with a targeted focus on the Caribbean, the Sahel and the Pacific. Some small successes have already been achieved 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 40<sup>th</sup> 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 36<sup>th</sup> 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 36<sup>th</sup> 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 190<sup>th</sup> 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 40<sup>th</sup> 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 36<sup>th</sup> 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 5<sup>th</sup> 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 7<sup>th</sup> 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 18<sup>th</sup> 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 4<sup>th</sup> session of the General Assembly and 4<sup>th</sup> extraordinary session of the Committee, a meeting of the 7<sup>th</sup> 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 11<sup>th</sup> 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***

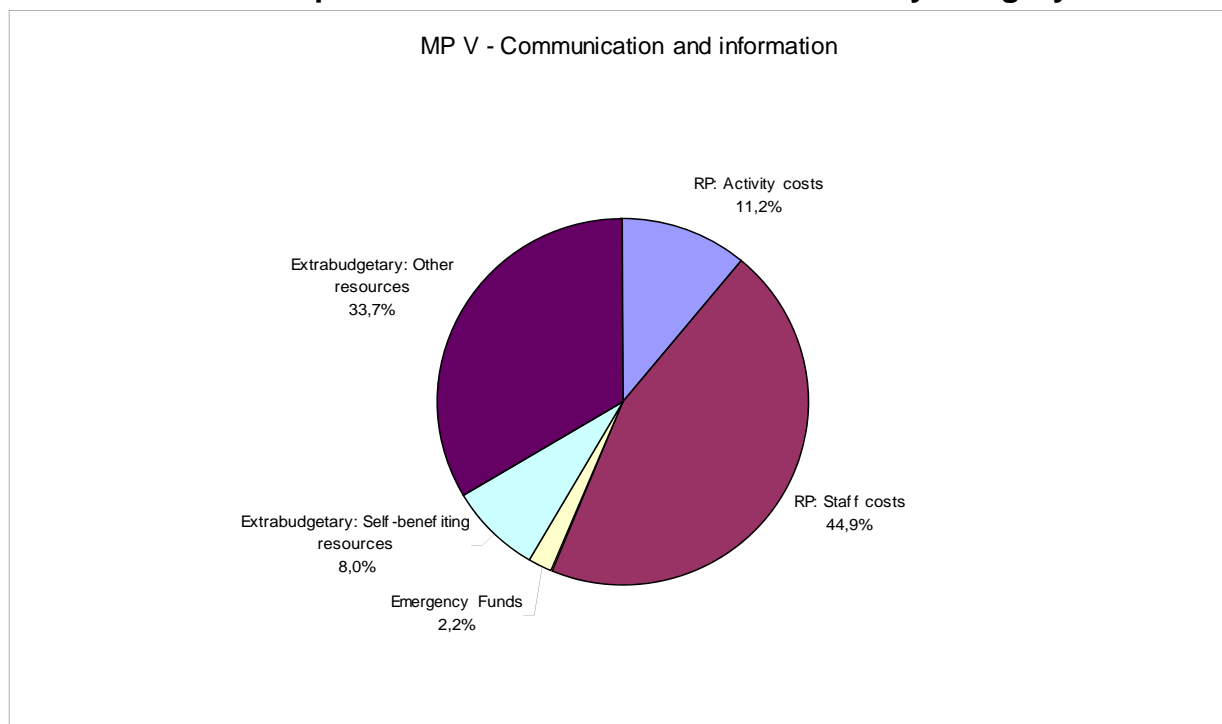
- The culture sector has contributed substantially to the overall UNESCO report to the 11<sup>th</sup> session of the UN Permanent Forum on Indigenous Issues (UNPFII) 7-18 May 2012. Likewise, a special issue of *World Heritage* has been devoted entirely to indigenous peoples (n° 62, 2012, available online) 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 20<sup>th</sup> 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 ISCED 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  
des Nations Unies  
pour l'éducation,  
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 AdultLiteracy (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

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
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



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
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

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
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

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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

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
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

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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

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
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 ECE 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

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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



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
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

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
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

No.	Target Audience / Audience cible	Demand /Demande	Intended Purpose / Objectifs	Expected Impact / Effets prévus	Distribution	Estimated Budget / Estimation du budget	Budget source / Source budgétaire
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



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
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

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
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

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
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	

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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



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
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

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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

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
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

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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

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
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

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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
<b>Total</b>	<b>452</b>

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
<b>Total</b>	<b>452</b>

Distribution	
For sale	64
Free distribution	388
<b>Total</b>	<b>452</b>

Target Audience: 1st / Audience cible: 1 <sup>e</sup>	
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
<b>Total</b>	<b>452</b>

Target Audience: 2nd / Audience cible: 2 <sup>e</sup>	
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
<b>Total</b>	<b>452</b>

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



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 (RELEMUR).

### ***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 (WPDF), 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 WPDF 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.



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

# Consejo Ejecutivo

190ª reunión

# 190 EX/4 Parte II

PARÍS, 7 de septiembre de 2012  
Original: Francés e inglés

Punto 4 del orden del día provisional

## INFORME DE LA DIRECTORA GENERAL SOBRE LA EJECUCIÓN DEL PROGRAMA APROBADO POR LA CONFERENCIA GENERAL

### PARTE II

#### Ajustes presupuestarios autorizados en el marco de la resolución de consignación de créditos para 2012-2013

y

#### Gestionigrama de la ejecución del programa en 2012-2013 (36 C/5 Aprobado) Situación al 30 de junio de 2012 (no comprobada)

(Nº 49)

### RESUMEN

La Parte II del documento 190 EX/4 contiene:

A. Un informe de la Directora General sobre los ajustes presupuestarios autorizados en el marco de la resolución de consignación de créditos para 2012-2013.

De conformidad con la Resolución 36 C/111, apartados b) y e), la Directora General presenta al Consejo Ejecutivo:

- i) un informe sobre los ajustes en el marco de la Resolución de Consignación de Créditos aprobada para 2012-2013 por concepto de las donaciones y contribuciones especiales recibidas desde el principio del bienio;
- ii) un informe sobre las transferencias efectuadas entre partidas presupuestarias para los procesos de programación conjunta por países del sistema de las naciones unidas; y
- iii) un informe sobre las transferencias efectuadas entre partidas presupuestarias debido a ajustes en la estructura organizativa (movimientos del personal).

Medida que se prevé adopte el Consejo Ejecutivo: decisión que figura en el párrafo 8.

B. El gestionigrama de la ejecución del programa en 2012-2013 al 30 de junio de 2012.

## PARTE A

**INFORME DE LA DIRECTORA GENERAL SOBRE LOS AJUSTES PRESUPUESTARIOS  
AUTORIZADOS EN EL MARCO DE LA RESOLUCIÓN DE CONSIGNACIÓN  
DE CRÉDITOS PARA 2012-2013**

1. A fin de simplificar el documento, reducir su volumen y su costo de elaboración, y mejorar la claridad de la información facilitada, ahora la lista detallada de las donaciones y contribuciones especiales figura en los Anexos 1 y 2 del documento 190 EX/INF.19. En la Parte A se presenta un resumen del análisis con miras a la adopción de decisiones por el Consejo Ejecutivo.

**I. Ajustes en la consignación de créditos aprobada para 2012-2013 por concepto de las donaciones y contribuciones especiales recibidas desde el principio del bienio**

2. Conforme a lo dispuesto en el apartado b) de la Resolución 36 C/111, en el que se autoriza a la Directora General a aceptar y añadir a la consignación de créditos aprobada para 2012-2013, las aportaciones voluntarias, donaciones, donativos, legados y subvenciones, así como las cuantías aportadas por los gobiernos teniendo en cuenta lo dispuesto en la cláusula 7.3 del Reglamento Financiero, y a facilitar información al respecto a los miembros del Consejo Ejecutivo en la reunión siguiente a esas operaciones, la Directora General tiene el agrado de informar acerca de las donaciones y contribuciones especiales recibidas desde principios del bienio. En el siguiente cuadro se presenta un resumen de esas operaciones por sector/oficina y en el Anexo 1 se proporcionan detalles al respecto:

Sector/Oficina	\$	Porcentaje
Educación (ED)	611.809	18%
Ciencias Exactas y Naturales (SC)	1.012.725	29,7%
Ciencias Sociales y Humanas (SHS)	167.217	4,9%
Cultura (CLT)	940.670	27,6%
Comunicación e Información (CI)	96.550	2,8%
Unidades fuera de la sede - Ejecución de los programas descentralizados (BFC)	309.520	9,1%
Servicios relacionados con el programa (ODG/GE - BSP - ERI)	266.372	7,8%
<b>Total, donaciones y contribuciones especiales</b>	<b>3.404.863</b>	<b>100%</b>

3. Además de las contribuciones antes mencionadas, los gobiernos aportaron contribuciones en especie a las oficinas fuera de la Sede y los institutos proporcionándoles locales a título gratuito durante el bienio 2012-2013 por valor de 6.501.449 dólares estadounidenses. En el Anexo 2 se facilita información detallada sobre esas contribuciones. La UNESCO está estableciendo un mecanismo para registrar otras contribuciones en especie para la ejecución de los planes de trabajo del documento 36 C/5. Si bien los sectores incluyen ese apoyo en las descripciones de sus actividades, resulta más difícil determinar una base para su valoración monetaria.

**II. Aumentos reglamentarios de los gastos de personal**

4. Tras el anuncio realizado por la Comisión de Administración Pública Internacional (CAPI), la Directora General aprobó un aumento del 5,4 % de la prestación relativa al ajuste por lugar de destino para el Cuadro Orgánico y categorías superiores en París, a partir del 1º de mayo de 2012. La cantidad adicional necesaria para el bienio de resultados de este ajuste se estima en 5,1 millones de dólares.

5. En principio, para financiar esos aumentos reglamentarios de los gastos de personal habrá que efectuar una transferencia de la consignación del Título V (Aumentos previstos de los costos). Ahora bien, como en los actuales planes de trabajo se ha reducido la asignación presupuestaria del Título V debido al déficit de liquidez, la Directora General piensa imputar ese gasto al presupuesto de personal existente y contener los gastos, en la medida de lo posible, dentro del presupuesto previsto procurando constantemente realizar ahorros en concepto de gastos de personal y administración.

