Report by the Director-General on the
execution of the programme (34 C/5)
(01 January 2008 - 30 June 2009)

**Extracts addressing the implementation and management of
Intersectoral Platforms**

Part II – Programmes and programme related services

II.A – Programmes

Major Programme I – Education

Paragraph 08007 - HIV and AIDS

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
Capacities of Member States, particularly in the education sector, enhanced to implement comprehensive and scaled-up responses to HIV and AIDS grounded on evidence-informed good policies and practices.	• Two country proposals approved to implement EDUCAIDS (Angola and Tanzania) that include Member State capacity building elements. • Representatives from Member States participated and benefited from meeting outcomes where HIV and AIDS and education were represented (ICAAP, AAU, INEE, IATT, National AIDS Congress in Thailand). • Proposals that support national responses to HIV and AIDS received increased funding at the interagency PAF committees in Eastern and Southern Africa; • Resources mobilized for regional interagency activities designed to strengthen education sector's capacity (including national authorities) in order to contribute more effectively to HIV prevention efforts, including implementation of EDUCAIDS framework (LAC). • Interagency collaboration undertaken around youth, HIV and AIDS and education (UNESCO, UNFPA, UNAIDS) ultimately aiming to increase support to Member State efforts. UNESCO leadership and active participation in regional interagency coordination mechanisms such as the Regional Directors Group and regional focal points, and PANCAP (LAC), designed to strengthen Member State capacity to response to the epidemic through improved access to and use of strategic information. • Stakeholders in Member States better equipped with relevant knowledge made available to them: tools and guidelines developed, tested and used to support integration of HIV and AIDS in education sector (e.g.: teacher education kit, MSM materials, HIV prevention materials, mainstreaming HIV and AIDS, Quality Education and HIV & AIDS, International Sexuality	• Working within network of regional and country HIV focal points is extremely helpful in coordinating coherent activities. • Although education sector stakeholders expect ministry staff to lead coordination of activities, many personnel lack basic knowledge on HIV and AIDS. Ongoing capacity-development efforts with ministry staff must be a core element of UNESCO's technical support.		

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
	Guidelines, Supporting the educational needs of HIV-positive learners: lessons from Namibia and Tanzania); Newsletters developed and disseminated for MSM peer outreach workers in 6 languages, and including Member States as a key recipient, as part of overall efforts to build their technical capacity in this area; 950 e-newsletters were distributed on UNESCO's work on HIV and AIDS, including Member State recipients, sharing updated information, resources and tools to support more effective national responses; Increase in number and quality of Spanish language materials available through the common HIV & AIDS Education Clearinghouse (LAC), directly supporting Spanish-speaking Member States in the region.			
Multidisciplinary responses by Member States to the HIV and AIDS pandemic in UNESCO's domains developed and supported, especially emphasizing gender-sensitive, culturally appropriate and non-discriminatory approaches and methods.	• Knowledge base increased concerning HIV and AIDS activities across Culture Ministries through policy mappings conducted in four countries (Botswana, Lesotho, Mozambique and Zambia). • Review of municipal policies and practices on HIV-related discrimination in Philippines conducted as part of the process leading to the development of an instrument for evaluation of policies and within the context of the regional coalition of cities against racism. • Eleven youth groups in Small Island Developing States in the Caribbean, the Indian and Pacific Oceans supported to implement community-level HIV and AIDS projects through the 'Youth Visioning for Island Living' initiative. Project themes included cultural and sporting events, workshops and film media.			
Media-induced awareness of young people and youth organizations increased to the risks of HIV/AIDS infection.	• Tertiary level students and faculty participated in e-learning course on HIV/AIDS in Indonesia, Malaysia, the Philippines, and Timor Leste; 115 media professionals (from Armenia, Burundi, Kazakhstan, Kyrgyzstan, the Russian Federation and Rwanda) trained on HIV and AIDS coverage in five separate workshops; • Prototype interactive multimedia tools on HIV and AIDS for youth in Ukraine developed; an interactive learning tool for Caribbean broadcast media professionals was developed aimed at assisting youth in stemming the spread of HIV and reducing stigma and discrimination against PLHIV. • Ten films produced by African participants (part of	• Use of e-learning networks can expand the reach of learning materials on HIV and AIDS; full access to all students remains constrained by technological limitations. • Young people are excellent advocates for supporting the development of innovative and interactive multimedia tools on HIV and AIDS.		

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
	UNESCO's Network of Young TV Producers on HIV and AIDS) were screened at FESPACO 2009, including discussions between three producers and their peers; DVD compilation by young television producers from Africa, Asia-Pacific, LAC and Europe produced featuring the top 24 films on HIV and AIDS; 12 PLWHA (8 women) participants trained in Rwanda on recording their diaries.			

Paragraph 08008 - Education for sustainable development

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
Public policies, plans and programmes in support of ESD developed	• Review of policies supporting ESD from the perspective of cultural diversity and intercultural dialogue was finalized. The review is based on a sample of 8 countries (Canada, Jamaica, Kenya, Mexico, New Zealand, Pakistan, United Kingdom and one country from Arab Region to be identified) and two regions (Asia-Pacific and Sub-Saharan Africa).			
Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education, with view to improving its quality	• Representatives from 28 Member States in Asia-Pacific region participated in ESD consultation and capacity development workshops. These workshops acted as a catalyst to assist the Member States in mapping the situation regarding ESD actors, defining sustainable development priorities nationally and sub-regionally and, based on these more general priorities, setting specific national ESD priorities. • Media professionals were trained on reporting sustainable development issues based on the UNESCO Toolkit "Media as partners in Education for Sustainable Development, more specifically: 12 journalism fellows during the 5th World Water Forum (China, Egypt, India, Mexico, Nigeria, Turkey and Zambia); 50 Journalists from Costa Rica; 30 international participants of the World Conference on Education for Sustainable Development (Austria, Democratic Republic of Congo, Denmark, France, India, Indonesia, Iceland, Iran, Kiribati, New Zealand, Philippines, Sweden; Thailand, UK, USA); 25 journalists from Zimbabwe.	• In the Asia-Pacific, stakeholders felt that is was important to prioritize ESD at the national level before the discussion of regional frameworks. • High degree of staff mobility in the government casts challenges on continuation of ESD work. • Some countries reported that education system is not yet conductive to implement multidisciplinary ESD approach.		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	• Best practices in and recommendations for water and education were exchanged during three regional workshops on water education, organized in February2009 by UNESCO-IHE together with several partners (Jakarta, Indonesia; Port Elisabeth, South Africa, and Delft, The Netherlands). These workshops provided also direct inputs into the Bonn Conference, the 5th World Water Forum and the 7th Phase of the International Hydrological Programme.			
Knowledge on ESD enhanced through the exchange of innovative experiences, the documentation and dissemination of lessons learned	• The 3rd draft of the DESD Global Report on contexts and structures for ESD was presented at the Bonn Conference; The DESD website was visited by approximately 210,000 users during the reporting period; ASPnet Good Practices in support of Education for Sustainable Development - Second Collection of ASPnet Good Practices for Quality Education was published, which contains innovative good practices of ESD in schools worldwide. • UNESCO Bangkok publication ESD Currents in March 2009 was published portraying contributions from governments, other UN bodies, academic institutions and civil society focusing on the changing perspectives in the Asia-Pacific, specifically, but not limited to network development, building sustainable education, and engaging higher education and youth; National ESD Mapping Guidelines were developed and integrated into contract terms of reference for ESD Mapping in seven countries in the Asia-Pacific. • Communities in Niger, Kenya and the Central African Republic engaged in mapping their intangible heritage, and exchanged experiences on the ways in which their cultural heritage and traditional knowledge can be applied in education for a sustainable future. (extra-budgetary project: Heritage Education for Sustainable Development to Foster Dialogue with and among Indigenous Communities). • Case studies and recommendations for water education were elaborated at 5 regional workshops on water education organized by IHP, in close collaboration with UNESCO-IHE, the Education Sector and other partners (in LAC, Asia-Pacific, Africa, Europe-North America and the Arab States).	• High interest in the Bonn Conference and the DESD Global M&E process increased the number of visits to the DESD website. The issue of financing M&E-related activities still remains a challenge		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened	• A number of recommendations for action for the second half of the DESD were generated by 900 representatives from 147 countries at the UNESCO World Conference on ESD (31 March – 2 April, Bonn). There was a general agreement on the relevance of ESD to meet global challenges and that ESD can be used to shape education systems that respond better to earners' needs. The Bonn Declaration highlights the importance of ESD in the current world situation and provides a strategic orientation for the second half of the Decade; Workshops/special events on media, water education, and culture were organized, mobilizing interest in linkages between ESD and these themes. • Education, Knowledge and Capacity Development was one of the themes discussed at the 5th World Water Forum (WWF5, Istanbul, March 2009), via a workshop jointly organized by UNESCO IHP in cooperation with UNESCO-IHE, UNW-DPC, and the Education Sector (UNEVOC, ASPNet and UNITWIN). • Awareness towards ESD priorities raised and a coordination network established among key ministries at the ESD Central Asia workshop for ministerial focal points organized in Almaty. ESD related issues were integrated into the UNDAFs in Kazakhstan and Tajikistan. The ESD interdepartmental network was established in Kazakhstan to encourage joint efforts in the areas of capacity development and knowledge enhancement for strategic response to the national challenges, stimulation and support to intersectoral activities, promotion of the exchange of information and expertise across the ministries. An ESD Resource Platform was established in Vietnam to bring together different actors in ESD.	• In some countries, ESD is not well understood. Advocacy and effective communication strategy will help enhance the profile of ESD. • When developing an in-country approach to ESD, it is critical to bring together international agencies, government departments, higher education institutions and national NGOs that are working on a wide range of topics related to DESD. • Developing an initial public-private partnership with a successful company requires thoughtful coordination and preparation.		