### III. Transferencias entre partidas presupuestarias para costos del programa

6. En el apartado e) de la Resolución de Consignación de Créditos para 2012-2013 se estipula que "la Directora General podrá efectuar transferencias de consignaciones entre partidas presupuestarias por un importe que corresponda, como máximo, al 1% de la consignación inicial, comunicando por escrito a los miembros del Consejo Ejecutivo, en la reunión siguiente a esas operaciones, los detalles de esas transferencias y las razones que las motivaron". En consecuencia, la Directora General informa al Consejo Ejecutivo de las siguientes transferencias:

#### **Reasignación de recursos del Programa Ordinario para sufragar la participación de la UNESCO en los procesos de programación por países:**

De conformidad con la Resolución 36 C/74, párrafo 2, apartado 6), la Directora General asignó el 2% de los recursos del Presupuesto Ordinario destinados a los grandes programas para apoyar la participación de la UNESCO en los procesos de programación conjunta por países del sistema de las Naciones Unidas (comprendidos los proyectos piloto de la iniciativa "Unidos en la acción", el MANUD y la programación conjunta).

Los sectores utilizarán la mitad de la cantidad asignada para sus actividades sectoriales específicas, mientras que la Oficina de Planificación Estratégica (BSP) coordinará la otra mitad (1%), destinándola a los esfuerzos desplegados en toda la UNESCO en esos procesos. Los fondos puestos a disposición de esa Oficina ascendieron a 223.323 dólares. Al 30 de junio de 2012, se había transferido un total de **81.897 dólares** de los Grandes Programas I y III a la partida presupuestaria de BSP tal como se indica a continuación:

Fondos transferidos de	\$
Gran Programa I - Educación	64.800
Gran Programa III - Ciencias sociales y humanas	17.097
<b>Cuantía total transferida a BSP</b>	<b>81.897</b>

### IV. Transferencias entre partidas presupuestarias para gastos de personal:

7. El apartado e) de la Resolución de Consignación de Créditos para 2012-2013 dispone además que "en los casos en que las transferencias de consignaciones entre partidas presupuestarias representen una suma que rebase ese 1%, la Directora General deberá solicitar la aprobación previa del Consejo Ejecutivo". A este respecto, la Directora General somete a la aprobación del Consejo Ejecutivo las siguientes propuestas de transferencias derivadas de la reestructuración destinada a mejorar la estructura organizativa y la eficacia funcional de la Organización. Cabe señalar que algunas de esas transferencias representan una suma inferior al 1% de la consignación inicial. En el Anexo 3 del documento 190 EX/INF.19 se facilitan detalles sobre esas transferencias para gastos de personal por partida presupuestaria (resultado neto nulo) y en el cuadro siguiente se presenta el resumen:

Partidas presupuestarias	Transferencias con fines de comparación para gastos de personal
	\$
<b>Título I - Política General y Dirección</b>	<b>171.900</b>
<b>Título II - Programas y Servicios relacionados con el Programa</b>	
A. Programas	(171.900)
B. Servicios relacionados con el Programa	838.900
C. Programa de Participación y Becas	297.400
<b>Total, Título II</b>	<b>964.400</b>
<b>Título III – Servicios internos</b>	
A. Gestión de recursos humanos	(523.700)
B. Gestión financiera	(148.100)
C. Gestión de los servicios de apoyo	(464.500)
<b>Total, Título III</b>	<b>(1.136.300)</b>
<b>Total Consignación de Créditos</b>	<b>-</b>

**V. Medida que se prevé adopte el Consejo Ejecutivo**

8. El Consejo Ejecutivo podría adoptar una decisión del siguiente tenor:

El Consejo Ejecutivo,

1. Habiendo examinado el informe de la Directora General sobre las donaciones y contribuciones especiales recibidas desde comienzos del bienio y consignadas en el Presupuesto Ordinario, y las transferencias realizadas entre partidas presupuestarias, de conformidad con la *Resolución 36 C/111, apartados b) y e)*, y el documento 190 EX/4 Parte II y Anexo 1,

I

2. Toma nota de que, como consecuencia de esas donaciones y contribuciones especiales, la Directora General ha añadido a las consignaciones del Presupuesto Ordinario la cantidad total de **3.404.863 dólares**, que se desglosa como sigue:

	\$
Título II.A – Gran Programa I	611.809
Título II.A - Gran Programa II	1.012.725
Título II.A - Gran Programa III	167.217
Título II.A - Gran Programa IV	940.670
Título II.A - Gran Programa V	96.550
Título II.A - Unidades fuera de la Sede - Ejecución de los programas descentralizados (BFC)	309.520
Título II.B - Servicios relacionados con el Programa (ODG/GE)	16.673
Título II.B - Servicios relacionados con el Programa (BSP)	40.000
Título II.B - Servicios relacionados con el Programa (ERI)	209.699

<b>Total</b>	<b>3.404.863</b>
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3. Expresa su agradecimiento a los donantes enumerados en los Anexos 1 y 2 del documento 190 EX/INF.19;

II

4. Recordando la disposición de la Resolución de Consignación de Créditos en virtud de la cual la Directora General puede efectuar transferencias de consignaciones entre partidas presupuestarias por un importe que corresponda, como máximo, al 1% de la consignación inicial, comunicando por escrito a los miembros del Consejo Ejecutivo, en la reunión siguiente a dichas operaciones, los detalles de esas transferencias y las razones que las motivaron,
5. Toma nota de que la Directora General ha efectuado transferencias entre partidas presupuestarias para apoyar la participación de la UNESCO en los procesos de programación conjunta por países del sistema de las Naciones Unidas, como se indica en el párrafo 6 del documento;
6. Recordando la disposición de la Resolución de Consignación de Créditos en virtud de la cual la Directora General podrá efectuar transferencias de consignaciones entre partidas (por un importe superior al 1%), previa aprobación del Consejo Ejecutivo;
7. Aprueba las transferencias entre partidas presupuestarias derivadas de la reestructuración organizativa (movimientos del personal) que se enumeran en el párrafo 7 del documento;
8. Toma nota del Cuadro de consignación de créditos revisado que figura en el Anexo 3 del documento 190 EX/INF.19.

## PARTE B

### INFORME DE LA DIRECTORA GENERAL SOBRE LA EJECUCIÓN DEL PROGRAMA APROBADO POR LA CONFERENCIA GENERAL

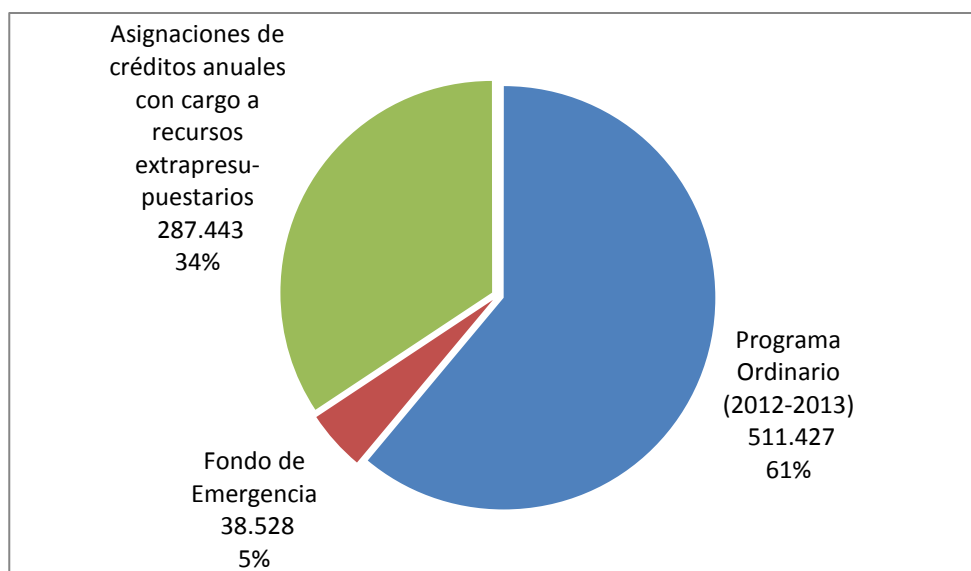
#### GESTIONIGRAMA - Ejecución del programa al 30 de junio de 2012

En el gestionigrama se presenta la situación general del presupuesto y los gastos para el Presupuesto Ordinario y los recursos extrapresupuestarios en el marco de las restricciones financieras actuales.

#### ASPECTOS DESTACADOS DE LA SITUACIÓN FINANCIERA DE LA ORGANIZACIÓN

*(Las cuantías de todos los gráficos se expresan en miles de dólares estadounidenses)*