Major Programme II - Natural sciences

Paragraph 08006 - Science education

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Needs, priorities and challenges and good practices in science, technology, engineering and mathematics (STEM) education identified in selected Member States through a comprehensive review of existing data and research on science education.	• Some information on status of science and mathematics education in UNESCO Member States gathered from review of literature and major reports. The global survey instrument is in preparation. Contacts made with JICA project on Strengthening of Science and Mathematics Education in sub-Saharan Africa and the World Bank Institute on its Capacity Development Programme on Science and Mathematics Skills for Innovation. (SC/BES/CBE) • Des rapports de la situation de l éducation scientifique ont été élaboré dans différents pays et régions. Quatre rapports ont été élaborés : Québec, Canada ; Amérique du Sud ; Angleterre et Israël. (ED/BAS/STV) • Need for an Earth Science Education Initiative (ESEI) for Africa highlighted. A project website is under development. (SC/EES/GEO)	• The need for ESEI is unanimously agreed, but the best method to accomplish the goals is less clear.	Services of young scientist engaged as research assistant on consultancy basis. Consultations with field offices being pursued. Interest in supporting ESEI voiced by private industry which is awaiting more details on the approach.	
National STEM policies and programmes improved.	• Les conclusions d' une réunion d'experts réalisée a UNESCO sur les problématiques et les défis de l'éducation scientifique et l'éducation mathématique dans l'éducation de base et les recommandations seront la base de l'élaboration de deux documents de politiques éducatives un pour l'éducation scientifique et l'autre pour l'éducation mathématique (Policy paper) Elaboration d'un document pour les enseignants des sciences pour présenter l'analyse de situations de classe de sciences dans différents contextes. (ED/BAS/STV) • Regional Expert Meeting on Enhancing Science Education in the Arab region analyzed needs. ALECSO and UNESCO jointly working on a Policy Paper on Improving Quality of Science Education in the region. (Cairo/ED) • After extensive needs assessment study of science education in schools (primary to secondary level) in Bhutan conducted in 2007/2008, curriculum framework for science and mathematics being developed looking into issues and challenges of an integrated curriculum,	• As UNESCO is not a resident agency in Bhutan, the country's terrain required a large assessment team. This is a new initiative for the Ministry, relying on curriculum from India	Joint cooperation with ALECSO lead to cost sharing, strengthening cooperation and knowledge sharing. Initial work funded wholly by BES/NDL, the curriculum framework development is jointly funded by BES/NDL, BES/SC and ED/NDL	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	purposes of practical work in science education and issues of localisation. (NDL)	dating to 1970.		
Capacity and knowledge base of policy-makers, curriculum planners, teacher trainers, and teachers for quality STEM education improved.	• The Microscience experiments methodology introduced in Iraq; Palestinian Authority; Russian Federation; Mauritius; Bahrain; Tunisia (participants from Burkina Faso, Ivory Coast, Ethiopia, The Gambia, Tanzania, Uganda, Madagascar); in Kyrgyzstan and in Malaysia. Cooperative activities with ED. (SC/BES/BS)	• Microscience Experiments Project improves advocacy and strengthens capacity for practical science experimentation	Technical and financial support of partners and UNESCO important components of project; extrabudgetary funds needed to meet many country requests	
	• More than 2,000 students exposed to environmental education with exhibition "The Earth in our hands" (Djibouti, Ethiopia). Raised awareness by celebrating World Science Day (Ethiopia). (Addis Ababa Office)	• Combining intersectoral efforts gave opportunity to be more effective in utilizing budget	Co-financing of the exhibition (CI, ED, and SC) resulted in high value added for each one.	
	• Partnership with Nature Publishing Group pursued on *Nature Education*, a free-of-charge online facility of quality science learning resources. (SC/BES/CBE)		UNESCO to spread information and identify partners in science education.	
	• Experiencing Mathematics travelling exhibition organized in Philippines (2008) and Senegal (2009). (SC/BES/CBE)		Cost-sharing with partners, local organizers and UNESCO	
	• Itinerant science exhibition organised by (French) IRD in northern Cameroon and N'Djamena (Tchad). (Yaounde Office)		Modest co-funding extended impact of initiative to poorest regions	
	• Space education workshops for high school teachers, students held in Tanzania and Ecuador (2008) in Ecuador (18 schools) and Peru (22 schools, 2009). Pilot training course for high school teachers in astronomy in Ecuador and Peru. (SC/EES/GEO)	Dialogue with teachers, curriculum planners and Ministry of Education vital to effective actions. Mobility of students, teachers; time constraints.	Cost-sharing arrangement with local organizers or local/national authorities. Voluntary participation of experts from space agencies and institutes.	
	• Continuing training programme for high school physics teachers in Morocco assisted. (SC/BES/CBE)			
	• Greater clarity on distance learning approach for the teaching of S&T achieved through completion of a feasibility study under the project "Comprehensive Approach to S&T Literacy in Asia". (Jakarta Office)	• There are few examples of science and engineering distance education at tertiary level in Southeast Asia, but they provide some guidance on learning strategies, support structures, and lessons learned.	Project is funded by JFIT	
	• Support for participation of experts at the International Conference for Science and Mathematics Education in Manila, Philippines; and of Timor Leste education official at Joint RECSAM-ICASE Regional Seminar, The Way Forward for Science and Technology Education: Implications for Policy Makers in Penang, Malaysia. (Jakarta Office)	• Limited financial resources posed constraints to number of experts to be supported, risking that critical mass for sustainable follow-up in the country may not be reached	Cost-sharing mechanism whereby host countries cover local costs and UNESCO covers airfare only	A more systematic science educators exchange program is needed for sustainability, instead of the current practice of ad hoc support on a case-by-case basis.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	• Le « Foro internacional educacion cientifica, innovacion pedagogica y didactica de las ciencias » a été organisé a Quito, Ecuador en mai 2009, avec le bureau UNESCO Quito et le Ministère d Education de l'Ecuador afin de promouvoir une éducation scientifique de qualité dans l'éducation de base. (ED/BAS/STV) • Egyptian and Yemeni participants supported to Eleventh Annual Science and Math Educators Conference (SMEC), Beirut, to promote the development of mathematics and science educators in region. (Cairo/ED) • The ERAIFT school, located at the University of Kinshasa in the Democratic Republic of the Congo, trained 64 African graduates from 12 countries so far in sustainable resource management in tropical forests, using biosphere reserves as demonstration sites. (SC/EES/ECO)		Many sponsors are involved in this activity	The conference is an annual event organized by the American University in Beirut and supported by UNESCO along with other agencies and donors.