##### Recursos por fuente de financiación

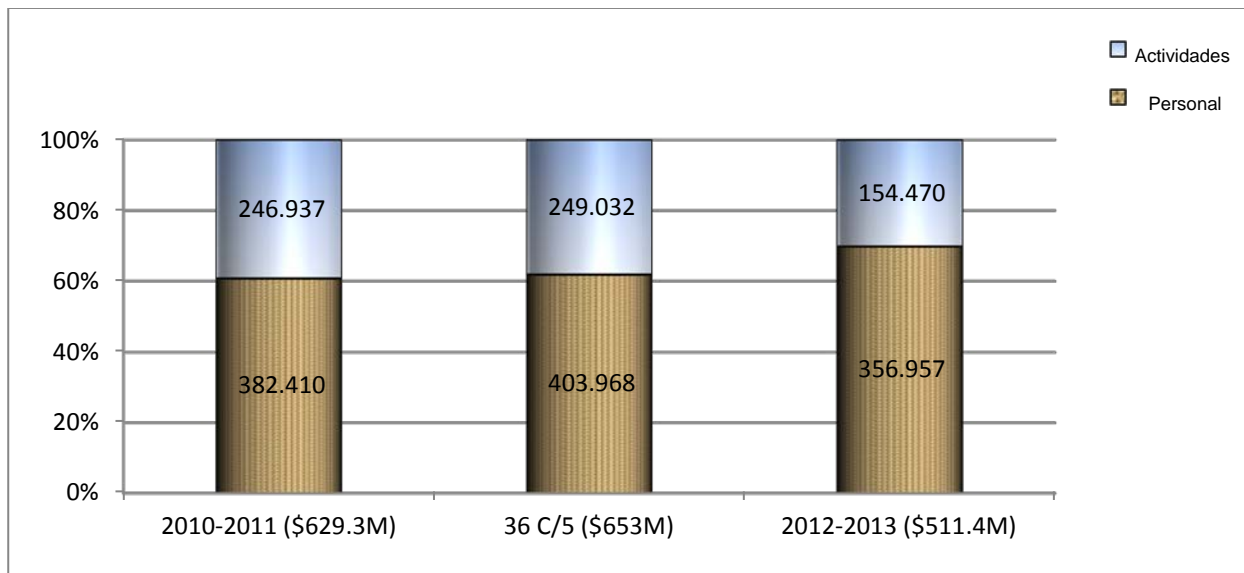


##### Programa Ordinario:

**Asignaciones de créditos:** Habida cuenta del reducido marco presupuestario, la Directora General aprobó una consignación presupuestaria provisional de 465 millones de dólares (a la que se añaden 3,4 millones de dólares en concepto de consignaciones adicionales). Tras las revisiones trimestrales de los planes de trabajo, actualmente se estima que las necesidades presupuestarias para el bienio ascienden a 511,4 millones de dólares sobre la base de la congelación casi total de las contrataciones. Esa previsión dio lugar a un déficit de cerca de 43 millones de dólares en la actualidad (511,4 millones – 468,4 millones de dólares) que no es sostenible desde el punto de vista de la liquidez, especialmente para el último trimestre de 2013, y que se enjugará mediante la financiación y nuevas reducciones de los costos. Cabe señalar que las previsiones se actualizan trimestralmente y dependerán de las decisiones que se tomen, por ejemplo, sobre la contratación adicional para puestos fundamentales para el desempeño de las tareas y la materialización de riesgos que actualmente no se han presupuestado, como los derivados del incremento de las cotizaciones a la Caja de Seguros Médicos de los afiliados asociados (cuya cuantía se estima entre 1 y 2 millones de dólares) y los pagos vencidos que se adeudan al Mecanismo conjunto del sistema de las Naciones Unidas (cuya cuantía prevista asciende a más de 4 millones de dólares).

El presupuesto previsto actual de 511,4 millones de dólares supone una disminución del 21,7% con respecto al 36 C/5 Aprobado (653 millones de dólares) y tiene en cuenta las medidas de eficiencia y de reducción de gastos definidas en el informe sobre la realización de las metas fijadas en la hoja de ruta.

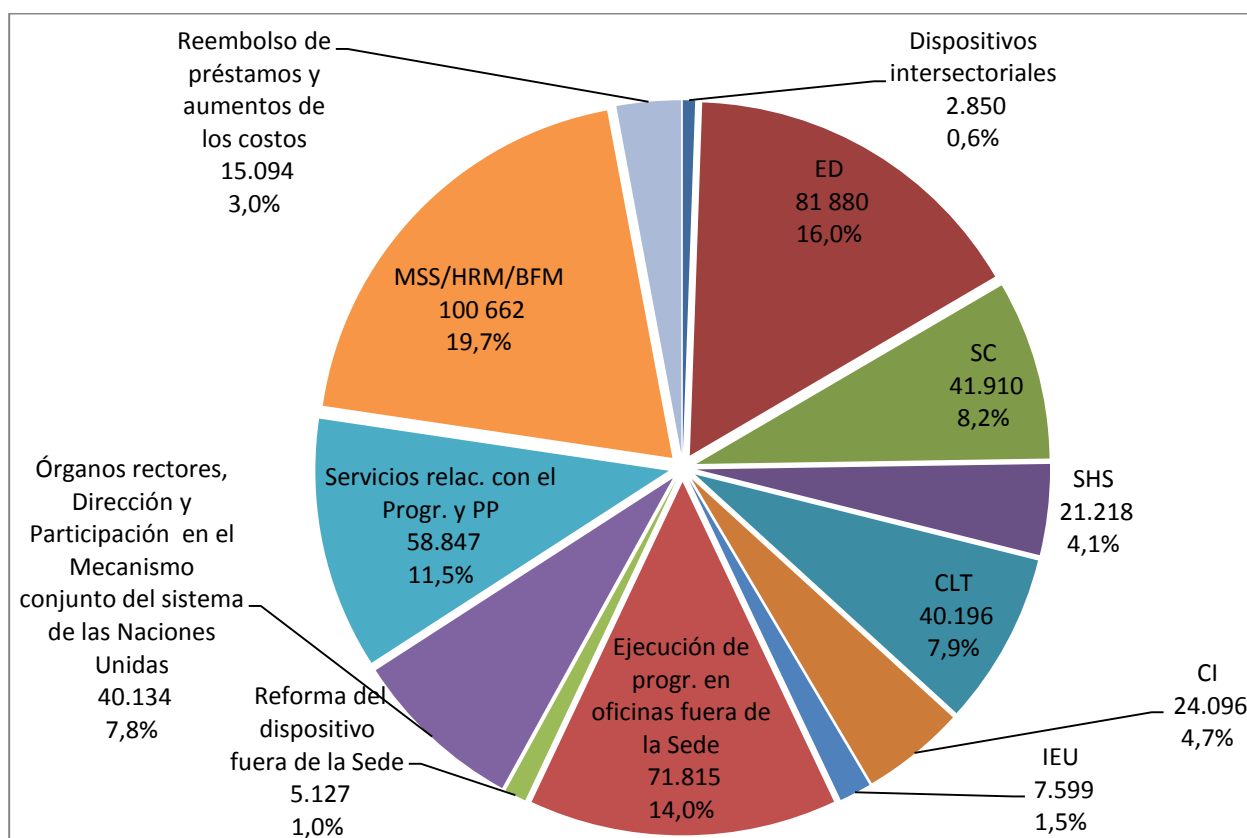
En el siguiente cuadro se presenta el porcentaje resultante del total de los gastos de personal y actividades correspondientes a los valores reales para 2010-2011, el 36 C/5 Aprobado y las previsiones para 2012-2013:



Los gastos de personal son principalmente fijos y la proporción del personal aumentó del 60% programado a una previsión del 70%, aunque su valor monetario se redujo en 47 millones de dólares, lo que representa el 7,2%, con respecto al 36 C/5 Aprobado. La previsión presupuestaria actual de 511 millones de dólares se basa en la hipótesis de que se congelará casi íntegramente la contratación para los puestos vacantes, exceptuando un número reducido de puestos aprobados que son fundamentales para la realización de las tareas. A pesar de que ello tiene repercusiones en la ejecución del programa, la suspensión de la contratación para los puestos vacantes es inevitable, habida cuenta de la necesidad de absorber el factor retraso de 5% en el presupuesto para gastos de personal del 36 C/5 y a fin de alcanzar las metas de reducción del presupuesto.

El 73% (tres puntos porcentuales más que el bienio anterior) del total de los gastos de personal y el 62% del presupuesto para actividades (6 puntos porcentuales menos que el bienio anterior) corresponden al Título II relativo a los Grandes Programas y Servicios relacionados con el Programa. En el gráfico siguiente se muestra la parte correspondiente del presupuesto por sector/oficina (Gastos de personal y costos de las actividades):





**Gastos del Programa:** Del total de 511,4 millones de dólares previsto, se asignaron 229,7 millones de dólares (45%) para el primer año y se gastaron 126,4 millones a finales de junio de 2012. Los gastos de personal por valor de 87,7 millones de dólares representan el 69% del gasto total y se ajustan al coeficiente de ejecución del objetivo teórico del 25% correspondiente al periodo transcurrido del bienio. Los gastos por concepto de costos de las actividades por un importe de 38,7 millones de dólares, que ascienden al 25% de la previsión para el bienio, también se ajustan al coeficiente del objetivo. Las cuantías correspondientes a los programas de educación y ciencias sociales y humanas (21%), y cultura (22%) y el Título II.C (4,3%) son inferiores y se compensan con los servicios internos, cuyo porcentaje asciende al 42%, debido a la obligación de financiar anualmente los gastos fijos, como el mantenimiento de los edificios y los servicios colectivos.

### Fondo de Emergencia:

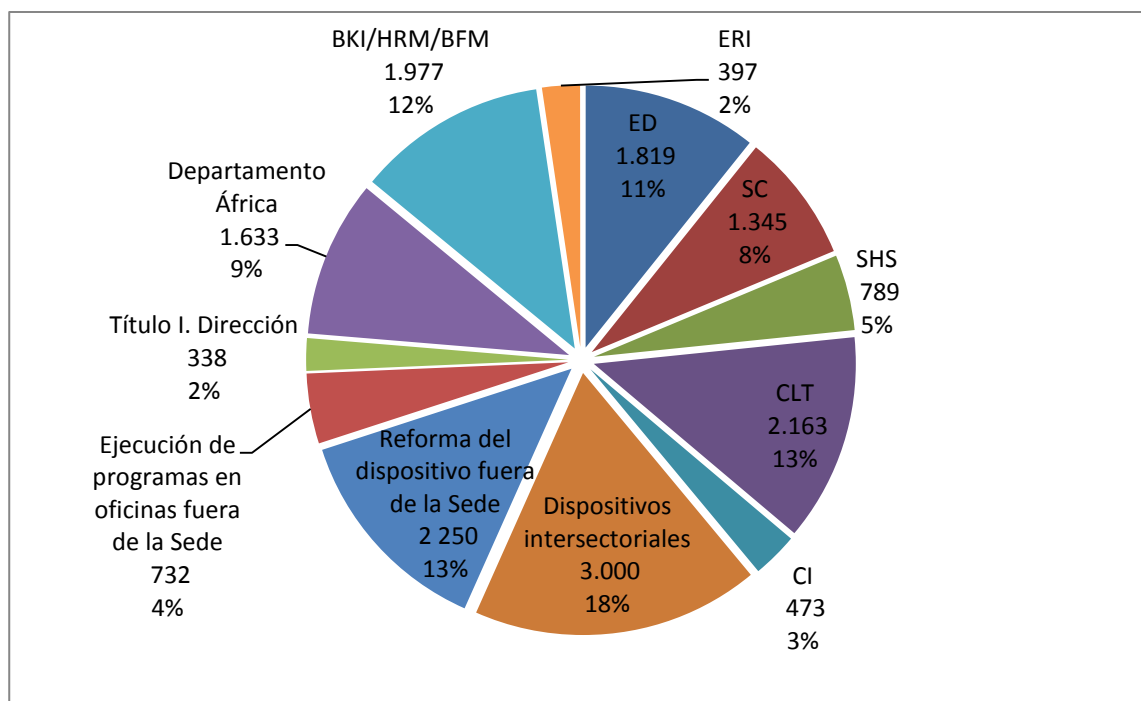
El Fondo de Emergencia es un mecanismo que sirve para equilibrar el nivel de financiación de las prioridades y colmar las lagunas en la ejecución del programa, especialmente en el plano nacional, reforzando así la descentralización de los Grandes Programas. Se han asignado fondos con cargo al Fondo de Emergencia, ya que se evaluaron las deficiencias de financiación para los distintos programas prioritarios e iniciativas de reforma con objeto de mejorar la eficacia, teniendo en cuenta las asignaciones en el marco del Programa Ordinario y las oportunidades de obtener donaciones en especie o en metálico procedentes de otras fuentes.

Se recibieron **38,5 millones de dólares**, de los cuales se asignaron 12,5, y el coeficiente de ejecución fue del 20%. Se destinaron otros 3 millones a los dispositivos intersectoriales y 1,4 millones al fortalecimiento de los institutos de categoría 1 especializados en la educación. Así pues, se asignó un total de 17 millones de dólares del Fondo de Emergencia. Los principales receptores y actividades que se beneficiaron de la asignación de 12,5 millones se indican a continuación:

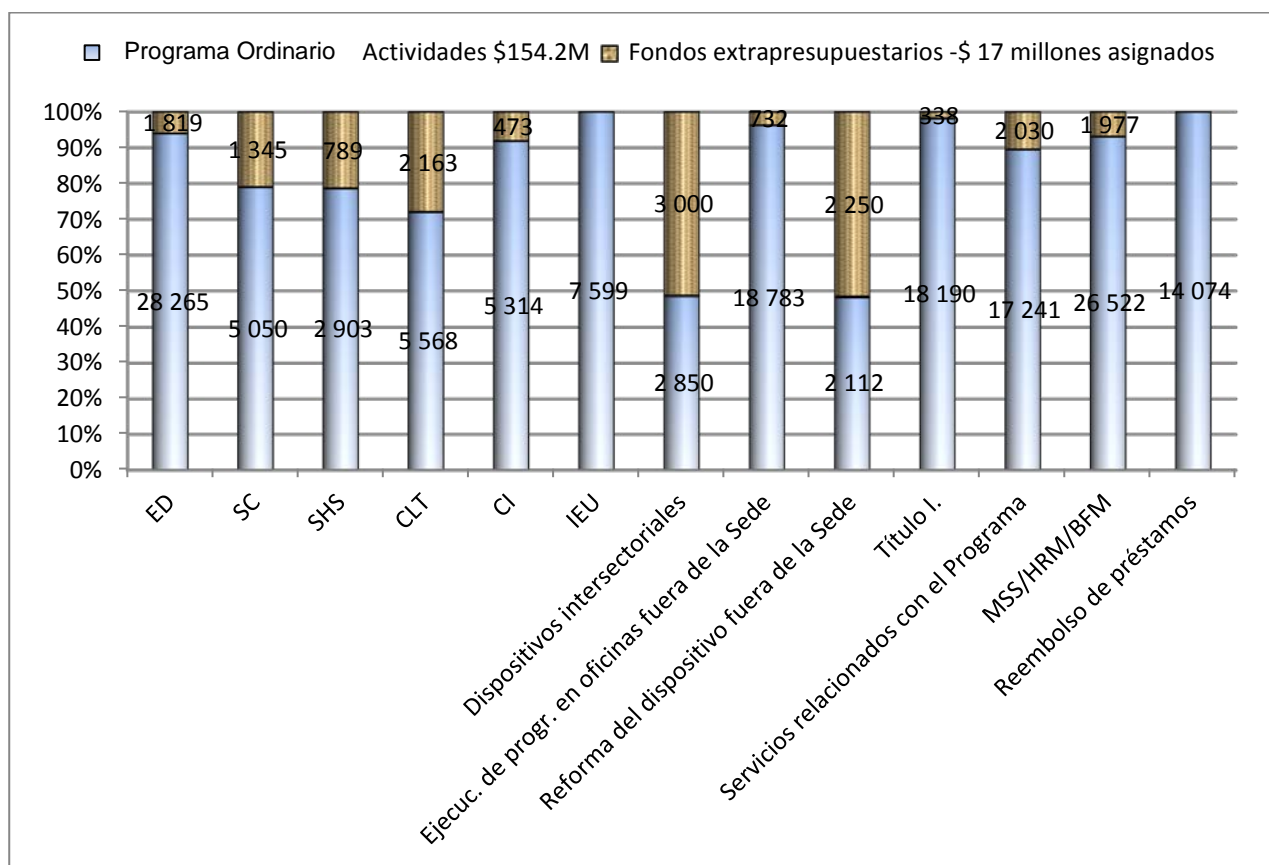
- Dispositivo fuera de la Sede, en particular en África: 2,3 millones de dólares para complementar la cuantía de 4,9 millones prevista en los planes de trabajo del Programa Ordinario y otros 700.000 dólares para la ejecución de los programas descentralizados en las unidades fuera de la Sede;
- Sector de Cultura: 2 millones de dólares destinados, entre otras cosas, a financiar: las reuniones reglamentarias y la creación de capacidades en África y América Latina y el Caribe para la aplicación de las distintas convenciones y el proyecto sobre la “Historia General de África”;
- Departamento África: 1,7 millones de dólares, de los cuales 1,4 se destinan a la ejecución de proyectos elaborados por las oficinas fuera de la Sede que se refieren a la formulación de políticas de ciencia y tecnología en África central, la educación para el desarrollo sostenible, la educación para la ciudadanía y la paz, y los jóvenes y el acceso a las TIC;
- Sector de Ciencias Exactas y Naturales, comprendida la COI: 1,4 millones de dólares para las reuniones reglamentarias, la consolidación de las políticas de ciencia y tecnología en África y los Pequeños Estados Insulares en Desarrollo, los tsunamis y la evaluación de los riesgos, el cambio climático, y la protección del medio ambiente;
- Sector de Ciencias Sociales y Humanas: 800.000 dólares para fomentar el liderazgo de los jóvenes en África, los Estados Árabes, y América Latina y el Caribe;
- Sector de Comunicación e Información: 500.000 dólares para el Día Mundial de la libertad de prensa en el mundo, el programa Memoria del Mundo y el examen de la Cumbre Mundial sobre la Sociedad de la Información;
- Sector de Educación: 400.000 dólares destinados a la comunicación y promoción en pro de la EPT;
- Oficina de gestión del conocimiento y los sistemas de información (MSS/BKI): 1 millón de dólares para el almacenamiento de datos, la automatización de los procesos de recursos humanos y la conectividad de las oficinas fuera de la Sede;
- Oficina de Gestión de Recursos Humanos: 500.000 dólares destinados, entre otras cosas, a la planificación y el desarrollo de las perspectivas de carrera y la evaluación de las competencias;
- Oficina de gestión financiera (BFM): 400.000 dólares para mejorar los métodos de recuperación de los costos y elaboración del presupuesto y los flujos de trabajo en SAP y para los gastos de personal y las herramientas de gestión de los viajes.

Las inversiones en esos proyectos únicos tenían por objeto racionalizar los procesos y la aplicación de las herramientas informáticas debería dar lugar a la reducción del tiempo y los gastos administrativos, al favorecer la utilización de plataformas administrativas más reducidas.

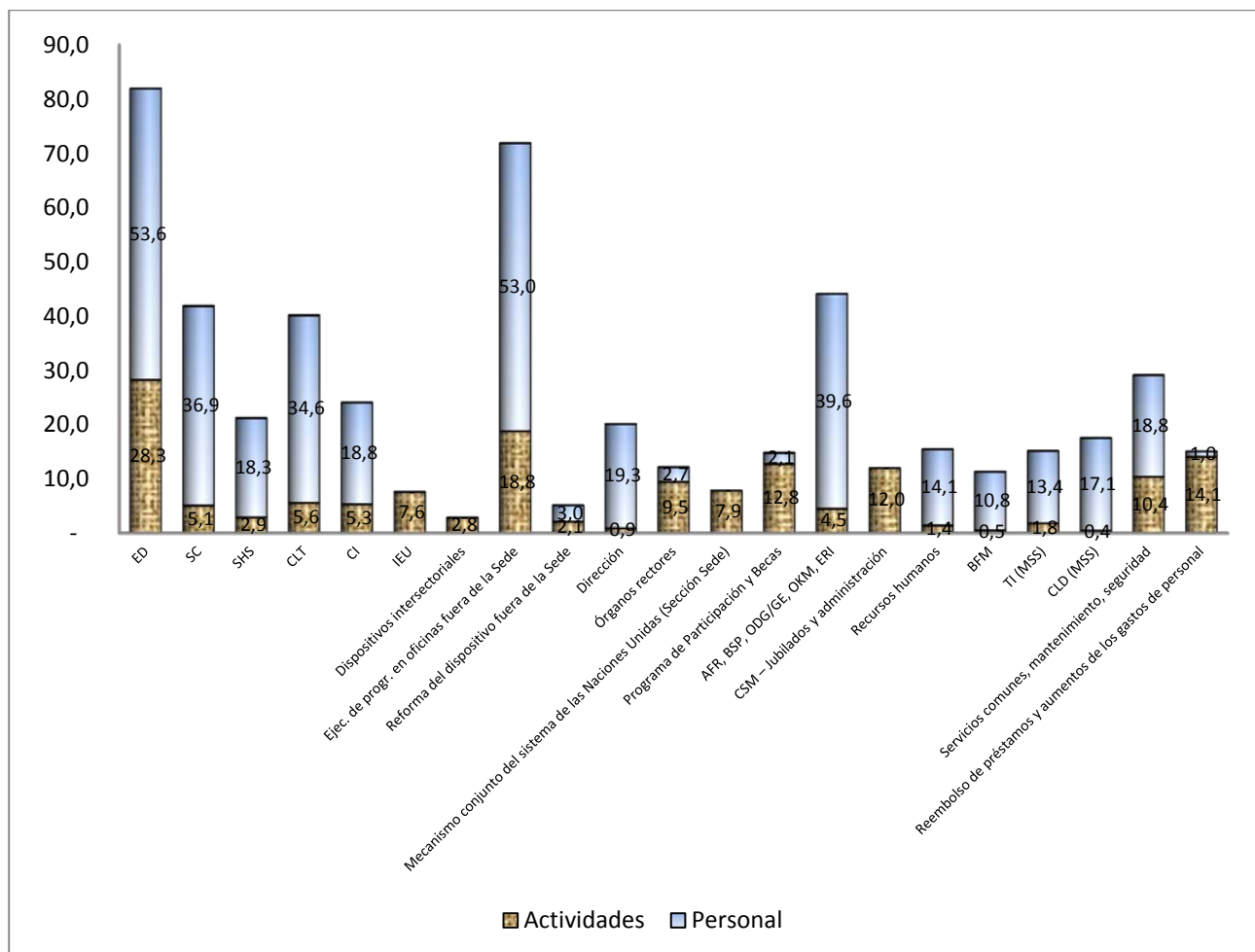
En el gráfico siguiente se muestra la cuantía total asignada (17 millones de dólares) con cargo al Fondo de Emergencia por sector/oficina:



En el gráfico siguiente se presenta el presupuesto para actividades previsto en el Programa Ordinario (154,4 millones de dólares) (**excluyendo los gastos de personal**) por sector/oficina y su parte correspondiente del Fondo de Emergencia asignado (17 millones de dólares).