National and regional capacities for advanced training and university education in basic sciences strengthened.	• Active learning methodology introduced in Optics and Photonics in workshops for trainers from Kenya, Lesotho, Zambia, Cameroon, Chad, Congo Brazzaville, Gabon, Senegal, Bolivia, Colombia, Guatemala, Mexico, Peru and Venezuela (SC/BES/CBE) • Support given to Asian Physics Education Network (ASPEN) to facilitate participation of Brunei, Cambodia, Malaysia, Nepal and the Philippines at active learning workshop on physics and engineering in Sarawak, Malaysia, 2008. (Jakarta Office) • A total of 7 national/regional training activities in Latin America for school teachers (Argentina, Paraguay, Brazil, Colombia) for the Year of Astronomy; 3 regional graduate schools in astrobiology, evolution and physics, held in Montevideo and Santo Domingo for Year of Astronomy and bi-centennial of Charles Darwin. Total average participation of about 200 graduate students from different countries + 200 school teachers and general public. Astronomy popularization at Barranquilla three-day "Space Adventure" (Aventura Espacial). 6 conferences delivered to audience with average general attendance of 24,000 people from 10 to 17 years old + 2,000 school teachers. (Montevideo Office)	• Links between university faculty, teachers and science policy-makers are strongly encouraged. • Budget constraints limited UNESCO assistance, which limited expectations of impact • Opportunity to focus on science teaching. Mobilization of resources from international cooperation agencies and academic partners. Ensured UNESCO visibility in the field of astronomy and space sciences.	Cost-sharing with partners and local organizers. Co-financing committed by implementing institution (Swinburne University of Technology) UNESCO support to selected national initiatives of high population impact. Participation at the design of the scientific contents while all the activity was supported by the Fundacion Genius (Colombia)	Links with science policy-makers and forming participants' regional networks may facilitate continuing activities. The Iberoamerican Graduate School on Astrobiology to be organized next time by non-profit organization in Colombia with support of NASA, TWAS, etc. An international team of space scientists of LAC origin created (Exploradores Espaciales sin Fronteras) and preparing events with sponsorship of US foundations and others.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
STEM curricula integrated into teacher education as well as science journalism into journalism education.	• Thirty-six media training institutions in 30 countries adapted UNESCO's *Model Curricula for Journalism Education* (English, Spanish, Russian and Chinese) with content on science reporting. Four regional training events supported for media professionals on reporting biodiversity and extinction, water, pollution and resource depletion and climate change. For the upcoming MBCC conference (September 2009), AV science-related materials being prepared in cooperation with partners. A regional training of trainers workshop on science and environmental journalism organized November 2008, for media professionals from Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan and Tajikistan. UNESCO supported World Science Journalists Conference, London, June - July 2009. Nearly 600 science journalists participated. UNESCO supported Science Journalism course focusing on climate change for 12 African potential centers of excellence in journalism education, 29 June. (CI/COM) • Five TTISSA countries have priorities on science and mathematics teacher education. TTISSA assistance provided to Congo (Brazzaville) for microscience kits and for projects in Mozambique and Angola. Workshops introduced Microscience project in Zambia, DRCongo, Thailand, Bangladesh, the Maldives, Malaysia, and Indonesia. (ED/HED/TED)	• Most developing countries, particularly LDCs, desperately need basic science information/data. Partnerships and networks should be developed and strengthened.	UNESCO provides support through collaborative partnerships and through support to professional training centres at national or regional levels Purchase of microscience kits for Congo Brazzaville used extrabudgetary funds from Spanish donors.	
Ethical values related to the development, implementation and application of science and technology incorporated into teaching and learning.	• The Global Ethics Observatory (GEObs) Database on Ethics Resources launched in October 2008 to reinforce ethics teaching, by making resources available online. Study materials can be accessed and downloaded to help in new teaching programmes, or to strengthen those existing. Regional expert meetings to identify and analyse ethics teaching programmes took place in Morocco (June 2007) and Ivory Coast (December 2008). Over 40 teaching programmes have been described; and being validated for input into GEObs database 4. Through the Ethics Education Programme, the UNESCO Bioethics Core Curriculum, based on principles of the Declaration, officially launched in October 2008. The Core Curriculum was introduced in teaching in the Philippines, also in Saudi Arabia. Potential test sites (universities) being identified in 5 regions, and testing of curriculum will begin Autumn 2009. Feedback has been positive, with some requests for quick implementation. Core curriculum may be ready for global use (after testing and review) in 2011. The Ethics Teacher Training Course was	• The speed and low cost in which this database was set up and populated is due to best practices from the setting up of previous GEObs databases. • Introducing bioethics teaching also depends on the availability of qualified and interested teachers; combination with the Ethics Teacher Training Course programme will be necessary. • Assessment will be conducted at the end of 2009, once appropriate implementation experience has been gained.	The cost and time of setting up this database has been very low, and further resources were focused on increasing its content, making it a lot more cost-effective than initially projected. Study materials for the core curriculum are being included in the GEObs Database on Resources in Ethics, providing a synergistic strategy for both projects and reducing overall costs of implementation. With the exception of limited costs for expert meetings and regional staff travel in West Africa, the activity is low cost. Networking effectiveness is enhanced by exploiting synergies with existing	Drawing from best practices of previous GEObs databases, the sixth database has been designed for long term sustainability by reducing time/cost of maintenance and management; allowing flexibility without software modifications in future; a quick and easy translation access module. The core curriculum provides a basis for introducing bioethics teaching, especially the principles of the Declaration, in areas where such teaching is unavailable. The core is publicly available for implementation by individual teachers. Study materials are also publicly