A continuación se presenta otro análisis de los **costos totales** (en millones de dólares estadounidenses):



Actualmente el índice de descentralización de los presupuestos para actividades del Título II.A (grandes programas y ejecución de programas en las oficinas fuera de la Sede) es del 47%, frente al 54% en el bienio anterior. Se espera que ello mejore una vez que se hayan descentralizado los fondos para la reforma del dispositivo fuera de la Sede y los dispositivos intersectoriales.

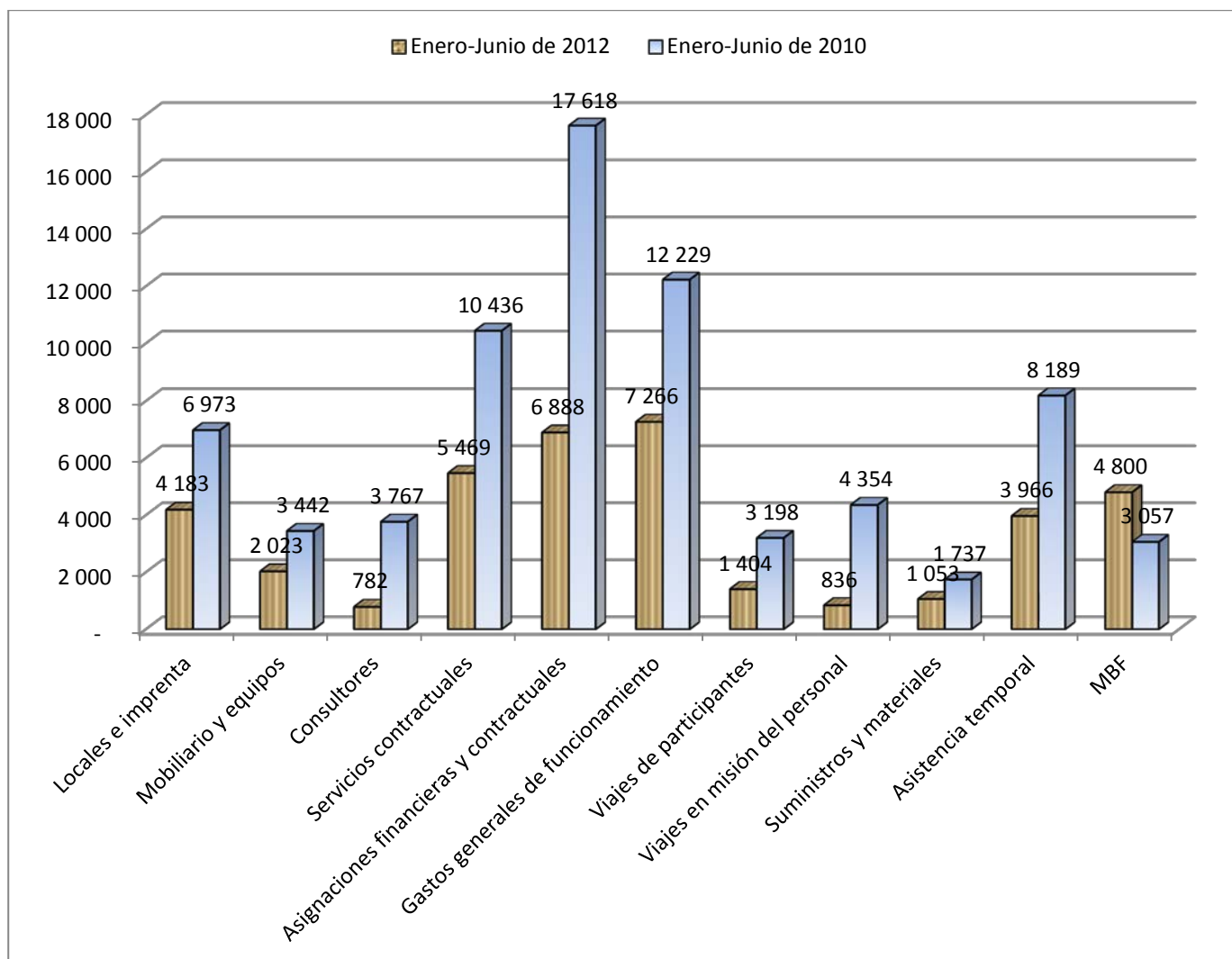
### Fondos extrapresupuestarios:

La asignación total de créditos para 2012 se eleva a 287,4 millones de dólares, de los cuales se han gastado 103 millones (35,9%). La parte correspondiente a la educación representa el 42%, la de cultura el 23% y la de ciencias exactas y naturales el 16%. En lo que respecta a las fuentes de financiación, los fondos fiduciarios representan el 41%, seguidos de los fondos de autobeneficio (23%) (en su mayoría corresponden al Brasil, que representa el 21% del total), las cuentas especiales (21%) y las fuentes de las Naciones Unidas (12%). Los índices de gastos son indicativos, ya que los proyectos se conciben y administran sobre una base plurianual y los créditos se asignan en distintos momentos a lo largo del año. En los Cuadros 6 a 10 del documento 190 EX/INF.19 se proporcionan detalles al respecto.

## RESULTADOS DE LAS OPERACIONES AL 30 DE JUNIO DE 2012

### Programa Ordinario:

Con respecto al objetivo de reducir los gastos en un 29%, en junio de 2012 el presupuesto previsto de 511,4 millones de dólares representa una reducción del 21,7% con respecto al documento 36 C/5 Aprobado y supone un déficit de 43 millones de dólares en relación con el objetivo fijado por la Directora General. En respuesta a este desafío, la Organización ha empezado a contener los costos y ello se pone de manifiesto al comparar las tendencias de los costos durante los seis primeros meses del presente bienio con el periodo correspondiente del bienio anterior, como se indica en el siguiente gráfico:



El total de los costos de las actividades correspondiente a los seis primeros meses de 2012 ascendió a 38,7 millones de dólares, lo que representa una disminución del 48% con respecto a 2010 (75 millones de dólares). En cuanto al personal, se logró una reducción de 4 millones de dólares aproximadamente (4,3%) (87,7 millones de dólares en 2012, 91,7 millones de dólares en 2010) a pesar de que las cifras actuales incluyen el 5,4% del aumento reglamentario debido al ajuste de los puestos del Cuadro Orgánico, con arreglo a lo pedido por la Comisión de Administración Pública Internacional (CAPI).

La reducción de los costos de las actividades es indicativa del aumento de la eficiencia y las medidas de disminución de gastos, aunque es difícil determinar de modo independiente las

repercusiones de los distintos tipos de medidas. Ejemplo de ello es el ámbito de la gestión de los viajes, en el que la combinación de las medidas que se enumeran a continuación permitió reducir los viajes en misión del personal en cerca del 81% y los de los viajes de participantes en un 56%: modificación de los sistemas de los viajes para los órganos rectores, supresión de los viajes en clase preferentes (exceptuando las misiones de breve duración), reforma de la política de viajes en misión (entrevista y viaje antes de la misión), reducción de las dietas de los participantes, mejora de los procesos y herramientas de planificación de los viajes, y negociación de los contratos de administración de viajes para disminuir el costo de la operación.

Otra medida para contener los costos consistió en aplicar controles estrictos en el recurso a los servicios de consultores y asistencia temporal, que condujo a reducciones del 79% y el 52%, respectivamente. A continuación se exponen más análisis de las tendencias por tipo de gasto observadas en el bienio actual y los bienios anteriores (las observaciones figuran en el cuadro 4).

### **OBSERVACIONES SOBRE LOS CUADROS RELATIVOS A LA EJECUCIÓN DEL PROGRAMA**

A fin de simplificar el documento y reducir su volumen y su costo de elaboración, ahora los cuadros 1 a 9 del Organigrama figuran en el documento 190 EX/INF.19 y la Parte B se dedica al resumen y el análisis de la situación financiera de la Organización. Se proporcionan explicaciones sobre las actividades realizadas con cargo al Presupuesto Ordinario para las cuales el índice de gastos es superior al 40% o inferior al 10%, de conformidad con las Decisiones 160 EX/3.1.1 y 164 EX/3.1.1, en las que se invitaba al Director General a que señalara y explicara "las actividades para las cuales los gastos [difieran] en más de 15% de los gastos previstos"

#### **Cuadro 1 - Ejecución global por partida presupuestaria principal (Presupuesto Ordinario, Fondos de Emergencia y recursos extrapresupuestarios)**

En este cuadro se tienen en cuenta las transferencias entre partidas presupuestarias y las donaciones y contribuciones especiales recibidas desde el principio del bienio, como se indica en la Parte A (párrafo 2) de este documento. Se presentan análisis sobre la base de las cifras presupuestarias de 653 millones de dólares del 36 C/5 Aprobado, el presupuesto de los planes de trabajo provisionales de la Directora General por valor de 465 millones de dólares y los planes de trabajo previstos, cuyo importe se eleva a 511,4 millones de dólares, y también se incluyen las donaciones recibidas. Por último, en el cuadro se presentan los gastos dentro de cada partida desglosados en gastos de personal y costos de las actividades.

Por lo que se refiere al Presupuesto Ordinario, al 30 de junio de 2012 el índice global de gastos era del 24,7%, cifra que se ajusta al coeficiente de ejecución del objetivo teórico correspondiente al periodo transcurrido del bienio. El gasto total al final del primer semestre del año se eleva a 126,4 millones de dólares, de los cuales 87.7 millones (69%) corresponden a gastos de personal y 38,7 millones (31%) a costos de las actividades.

En cuanto al Fondo de Emergencia y los recursos extrapresupuestarios, las asignaciones y los gastos corresponden a un solo año, esto es, solamente 2012. Esas dos fuentes de financiación registran índices de gastos del 20,3% y el 35,9%, respectivamente. El bajo índice de gastos del Fondo de emergencia es el resultado del desbloqueo progresivo de los créditos asignados (12,5 millones de dólares) a lo largo del periodo, pues se evaluó el déficit de financiación de los distintos programas prioritarios y las iniciativas de reforma.

#### **Cuadro 2 - Ejecución del Programa por eje de acción (Actividades del Programa Ordinario)**

En este cuadro se presenta, por eje de acción, un panorama de la ejecución de las actividades del Programa Ordinario. Utilizando la misma base que en el Cuadro 1, la columna de las necesidades previstas de los planes de trabajo comprende las transferencias de consignaciones entre partidas

presupuestarias y las donaciones y contribuciones especiales que figuran en la Parte A de este documento.

Cabe señalar que, de los 17 millones de dólares asignados con cargo al Fondo de Emergencia, 15 aproximadamente se destinarán al Título II, aumentando de 95,7 a 110,7 millones los fondos disponibles para actividades.

- **Programa de Participación (PP) (3,5%):** El índice de gastos relativamente bajo de esta partida presupuestaria podría obedecer a procesos internos, como los plazos de presentación de las solicitudes (29 de febrero) y de presentación de los informes financieros y de evaluación necesarios (30 de abril), de modo que el comité intersectorial no pudo reunirse y recomendar a la Directora General que aprobara las solicitudes con cargo al Programa de Participación hasta junio (unos 2,8 millones de la asignación total de 12 millones) y otra cuantía de 1,3 millones de dólares en julio. En consecuencia, a pesar de que el índice de gastos es bajo en la primera parte del bienio, se espera que mejore considerablemente en los próximos meses (era del 11,4% a finales de junio en lo que respecta a las solicitudes aprobadas).
- **Gestión de Recursos Humanos (HRM) (42,5%):** El índice de gastos relativamente elevado que se observa en esta partida se debe al hecho de que todos los fondos asignados en 2012 a la cotización de la UNESCO a la Caja de Seguros Médicos para los afiliados asociados se comprometió a principios del presente año. El gasto girará en torno al 50% de los planes de trabajo del bienio a finales de 2012.

**Gestión de los servicios de conferencias, lenguas y documentos (CLD) (63,2%) y Gestión de los servicios comunes, incluidos las compras, la seguridad y los servicios colectivos de la Sede (DCS) (42,9%):** El elevado índice de gastos es el resultado de las obligaciones dimanantes de los contratos de mantenimiento anuales y otros acuerdos contractuales para CLD y DCS.

### **Cuadro 3 - Utilización de los fondos descentralizados (Actividades del Programa Ordinario)**

Los fondos descentralizados del Título II.A ascienden a 37 millones de dólares y representan el 47,2% de la cuantía total del Presupuesto Ordinario asignada a las actividades con cargo a este título del Presupuesto (78,4 millones de dólares). El índice de gastos es del 25,2%, cifra que se ajusta al índice teórico del 25% correspondiente al periodo transcurrido. El índice de descentralización de este título del presupuesto mejorará y debería elevarse al 54%, igualando finalmente al del bienio anterior, una vez que se hayan descentralizado los fondos para la reforma del dispositivo fuera de la Sede y los dispositivos intersectoriales. Ahora bien, ese índice sigue siendo inferior al porcentaje del 57,6% previsto en el 36 C/5 Aprobado debido a la ausencia de margen de maniobra para que los Grandes Programas cuenten con fondos suficientes para las actividades operacionales reglamentarias y en el plano nacional en el actual contexto de reducción del presupuesto.

En la actualidad, la región África ejecuta el 16,9% del presupuesto asignado al Título II.A, seguida de Asia y el Pacífico (12,4%), América Latina y el Caribe (9,9%), los Estados Árabes (6,3%) y Europa y América del Norte (1,7%), lo que arroja un total del 47,2%.

A pesar de las restricciones presupuestarias actuales, se ha procurado preservar los fondos descentralizados, puesto que una parte considerable de la financiación proporcionada con cargo al Fondo de Emergencia (actualmente los créditos asignados se elevan a 12,5 millones de dólares y el índice de descentralización es superior al 50%) ha atenuado la reducción de las actividades operacionales en los países.

Por último, cabe señalar que se subestima el índice de descentralización global, pues en él no se incluyen: las asignaciones financieras de todos los institutos de alcance mundial y los fondos con cargo al Programa de Participación y de Becas administrados en la Sede. Si éstos se incluyeran, el índice de descentralización del Título II sería del 76%.

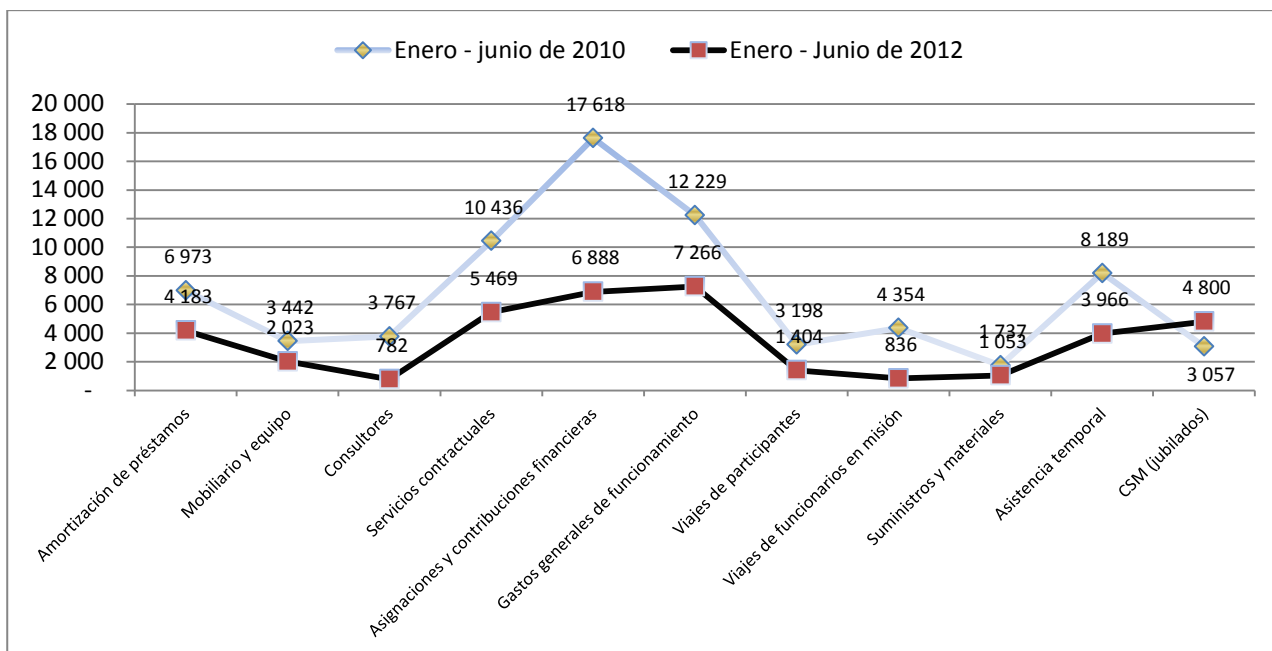
**Cuadro 4 – Gastos, por rubros de gastos (Actividades del Programa Ordinario)**

Con arreglo a la Decisión 166 EX/3.1.1 del Consejo Ejecutivo, el Cuadro 4 contiene las cifras del presupuesto (36 C/5 Aprobado) y los gastos correspondientes a la asistencia temporal, los viajes en misión y los servicios contractuales. Habida cuenta de la reducción del presupuesto en un 21,7% y del carácter indicativo de los fondos asignados inicialmente, este cuadro se presenta únicamente a título informativo.

**Análisis de los costos del Programa Ordinario**

Con objeto de adaptar las categorías de gastos presentadas en el gestionigrama a las de los estados financieros elaborados de conformidad con las IPSAS y de preparar la modificación de la modalidad de presentación de informes de acuerdo con la presupuestación basada en los resultados, a continuación se muestran las tendencias globales de los gastos para facilitar información sobre la manera en que la Organización clasifica los costos actualmente. Ello servirá de base para preparar el presupuesto del próximo bienio, pasando de un sistema de categorías de gastos fundado en aportaciones a un concepto basado en los resultados.