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	organized in November 2008 in Belarus, in collaboration with Belarus National Commission and UNESCO Moscow Office. In environmental ethics, with similar focus, two regional initiatives launched: in Russia, a Summer School in July 2008 to facilitate training of specialist teachers, networking of experts and development of teaching materials; in West Africa, a systematic survey of environmental ethics teaching in region, leading to an overview expert meeting in 2008, and in 2009, work towards a network and development of curricula and teaching materials. (SHS/EST)		non-UNESCO networks and activities.	available online through the GEObs Database on Resources in Ethics. The networks and activities derived from the programme are designed to be sustainable, transferable and scalable. It should be possible to maintain them indefinitely with limited (or zero) financial input from UNESCO, except for staff time for follow-up and evaluation.
High-quality materials developed for science, mathematics and technology education.	• Active learning in Optics and Photonics Training Manual (English) 2nd ed. and preliminary French edition published. Spanish and Arabic unofficial editions are being developed. (SC/BES/CBE) • New teaching and learning materials on microscience practical experiments were developed in Penang (Malaysia) and in Bangkok (Thailand).(SC/BES/BS) • Document on "Improving Science Education in the Arab States: Lessons Learnt from Science Education Practices in Four Developed Countries" being printed in both Arabic and English. 500 hundred copies each language (Cairo/ED) • "Girls into science" training manual translated and printed in French and Portuguese. "Science education policy making - eleven emerging issues" policy brief now published; *UNESCO Source Book for Science Teaching* to be finalized by BPI. (ED/BAS/STV) • "Teaching Resource Kit for Dryland Countries: a creative approach to environmental education" published in French and English. Spanish and Arabic versions published in 2008. The kits to be distributed through the UNESCO Associated School Project Network. (SC/EES/ECO) • A teaching kit on great apes has been developed by partnership between UNESCO, French Museum of Natural History and the Coopération française within the Great Apes Survival Project (GRASP). Training for teachers was undertaken in Uganda in 2007 and in Gabon in 2008. (SC/EES/ECO) • Media as partners in education for sustainable	• For correctness and reliability, translation was done by scientists and workshop facilitators. • Preparation of the Arabic language version of the Teaching Resource Kit will depend on the availability of additional funding.	Non-professional translators familiar with content do good work at fair price. Printed at cost by ICTP.	Materials in national languages increase teachers' and students' ownership of materials and enhance effectiveness. The teaching materials provided are expected to have a long-term impact on environmental understanding and education.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	development: A Training and Resource Kit containing training modules on reporting biodiversity and extinction, water, pollution and resource depletion and climate change was developed and distributed in English, French and Russian. (CI/COM)			
Understanding of and interest in scientific and technological issues, studies and careers increased among students, especially girls.	• Forum for Women Engineers and Girl Scientists in Africa (Forum-WEGSA) created and Officially launched with Office bearers and Chapter Chairs for Eastern and Western African countries. (Nairobi Office)	• UNESCO has no option but to give clear terms of reference to the women's networks for the activities that they must undertake to ensure enhancement of science education especially among girls in Africa. • Most of the existing networks are weak financially with few dedicated professionals to do serious work. Involvement of men in the women's networks is crucial.	Networks provide a collective responsibility by all the members and therefore reduce the cost of an activity such as a workshop by using internally available expertise at minimal cost.	Although the creation of the Forum is an initiative of UNESCO Regional Bureau for Science and Technology in Africa, the Forum will sustain itself through collection of membership fees (individual, institutional and corporate) and development of project proposals to seek funding.
	• The waste management seminar held in Qatar University had over 2,000 students in attendance, a number of which joined the green living student group; the majority of those were girls. (Doha Office) • The "International Conference on Girls and Women in science and technology in Africa" est en train d'être préparé avec UNESCO Bamako Cluster Office. Cette réunion aura lieu juillet à Bamako, Mali, suivi d'un workshop "capacity building on teaching of science, mathematics, engineering and technology Education" a Ségou, Mali, juillet 2009. (ED/BAS/STV)	• The iniative behind the seminar aims at raising awareness of waste management, however there are significant cultural barriers towards this becoming an acceptable career which need to be better dealt with if the initiative can affect a more rapid change.	Through the use of partnerships, the seminar was able to synergise a significant portion of the costs and widen the audience.	

Paragraph 08009 -Contribution to the implementation of the Mauritius Strategy for the Sustainable Development of Small Island Developing States (SIDS)

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Interlinked environmental and sociocultural change in SIDS documented and policy frameworks, modalities and tools for sustainable living identified, shared and applied within and across SIDS regions.	• The site which reports on UNESCO-wide activities and events in SIDS (http://www.unesco.org/en/sids) updated and further developed. In a cooperative and complementary manner, new dedicated pages related to activities in SIDS have been created by colleagues in the intangible cultural heritage (http://www.unesco.org/culture/ich/index-test.php?lg=EN&pg=00193) and Communication and Information (http://portal.unesco.org/ci/en/ev.php-URL_ID=20752&URL_DO=DO_TOPIC&URL_SECTION=201.html). (SC/PSD/SCS)	• Continuous checking of key sources required to ensure that up to date information on Mauritius follow-up is uploaded – a time consuming task. All sectors contribute inputs.	The website is a valuable information source that is highly cost-effective for Member States to consult.	Webpages dedicated to SIDS have been created by CLT and CI. The aim is to have all sectors creating and updating their own pages reflecting their activities in SIDS.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	• A high level intersectoral UNESCO mission was carried out to the Republic of Mauritius in September 2008. Organised in the framework of the initiative 'Mauritius Ile Durable", its aim was to identify areas of cooperation to advance sustainable development policies and practice. The outcome of the mission was an Aide-memoire that was signed by the Director-General and the Prime Minister on the 14 October 2008 at UNESCO Headquarters. (SC/PSD/SCS).	• Numerous hurdles were overcome in organising this mission and the MOU that required close collaboration across sectors.		The MOU provides a solid basis for furthering UNESCO action on sustainable development in SIDS.
	• The global Sandwatch Project on beach monitoring and sustainable management of coastal environments was further expanded: • New issues of the quarterly e-newsletter The Sandwatcher widely distributed and well received; website (www.sandwatch.org) updated (new section on climate change added); Sandwatch network strengthened with existing partners in 43 countries listed at http://www.sandwatch.ca/status.htm; November 2008, 40 youth and teachers from 10 Caribbean countries took part in a workshop "Youth and Climate Change: Cool Youth Leading the Way" held in Barbados – to create awareness about climate change in their home countries; Sandwatch Climate Change Video Contest for which a dedicated YouTube channel organised (20 entries received), to provide Caribbean Sandwatch groups with the skills (video, journalistic, dramatic, and web-based) to effectively communicate information about climate change to the general public; Sandwatch manual revised with inclusion of a Chapter on climate change, revised and tested by Sandwatch groups from 5 Caribbean countries during a 4-day Sandwatch training workshop in the Bahamas (22-25 June 2009). (SC/PSD/SCS, ED/ASPnet, ESD, in HQ and FO)	• For Sandwatch, networking is a daily activity requiring personalised interaction that represents a major task. • A one-on-one work with 30+ individuals was necessary to explain the details of the competition and how to access YouTube channel.	Sandwatch benefits from volunteer network of schools: students, teachers and principals; youth groups; NGO and community-based organizations. Participants raised their own air fare and in-country costs were borne by the host country.	Sandwatch has become an active network of students, teachers and communities in all SIDS regions, with a momentum of its own, aided by the manual that is available in English, French, Spanish and soon Portuguese.
	• Organising a 17-day course on Fish Disease Diagnosis at UNESCO MIRCEN in India targeting research staff from the Marine Research Centre in Maldives. In addition, the training will produce a field guide and laboratory manual on management of fish disease in Maldives. (NDL)	• MRC Maldives is limited in terms of human resources capacity as well as equipment base in the field of marine animal health	Utilization of UNESCO MIRCENs and support from WHO Maldives	MRC being the national institution with a responsibility to undertake marine research
Sustainable development issues integrated into educational programmes in SIDS ensuring awareness and a better understanding of the issues at stake.	• Expert Group Meeting on Quality Assurance of Higher Education for Small States and Weak HE system held February 2008, based on case studies, such as Maldives, Seychelles, and the University of West Indies (UWI). The Expert Group made recommendations on strategies that would help improving and harmonizing QA policies, and inspired further work, building on the existing guidelines, to develop Principles of QA in HE for Small States. (ED/HED/RIQ). • Synergies promoted between the Commonwealth of Learning and UNESCO's work with higher education institutions in Small States, including SIDS, in particular the University Consortium of Small		Taking advantage of Open Educational Resources (OER), VUSSC shares training events and collaborates on the creation of eLearning courses that all can use.	Establish a network on QA in small states with partners (VUSSC, INQAAHE, CARICOM, UCSIS, etc.)