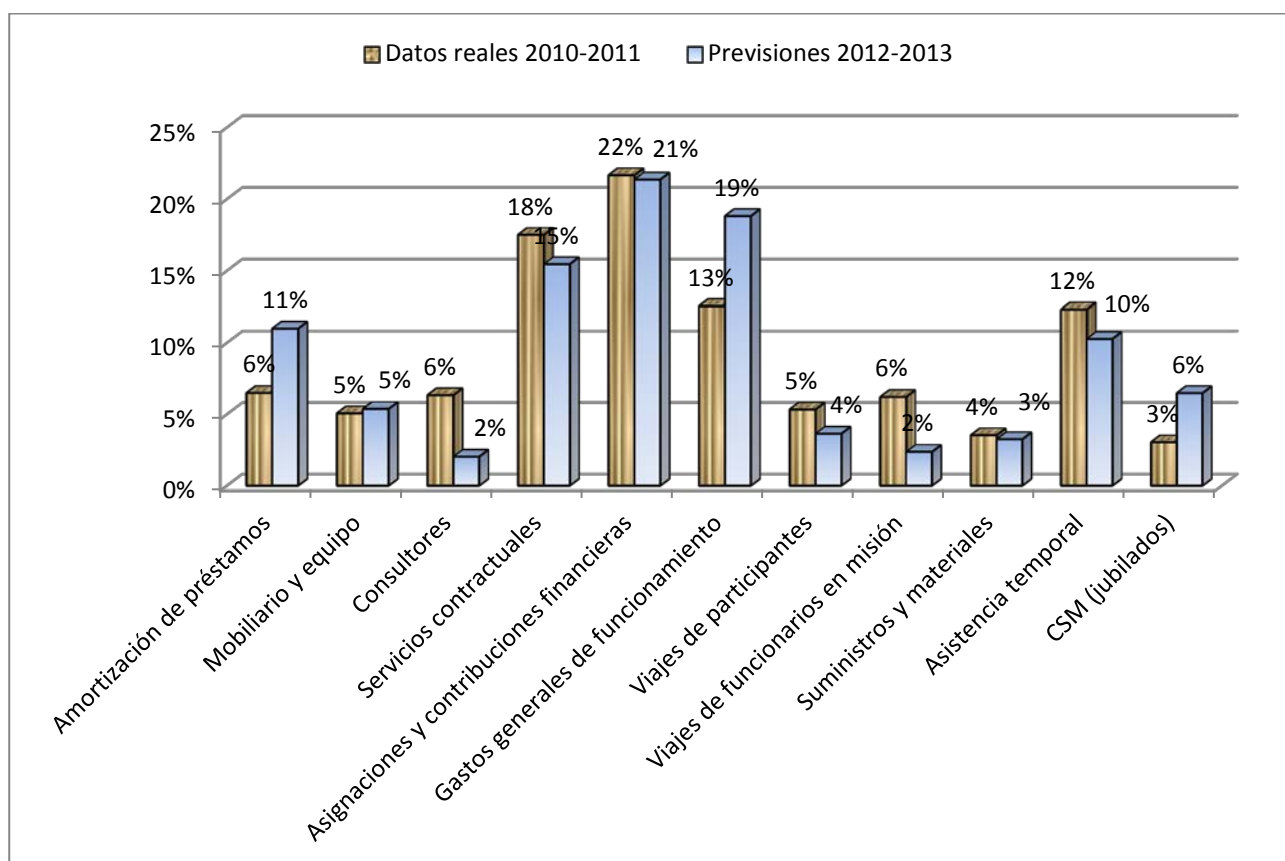
Los gastos para actividades correspondientes al primer semestre de 2012, que se elevan a 38,7 millones de dólares, representan el 31% del total de los gastos. Al comparar los gastos del primer semestre del presente bienio con el periodo equivalente de 2010, se observa una reducción del 48% (de 75 millones a 38,7 millones de dólares), tal como se indica en el siguiente gráfico:



En el gráfico anterior se observan reducciones considerables en lo que respecta a los consultores (79%), los viajes de funcionarios en misión (81%), las asignaciones financieras (61%), los viajes de los participantes (56%), la asistencia temporal (52%) y los servicios contractuales (48%).

En el gráfico siguiente se presentan los valores porcentuales de las categorías de gastos con respecto a los gastos totales, distinguiendo los datos reales de 2010-2011 y las previsiones para 2012-2013. Las previsiones para el bienio muestran que se han reducido en un 37% los costos de las actividades con respecto al bienio anterior.





Si bien el valor porcentual de algunas categorías no debería variar considerablemente en este bienio en comparación con los datos reales del bienio anterior (por ejemplo, mobiliario y equipo, suministros, asignaciones financieras para los institutos y contribuciones a los procesos de programación conjunta por países del sistema de las Naciones Unidas y al Programa de Participación), se podrían prever reducciones en lo concerniente a los consultores, los viajes de participantes y de funcionarios en misión, la asistencia temporal y los servicios contractuales. A pesar de que en el gráfico se observa un aumento del valor porcentual de la amortización de préstamos, que pasa del 6% al 11%, se supone que permanecerá estable en valores monetarios. En cuanto a los servicios contractuales, una parte importante corresponde a la seguridad en la Sede, la organización de seminarios y reuniones, los seguros, la investigación, la evaluación y la producción de documentos. El incremento del valor porcentual de los gastos generales de funcionamiento pone de manifiesto el carácter fijo de esos costos. No obstante, el 50% de dichos gastos corresponde a las infraestructuras y gastos de funcionamiento de las oficinas fuera de la Sede, como los servicios colectivos, la comunicación, los arrendamientos con opción de compra, las reparaciones y el mantenimiento.

Se seguirá procurando mejorar el análisis de los subelementos de las distintas categorías de gastos que se utilizarán en los futuros gestionigramas, por ejemplo, desglosando en mayor medida los servicios contractuales e integrando las categorías de infraestructuras de todas las oficinas fuera de la Sede.

### **Cuadro 5 - Situación de los puestos de plantilla y gastos de personal (Actividades del Programa Ordinario)**

En el Cuadro 5 se muestra la evolución mensual de los puestos de plantilla cubiertos y vacantes entre enero y junio 2012. Los puestos vacantes que figuran en este cuadro corresponden a los que se encuentran vacantes en términos presupuestarios, es decir aquellos que en circunstancias normales generan ahorros, sin contar los utilizados para costear asistencia temporal. Ahora bien, habida cuenta del actual déficit de efectivo, el presupuesto estimado de 511,4 millones de dólares se funda en la congelación casi total de los puestos vacantes, exceptuando un número reducido de puestos fundamentales para el desempeño de las tareas.

La información que figura en el cuadro no se pueden comparar directamente con los datos que pueda comunicar la Oficina de Gestión de Recursos Humanos (HRM) con respecto a los puestos vacantes que se van a cubrir.

Como consecuencia de la falta de efectivo durante el presente bienio, el promedio de puestos vacantes fue de 277 (lo que representa el 14,6% del número total de puestos de plantilla).

Los gastos efectivos en concepto de gastos de personal fueron de 87,7 millones de dólares, es decir, el 24,6% del total de los fondos asignados a esos gastos, esto es, 357 millones de dólares. La primera cifra incluye gastos relacionados con la asistencia temporal por valor de 1 millón de dólares aproximadamente, que representan el 1% de los gastos de personal.

El índice de descentralización del presupuesto de gastos de personal es del 35%, mientras que el índice de gastos es del 22,9%.

### **ANÁLISIS DE LOS RECURSOS EXTRAPRESUPUESTARIOS**

A pesar de que con los recursos extrapresupuestarios se suelen financiar proyectos sobre una base plurianual, en este análisis se presentan los créditos asignados y los gastos sobre una base anual, de acuerdo con el ciclo de gestión de la UNESCO.

Desde el anterior documento EX/4, se ha revisado la metodología a fin de proporcionar información más coherente y transparente sobre la ejecución de los recursos extrapresupuestarios, sustituyendo las palabras “la asignación (“Allocation”)” (que comprende las obligaciones pendientes de años anteriores) por “Habilitación de créditos del año en curso” (que son los fondos puestos a disposición para la ejecución). Esto permite concentrarse mejor en el rendimiento de los fondos disponibles para el año en curso y al mismo tiempo evita que se indiquen dos veces los fondos correspondientes a las obligaciones pendientes. Por consiguiente, los “gastos del año en curso” (“current year expenditure”) comprenden los desembolsos y las obligaciones pendientes que se contrajeron entre el 1º de enero y el 30 de junio de 2012. Habida cuenta de la nueva metodología adoptada, no se dispone de comparaciones con cifras de años anteriores para este Gestionograma, pero se proporcionarán en los informes futuros.

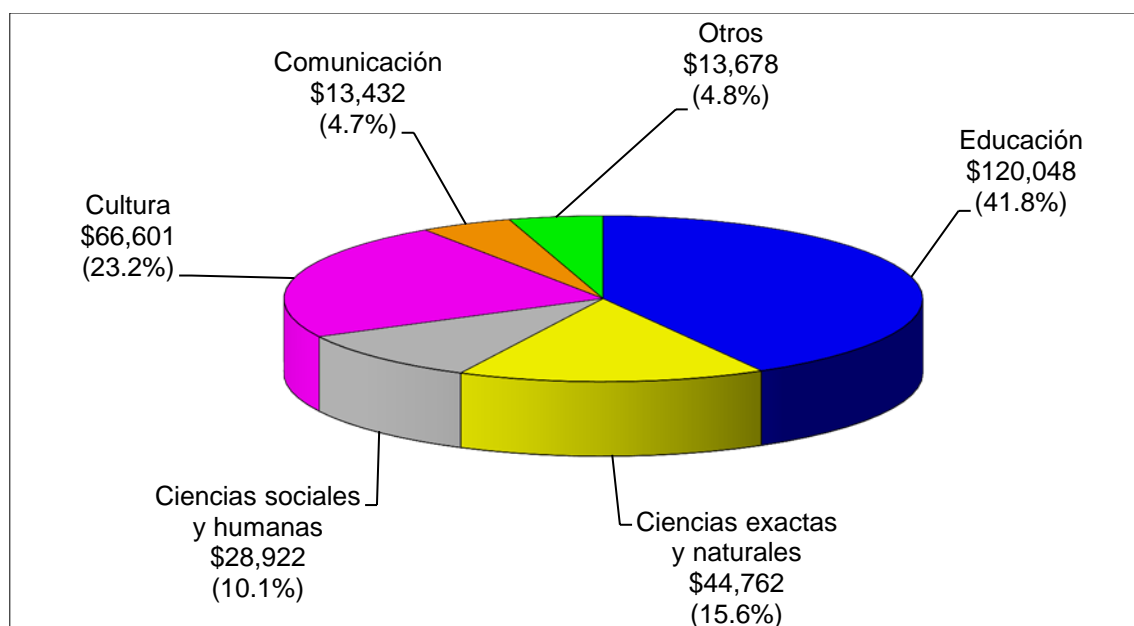
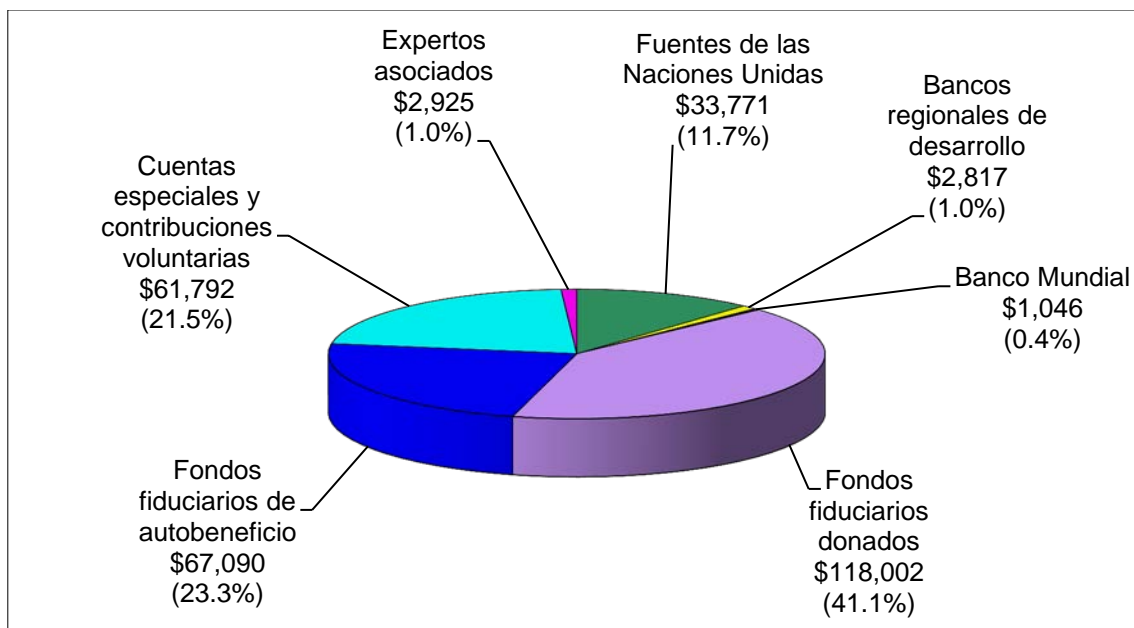
(Las cuantías de todos los gráficos se expresan en miles de dólares estadounidenses)

### GRÁFICO 1

#### Programas operacionales extrapresupuestarios por fuente de financiación y por gran programa

Asignaciones al 30 de junio de 2012

Total: 287,4 millones de dólares

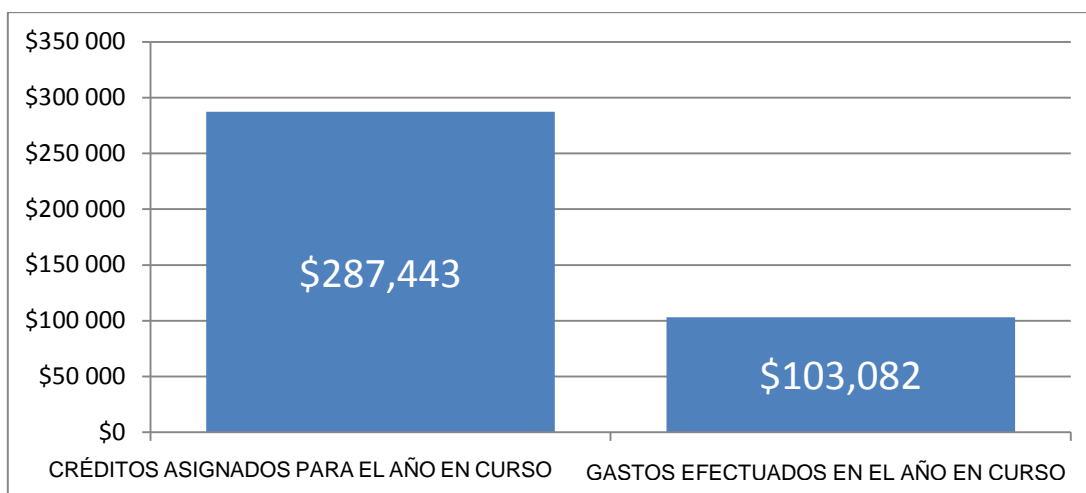


En el **Gráfico 1** se presentan las asignaciones al 30 de junio de 2012 por fuente de financiación y por gran programa. Desde hace varios años, se han observado las siguientes tendencias:

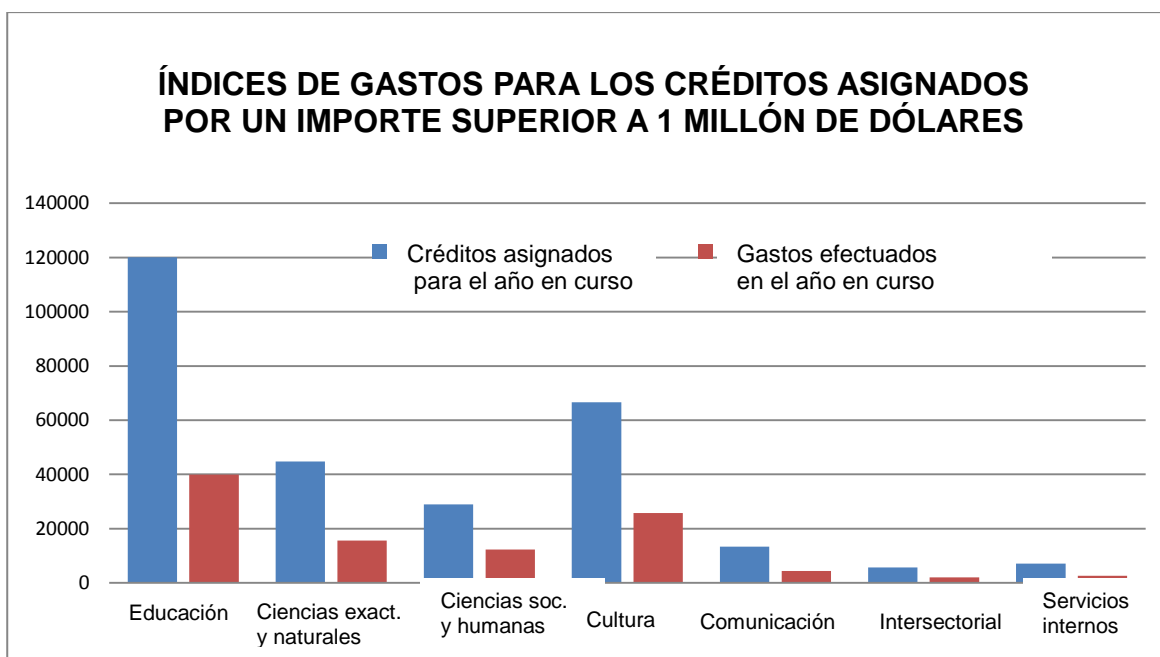
- En lo que respecta a las fuentes de financiación, los fondos fiduciarios representan la mayor parte de los recursos extrapresupuestarios, con un 41% de la consignación anual total (118 millones de 287,4 millones de dólares), seguidos por los fondos de autobeneficio, con el 23% (67 millones de dólares), y las cuentas especiales, con el 21% (61,8 millones).
- Por lo que se refiere a la distribución por sector, el Sector de Educación sigue siendo el principal beneficiario de las actividades extrapresupuestarias, con cerca del 42% del total de los créditos asignados (es decir, 120 millones de dólares), seguido del Sector de Cultura, con el 23% (66,6 millones). Estos dos sectores juntos representan y administran casi las dos terceras partes de las contribuciones extrapresupuestarias.

### GRÁFICO 2

**Programas operacionales extrapresupuestarios al 30 de junio de 2012**



### ÍNDICES DE GASTOS PARA LOS CRÉDITOS ASIGNADOS POR UN IMPORTE SUPERIOR A 1 MILLÓN DE DÓLARES



En el **Gráfico 2** *supra* se presentan los créditos asignados para el año en curso y los gastos correspondientes al 30 de junio de 2012.

El coeficiente de ejecución de los recursos extrapresupuestarios es del 35,9% (103,1 millones de dólares de gastos de una asignación de 287,4 millones de dólares). Como antes se mencionó, las comparaciones con el año anterior estarán disponibles en futuros informes.

En el **Cuadro 6** se presenta información sobre la situación de los recursos extrapresupuestarios por fuente de financiación, destacando los gastos efectuados en el año en curso al 30 de junio de 2012. Este cuadro muestra que los fondos fiduciarios y las fuentes de las Naciones Unidas (con inclusión del Fondo Fiduciario de Socios Múltiples – Programación conjunta de las Naciones Unidas) representan más de la mitad de los recursos extrapresupuestarios, por lo que respecta tanto a la asignación como a los gastos, al 30 de junio de 2012.

En el **Cuadro 7** se muestran los gastos efectuados en el año en curso por fuente de financiación y regiones beneficiarias. Como en el pasado, la región de América Latina y el Caribe es la principal beneficiaria de los recursos extrapresupuestarios, debido a la amplitud de la cooperación entre la UNESCO y el Brasil. Si no se tienen en cuenta las actividades financiadas mediante fondos de autobeneficio del Brasil (12 millones de dólares de gastos), al 30 de junio de 2012 en la región de América Latina y el Caribe se registraron gastos por una cuantía de 15 millones de dólares. La región de Asia y el Pacífico ocupa el segundo lugar en lo que respecta a los principales gastos efectuados hasta la fecha en 2012.

En el **Cuadro 8** se presenta la situación de la asignación y los gastos para el año en curso por sector del programa/idades y Servicios Internos. La parte correspondiente a los sectores con respecto a la asignación total del año en curso está en consonancia con el Gráfico 1. El Sector de Educación sigue siendo el principal beneficiario de los recursos extrapresupuestarios por lo que respecta tanto a la asignación como a los gastos.

En el **Cuadro 9** se presentan los fondos administrados por los institutos de categoría 1 de la UNESCO. Para cada instituto, se proporciona información detallada sobre las contribuciones desglosadas por donante, comprendidas las contribuciones financieras de la UNESCO, en un cuadro consolidado. Al 30 de junio de 2012, los institutos de categoría 1 recibieron 66,6 millones de dólares. Al igual que en los años anteriores, Italia aporta la contribución más importante, con 27,3 millones de dólares (destinados al Centro Internacional de Física Teórica (CIFT)), seguida de los Países Bajos con 8,7 millones de dólares (destinados al Instituto UNESCO-IHE para la Educación relativa al Agua).