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	Island States (ED/HED/RIQ) • Intersectoral approach to ESD developed in the Pacific with strong links to strengthening curriculum relevance in SIDS, increasing cultural content, local/indigenous knowledge and use of Pacific languages and understanding of key environmental issues such as climate change. The approach was endorsed by Pacific Education Ministers in May 2009. Mapping of national ESD activities is underway in Vanuatu, Solomon Islands, Fiji, Niue, RMI and Kiribati (Tonga completed in 2007) and research on curriculum relevance is underway in Fiji, Niue, RMI and Tonga. First materials for the revised "Our Pacific Heritage" ESD resource kit are under development. The first units for production include Kuk Early Agricultural Site WHA (PNG), King Roi Mata's Domain WHA (Vanuatu), Lakalaka (Tonga), Groundwater (with some focus on Niue), Deed of Cession MOW project (Fiji), Pacific Values, Gender Equality and Youth. Trialling of the *Canoe is the People* and associated Learners' Resource pack has commenced in the Cook Islands and New Zealand. (API) • *Teachers' Guide for Education for Sustainable Development in the Caribbean* was published in English and Spanish. Manuscripts were prepared by local experts in consultation with teachers, articulating ESD in action. The publication was disseminated widely to all Member and Associate Member States in the Cluster and was made available electronically. (KNG) • In the framework of supporting literacy and non-formal education for sustainable development, CONFINTEA VI report prepared by the Maldives and their attendance assured to the regional preparatory conference. Contributed to the national advocacy events organized to celebrate the International Literacy Day. (NDL) • New content developed and finalized for the Pacific MAB Discovery kit, and trials of the kit were held with schoolteachers in Samoa. The kit was promoted and distributed. (API)	• Working with countries to engage in the process and integrate new curricula and curriculum materials into educational programs, including building the skills of teachers • Non-resident status in the Maldives and scarce resources for support to government has hampered UNESCO's role. • Ensuring that updated content is continuously kept relevant across the Pacific.	The Pacific Kit has been produced at very low cost as a joint SC and ED undertaking.	This ESD program has relevance in all PICTs and has been identified as a priority in the national education plans. The approach taken will be one of working closely with countries to ensure uptake and implementation as part of the program, rather than a follow up left to governments to implement
Local and indigenous knowledge recognized and reinforced in SIDS education and environmental management, including as a response to climate change.	• Cultural inventories initiated in Vanuatu, Tonga, Fiji and Papua New Guinea. In Fiji, implementation of the Living Human Treasures extrabudgetary project was continued. (API) • Since its launching in June 2008, 15 internet postings in English, French and Spanish were emailed to more than 50,000 SIDS and indigenous contacts as part of the 'On the Frontlines of Climate Change: An Internet Forum for Indigenous Peoples, Small Islands and Vulnerable Communities' which provides an online space for small islanders, indigenous peoples and vulnerable communities to exchange grass-roots experiences and knowledge related to	• Challenges include the building of a new cultural data base, and the establishment of an information clearing house function at national level • Running a trilingual Forum with regular 3- weekly postings has proven highly demanding on the section's limited human resources.	The cost of cultural mapping has been shared between UNESCO and national budgets Greater outreach and global visibility were ensured through UN partnerships.	The forum generates much interest, and funding by the Danish Government ensures its continuation throughout 2009.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	climate change impacts and adaptation. These postings (on issues such as Early Impacts, Adaptation & REDD) generated numerous responses and exchanges among communities in SIDS (Caribbean, Indian Ocean, Pacific) and other parts of the world (Africa, Asia, Europe, Latin America). (SC/PSD/SII) • A set of 7 educational posters, available in English, French and Bislama and addressing critical policy issues for indigenous knowledge, was launched by the Minister of Education and the National Commission of Vanuatu. The launch contributed to a week long workshop on how to bring traditional knowledge into the education system (Port Vila, December 2008). (JAK) • On the ground piloting of the pedagogical Learning Resource Pack for the interactive CD-ROM "The Canoe is the People: Indigenous Navigation in the Pacific", was initiated in select schools in the Cook Islands and Marshall Islands. The aim is to have teachers and curriculum developers test and finalise the Resource Pack that will reinforce indigenous knowledge and language content in Pacific school curricula as a contribution to the DESD. (SC/PSD/SII, API)	• While Vanuatu government policy supports the strengthening of indigenous knowledge in school curricula, available resources are limited and teachers are ill-prepared. • The step-wise introduction of new curriculum materials, in particular indigenous knowledge materials, requires a great investment of time and wide consultation to ensure success.	The posters are proving to be a cost-effective manner to spread the message of the importance of indigenous knowledge to schools across the country.	The poster set provides a template replicable in indigenous languages (eg. Bislama) and serves as a basis for indigenous knowledge guidelines. Once the Resource Pack is fine-tuned for Pacific use, it will then be widely disseminated for uptake in education curricula across Pacific SIDS
Knowledge base for assessing water resources, especially in SIDS, enhanced.	Capacities of water resources managers from Mauritius and Seychelles developed for integrated water resources management through a training workshop focusing on water catchment and quality management. The training materials which was developed for this purpose is in English and French for easy use. (DAR)	Small islands often have seasonal problems with water availability and need specialized training for the management of run-off storage. Capacities need to be boosted as many staff do not have the qualifications or experience to manage complex systems.		It was sustainable most especially because of the smaller numbers that require training.
Integrated heritage policies developed for SIDS: representation of heritage from SIDS on the World Heritage List improved, safeguarding measures for intangible cultural heritage developed, and capacities for sustainable management of tangible and intangible heritage enhanced while strengthening international cooperation.	• Cook Islands ratified the 1972 Convention in January 2009. Kiribati, Marshall Islands, Palau and FSM nominated in January 2009. Maldives submitted the tentative list (Feb.2008), and two properties are added on Bahrain's Tentative list (May 2008). Requests from WH Fund for Vanuatu, Seychelles, Dom. Rep, and Fiji. • Review of the WH Pacific 2009 Programme was made and reported to the 33rd Session of World Heritage Committee. The Australian Funds-in-Trust to support the World Heritage activities established in 2008, with a particular priority to projects in the Pacific region. (CLT/WHC) • Youth PATH projects initiated in 12 Caribbean countries. Over 150 young people tained in heritage tourism, entrepreneurship, product development and life skills training. In 2008, YouthPATH Dominica, Grenada, St. Kitts and Nevis, St. Lucia and Barbados accessed funds from GEF, USAID and IDB to support poverty alleviation. (KNG) • Current focus on ratification of cultural conventions in the Pacific	• Follow up needs to be provided with		A further series of supporting

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	states. Workshops held with Governments in Fiji and PNG. Workshops held with Governments in Fiji, PNG and Kiribati in 2008. WH listing for PNG, Vanuatu and New Caledonia in July 2008. Further work needed to development management capacity for Pacific World Heritage sites. (API, CLT/WHC) • Presentation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage to the Ministry of Education and Culture of Timor-Leste. Timor Leste museums supported through (ii) the list of museums established; (ii) The UNESCO/ICOM Museum Studies Training Package 'Running a Museum' and a series of Cultural Heritage Protection Handbook translated into Indonesian language and published for wider dissemination; (iii) Technical assistance and advice provided to the Government of Timor-Leste for the organization of an exhibition on Timorese artefacts to be held at the Museum and Art Gallery of the Northern Territory in Darwin, Australia in November 2008. (JAK) • Ten elements of Intangible Cultural Heritage, dances, music, songs, sung speeches, drawings, drumming styles, cultural spaces, manufacturing safeguarded with support of the FO. (Tonga, Vanuatu, Jamaica, Cuba, Dominican Republic, Comoros, Cabo Verde, Haiti, Fiji, Solomon Islands, Papua New Guinea, Vanuatu. New ratification of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in Barbados (October 2008), Grenada (January 2009) and Papua New Guinea (September 2008). Governmental and non-gov't experts trained in the safeguarding of heritage at 4 national consultation meetings in Png, Fiji, Tonga and Vanuatu. Information on safeguarding and on the ratification of the 2003 Convention has been exchanged among governmental representatives from all 17 Pacific Member States during 2 subregional meetings (Fiji, 2007 and Tonga, 2008). The capacities of SIDS of the Pacific in safeguarding living heritage are being reinforced by the evaluation of the Festival of Pacific Arts. (CLT/ITH)	pacific countries to complete the ratification and nomination processes • Capacity-building and support to SIDS for intangible cultural heritage safeguarding policies. • Increasing capacity-building for participation in intergovernmental mechanisms.	 The cost effectiveness was very high because with limited means, there was an extensive exchange of information, know-how with the support of FO.	activities in the Pacific have been planned for the remainder of 2008-2009. Three new ratifications of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage
Information literacy and knowledge of sustainable development challenges and practices enhanced.	• Participatory mechanisms and community networks in SIDS strengthened with 5 community media projects from 4 SIDS countries (East Timor, Palau, Trinidad and Tobago, and Vanuatu) supported by IPDC for a total sum of $ 119,800 in the present biennium (2008-09). (CI/COM) • Scientific understanding of climate processes enhanced by a total of 40 journalists in the Pacific trained to report on climate change	• Media in SIDS countries are challenged with lack of advertising market and hence the sustainability is an issue of concern. • Self sustaining low cost community media requires enabling policies from the State.	IPDC can be described as a catalyst with the possibility of making significant change using relatively small amounts of money especially for SIDS. It has been possible to involve important stakeholders such as	All project proposals approved by the IPDC must include clear evidence of their sustainability. The Programme does not stand alone, but provides continuity and sustains processes of development.

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	during the 2008 Annual Pacific Climate Change Roundtable and at the 2nd Pacific Media & Climate Change Workshop in Tonga in February 2009. (CI/COM) • Information literacy and knowledge of sustainable development challenges and practices enhanced by Information and media literacy curricula developed and adapted for undergraduate and postgraduate degree programmes, and formulation of Information For All in Maldives. (CI/COM) • Comprehensive set of recommendations based on media development indicators provided to Maldives after carrying out a gap assessment on media development. (CI/COM) • Fifteen journalists in post-conflict Timor Leste were trained on peace journalism. (JAK)		professional organisations and association and universities from the developed countries Programme on Information literacy in Maldives also supported by UNDP	Developed the capacities of media training institutions.
		• Most journalist participants in Timor Leste did not know about peace journalism, and they realised that they may have contributed to the escalation of conflicts through provocative reporting. • The journalists need further advice and supervision to ensure that their news items put peace building as a main priority.		Increased amount of news items produced in Timor Leste with the use of peace journalism approach.
	• Fostering the development of free and pluralistic media within CCA/UNDAF in Bhutan, Maldives and Sri Lanka; (NDL)		Fostering the development of free and pluralistic media within CCA / UNDAF in Bhutan, Maldives and Sri Lanka is high: placed within "One UN context"	UNESCO does not have the means to financially contribute to national programmes but has become a resource Organisation especially in the area of Governance.
Participatory mechanisms and community networks strengthened, with particular emphasis on youth participation.	• The Youth Visioning for Island Living initiative promoting capacity building and involvement of youth in sustainable development in SIDS, saw the completion of 9 field projects by March 2008, in addition to the 26 projects that were implemented in 2006-2007. A call for proposals focused on youth led projects in raising awareness and education on HIV and AIDS prevention was widely distributed in November 2008 to SIDS countries. In response, more than 90 proposals from the Caribbean, Pacific, Indian Ocean and Africa were received. These have been reviewed and short-listed. After the selection process, support is given to twelve projects (Cuba, Dominican Republic, Fiji (already completed), Grenada, Haiti, Madagascar, Mauritius, Nauru, Samoa, Tonga and Zanzibar), to be implemented by November 2009. (SC/PSD/SII, API, DAR, KNG, HAV, DAK)	• Some islands have very limited access to Internet. Alternative ways were to be found to reach youth in these islands (e.g.: contact intermediate people).	Youth Visioning has used its networks to widely disseminate information.	A number of the project leaders managed to secure local support (financial and in-kind) allowing continuation or repetition of activities beyond UNESCO support.
	• Pacific regional youth stakeholders consortium has been established including youth organisations, regional (CROP)	• The number of partners/competing interests of the youth consortium is		Mechanisms are being put into place to formalise the

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	organisations and UN agencies. Collaborative approaches are in place for developing improved national youth policies, strengthening Pacific youth organisations and projects focused on vulnerable youth. • The UN has also set up a Youth Advisory Panel to provide input to UNDAF and UN agency activities. (API)	difficult to manage, particularly as all are spread across the pacific and have few opportunities to meet together	Duplication in delivery of activities avoided and strengthening of technical support base should lead to improvements in cost effectiveness	PacYouth Consortium, including resources, communication activities, to help cementing partnerships, including an MOU between UNESCO and some key partners.

Paragraph 08016 - UNESCO Action to address climate change

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Enhanced scientific understanding of climate processes, drivers, and impacts for improved climate projections, with research and models scaled down to provide regional and subregional projections of climate change impacts.	• The UN Secretary-General entrusted WMO and UNESCO to act as conveners for the preparation of workplans for UN activities in the cross-cutting area of science, assessment, monitoring and early warning. UNESCO and WMO convened meetings with interested UN partners. This cooperation will contribute to and be highlighted at World Climate Conference–3 in Geneva in September 2009, the main expected outcome of which is a Global Framework for Climate Services. This emerging Framework is of high strategic interest to UNESCO and will further strengthen our cooperation with UN partners active on climate issues. UNESCO has also participated actively in the overall UN climate change cooperation efforts lead by the CEB and its HLCP working group on climate change, such as in the preparation of the publication "Acting on Climate Change: The UN System Delivering as One" presented to UNFCCC COP 14. (overall) • The WMO-IOC-ICSU World Climate Research Programme held a Modelling Summit in May 2008 which responded to a strong need for regional climate modelling, and identified serious limitations in simulating regional features due to scientific and computational limitations. It recommended the establishment of a world climate research facility. (IOC)	• Enhanced UN cooperation in climate change is a priority area for inter agency cooperation. It requires, however, that sufficient staffing and financial resources are available to allow the organization to effectively participate in the good number of events and processes being organized for this purpose.	The cost-effectiveness of enhanced UN cooperation will likely prove to be substantial in the future as UNESCO catalytic funding can be multiplied through UN partnerships.	The CEB process is firmly

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	• UNESCO, Ministry of Water Resources, and National Climate Change Group with NDRC of China jointly implemented a Spanish-MDG funded project on China Climate. This project will be one of the major inputs to the Asian regional adaptive plan for Climate Change impact. (Beijing) • IHP organized workshop "Adapting to the impacts of Global Changes on river basins and aquifer systems"; provided technical contribution "Adaptation to climate change: waiting for things to happen or trying to be prepared?" at 5th World Water Forum in Istanbul; and organized Workshop for Training in Water and Climate Risk Management: Managing Hydroclimatic Risk in the Water Sector in Addis Ababa. • G-WADI is promoting access to remotely sensed global data products. These include near real-time rainfall distributions from University of California, Irvine's PERSIANN system, made available through G-WADI to global users. (SC/HYD) • WMO-IOC-ICSU World Climate Research Project (WCRP): The CLIVAR decadal hydrographic surveys planned were approximately 85% complete in early 2008. (IOC) • Support to African Minister's of Environment on climate change and coastal issues in Nairobi, May 2009 related to the collaboration with the African Union Commission and AMCEN in the lead-up to UNFCCC COP-15 in December 2009. (ICTP) • IGCP continues to support paleoclimate research with a climate focus. (SC/EES/GEO) • Thirty-five scientists from Djibouti, Ethiopia and Sudan trained on issues of hydroclimatic risk. (Addis Ababa)	• As a part of the first joint UN project in China, lessons learnt through this project could inform other joint UN projects where UNESCO takes part. • Cooperation with institutes like IRI is beneficial as they can provide cutting edge training to areas that need it most.	In-kind support mobilizes participation of international and national experts. Fluent cooperation between HYD/HQ and SC/ADI allowed for optimization of the funds available.	 The training will be used by the majority of the participants in their everyday work.
Increased Member State commitment to building and sustaining the global ocean observing systems for climates, including monitoring networks, coordination mechanisms, data systems and the creation of data products and information.	• The sustained ocean observation system continues to provide essential data for improved scientific understanding and the generation of predictions and products concerning the role of the ocean in global climate change and associated societal impacts. The IOC submitted two action pledges to the UNFCCC, for sea level monitoring and prediction through GOOS and for a project on Adaptation to Climate Change: responding to coastline change in its human dimensions in West Africa through Integrated Coastal			

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	Area Management. (IOC) • Support to academia-government working group created on coastal erosion in the South Atlantic (Argentina, Brazil, Uruguay) through implementation of Regional Workshop "Coastal Erosion: Tools for its study and management" (Montevideo, Uruguay October 2008). Support to International Workshop on Coastal Management Indicators development towards the creation of a Sub-Regional ICAM Research Centre (Punta del Este, Uruguay, April 2009). Agreement on the objectives for a joint project on Climate Change Adaptation and Integrated Coastal Management. (Montevideo) • GOOS: Coordinated the 100% deployment of the Argo and drifting buoy arrays. Immediate gaps in satellite coverage have been addressed. Reported to the UNFCCC in June 2009 that the implementation of the open ocean module of GOOS is plateauing at 61%. Extended secretariat support provided to governing bodies and technical expert groups under GOOS and the WMO-IOC Joint Technical Commission on Oceanography and Marine Meteorology (JCOMM). (IOC) • GLOSS: Established an IOC Sea Level Station Monitoring web-service with contributions from more than 70 institutions in real-time (314 stations involved compared to 25 stations in December 2007). (IOC) • IODE: IODE network reaches 77 IODE National Coordinators for Data Management and 34 IODE National Coordinators. Between January 2008 and May 2009, 8 training courses in ocean data and information management were organized involving 118 participants (IOC)		UNESCO technical assistance balanced by national partner financial support (Ministry of Environment).	
Strengthening climate monitoring activities at UNESCO sites (biosphere reserves, World Heritage sites and geoparks).	• Ten mountain biosphere reserves (China, Germany, India, Peru, Russian Federation, Spain, Switzerland, USA) collaborate on studies on global climate change impacts using the Global Change in Mountain Regions (GLOCHAMORE) Research Strategy. (SC/EES) • The second phase of the Sustainable Management of Marginal Drylands (SUMAMAD) project was approved for funding by the Flemish Government of Belgium in March 2009 to conduct studies in arid lands management involving experts from Belgium, Bolivia, Burkina Faso, China, Egypt, India, Iran, Jordan,	• With the lengthy introduction of the "Additional Programme" scheme for extra-budgetary projects, the mobilization of funding has not yet yielded the desired expectations. • The transition of phase 1 to phase 2 of the SUMAMAD project was effected in a smooth manner.	For global change studies in mountain biosphere reserves, it will be indispensable to mobilize extra-budgetary resources. The forging of a partnership agreement between UNESCO and UNU-INWEH for the implementation of SUMAMAD will result in an excellent cost/effectiveness ratio.	

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	Pakistan and Tunisia. (SC/EES)			
Increased volume of and access to high-quality climate data and information for Member States, including regular analyses of needs, gaps and barriers.	• Regular analysis of needs and gaps are provided to the governing bodies and sponsors of GOOS as well as UNFCCC. • The IOC participated in a UNFCCC workshop (March 2008) focused on data and observations necessary for impacts, vulnerability, and adaptation to climate change. The outcomes informed the formulation of the second phase of the UNFCCC's work in adaptation to climate change. • GOOS is leading the preparations for the OceanObs'09 conference which will strengthen and enhance the international framework under GCOS and GOOS for sustained world ocean observing and information systems. • IOC Member States in the framework of GOOS and the WCRP maintained development of the open-ocean observing system for climate. Highlights: maintaining Argo profiling float and surface drifter networks at designated numbers, completion of 85% of the repeat hydrographic survey of ocean C, and the successful launch of the Jason-2 satellite, assuring continuity in high-quality sea level measurements from space. (IOC) • Guidelines for the scientifically sound management of groundwater resources in all regions are in preparation and guidelines for the knowledge base and capacities in water resources management in arid and semi-arid zones were strengthened through the G-WADI network. Through Conferences, seminars and training courses, guidelines have been formulated to identify and assess climate change impact on groundwater considering specific regional situations. Workshop on Global Change Impacts and Role of International Sediment Initiative organized. Guidance developed and disseminated for improving monitoring, data collection, processing and storage systems in arid and semi-arid areas. (SC/HYD) • Launching of the GRAPHIC project North Andros case study aiming at assessing the sustainability of groundwater resources in island settings under climatic and human stressors (Nassau, Bahamas, March 2008). (Montevideo) • IHP National Committees of Commonwealth of	• Institutional and Technical local involvement. Case study proposal by Bahamas and ratification by the other project member Islands. • CIS recent history had negative	Seed money for the improvement of coastal aquifers within the framework of global change. Executors of project/meeting raised	Caribbean Island States involvement through IHP National Committees and Focal Points.

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	Independent States (CIS) adopted recommendations regarding climate change: to consider the study of climate change and economic impact on hydrological cycle and consequent impact on water resources (also of arid and semi-arid regions) as the regional hydrology top-priority goals. Agreed on needs to improve knowledge base relating the impacts of global change (including climate change) through international conferences, symposia, seminars and meetings in the CIS countries. (Moscow) • Coordination of the provision and use of ocean observations data and warning services, coordination for the deployment of Argo buoys provided by NOAA's Atlantic Oceanographic and Meteorological Laboratory in the Atlantic. (Montevideo) • UNESCO has been invited to provide expert representation at the Scoping Meeting of the IPCC Fifth Assessment Report (Venice, July 2009) (SC/EES) • Initiated development of an international strategy for a decadal survey of large scale circulation and carbon cycle processes of the oceans (2013–2023). The largest global dataset of surface ocean carbon ever assembled was developed to improve studies of ocean uptake of anthropogenic CO_2. (IOC)	consequences such as reduction of hydrological networks, reduced quality of observations, abrupt budget cuts for science and international cooperation, near cessation of experimental research and free flow of data, information and publications. • Propose possible sub-regional strategies to consolidated shared use of technology	significant co-financing to implement it. Thus, UNESCO funds used effectively as seed-money.	
International agreement on priorities for implementation of global networks and development of policy-relevant information for observing the impacts of climate variability and change on ocean, freshwater, and terrestrial ecosystems and the biodiversity contained therein.	• The Madrid Declaration on the UNESCO Man and the Biosphere (MAB) Programme recognizes the importance of climate change and includes the target that biosphere reserves should be used as learning sites for research, adaptation, mitigation in relation to climate change. • The Twenty-first session of the MAB-Intergovernmental Coordinating Council created a Global Network of Island and Coastal Biosphere Reserves Contributing to Action on Climate Change and Sustainable Development as one of the MAB Programme thematic networks. (SC/EES) • Production of policy-relevant information and policy briefs focusing on impacts of climate change in marine and coastal areas through major science meetings including i) the 2nd Ocean in a High CO_2 World Symposium held in Monaco, October 2008 and ii) the 4th Global Conference on Oceans, Coasts and Islands held in Hanoi, Vietnam (April 2008). Co-organisation of i) the International Symposium on the Effects of Climate			

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	Change in the World's Oceans held in Gijón, Spain (May 2008) and; ii) the World Conference on Marine Biodiversity held in Valencia, Spain (November, 2008) resulting in publications, assessments and opportunities to network for the average 350 experts from over 50 countries that attended each of these events. (IOC) • Policy-relevant reports and guidelines published and disseminated on coral reef status, oceanic CO_2 measurement, Marine Spatial Planning, GOODS and Harmful Algal Blooms. (IOC)			
Improved information on the impacts of climate change on World Heritage which will contribute to priority setting for management action.	• A Policy Document on the impacts of Climate Change on World Heritage Properties was published and distributed widely. (CLT/WHC) • *Case Studies on Climate Change and World Heritage* (first published in English in April 2007, 2000 copies reprinted in May 2009). The translation and publication of French and Spanish versions undertaken with the financial assistance of the Flemish and Spanish Funds in Trust. All versions will be available as PDFs for downloading on the WHC website. • Policy document on the impacts of Climate Change on World Heritage Properties (2,000 copies each in English and French published in 2008) Both versions are available as PDFs for downloading on the WHC website. • Patrimonito in Australia: Climate Change and the Great Barrier Reef, episode N° 7 in the Patrimonito's World Heritage Adventures cartoon series (3,000 multilingual CDs produced in May 2009). (CLT/WHC) • Three extrabudgetary project proposals were developed focusing on World Heritage sites. All three proposals have been shortlisted by the donor agencies concerned for further consideration. (CLT/WHC)			
Improved understanding of climate change impacts and of adaptive capacities with particular emphasis on vulnerable societies, cultures, and ecosystems, including World Heritage sites, biosphere reserves and geoparks.	• On the Frontlines of Climate Change: An Internet Forum for Indigenous Peoples, Small Islands and Vulnerable Communities' was launched in June 2008 and emailed to more than 50,000 SIDS and indigenous contacts. This Forum and its new website build upon and extend the success of Small Islands Voice. It provides an online space for small islanders, indigenous peoples and other vulnerable communities to exchange grass-roots experiences and knowledge related to climate change impacts and adaptation. The	• The new Forum takes on the challenge of bringing community-level voices into global climate change debates. It also expands the audience to associate small islands, indigenous peoples and other vulnerable communities.*	Partnerships established with the Office of the High Commissioner for Human Rights, Secretariats of the Convention on Biological Diversity, and of UN Permanent Forum on Indigenous Issues. These help ensure greater outreach and global visibility.	

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	Forum runs in English, French and Spanish. (SC/PSD/SII with CI/COM) • An international experts meeting on 'Arctic sustainable development in the face of climate change' was hosted by Prince Albert II in Monaco March 2009. The objective was to comprehensively assess the scientific, social, cultural and educational challenges to be met in order to ensure sustainable development within the region. (SC [PSD, EES and IOC], SHS/EST, CLT [WHC and ITH] and ED [BAS and ESD]) • 'Sustainable Development: A Pacific Islands Perspective' prepared by the University of the South Pacific and published in February 2008 contains a section on climate change impacts and adaptation in Pacific island countries. (Apia)* • A training workshop and an exhibition on "Integrated waste management', organized by the Kwartir Nasional Gerakan Pramuka on the occasion of the ASEAN Jamboree 2008 in Jakarta, Indonesia, in October 2008. The main purpose of the workshop and exhibition was to enhance a better understanding and socialize application and initiative of the 4R principles (Reduce-Reuse-Recycle-Replant) as an initial step to mitigate and adapt to climate change. (Jakarta Office) • Programme under development on the "World Network of Biosphere Reserves as an Observatory and Learning Platform for Climate Change Monitoring, Mitigation and Adaptation". Includes 2 components: "UNESCO-MAB's Africa Bio-Carbon (ABC) Initiative" which seeks to develop strategies and models for bio-carbon sequestration projects in Africa; and "The Network of Sites of Excellence for the Sustainable Futures of the Congo Basin". (SC/EES) • Climate variability and change impacts and adaptation strategies within the Pandjari Biosphere reserve in Benin identified and shared with all stakeholders including decision makers. Implementation ongoing. (Nairobi) • The World Heritage Biodiversity Project in India is being implemented at four WH Sites and includes the component of assessing the impacts of Climate Change on World Heritage sites and developing appropriate management strategy. Training workshop for the	• Intersectoral work can live up to its promise. • Further capacity-building actions need to be provided and promotion for strengthening collaboration between stakeholders in biodiversity conservation and climate change mitigation and adaptation • Meagre budget allocation is the main constraint. Difficult working terrain	Monaco provided extrabudgetary funding The training workshop was cost-effectively implemented through the collaboration with the local, national and SE Asian regional networks. Implementation of the activity by the MAB national committee is cost effective	Dissemination of information on waste management to enhance awareness and participation in natural resources management.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	Effective Management of Biosphere Reserves for the Indian Biosphere Reserve (BR) managers was organized at Sundarbans Biosphere Reserve, India, November 2008. Experiences and best practices in climate change impacts, biodiversity, etc. were shared during the workshop. (NDL • Within the framework of the EC-funded project WATCH (Water and Global Change) a study on trends in observed low flow and stream flow drought has been carried through the FRIEND research community. HELP convened an international workshop on wetlands which brought together scientists and water managers to discuss the role of wetlands as carbon sinks and to analyze the consequences of climate change on these environments. As a result a "wetland network" has been established. The International Flood Initiative prepared a compendium of major floods around the world focusing on their magnitude, meteorological causes and socio-economic impact. (SC/HYD) • MDGF-1745: Conservation and Sustainable Management of the Natural and Cultural Heritage of the Yasuní Biosphere Reserve (Ecuador) ** • MDGF-1751: Local and regional environmental management for the management of natural resources and provision of environmental services (Nicaragua) **			
Increased use of integrated climate change adaptation measures and policies that respond appropriately to environmental, economic, cultural, social, gender, educational, attitudinal and behavioural factors.	• Translating knowledge and observations to West African communities through the GEF-funded project on Adaptation to Climate Change in Coastal Zones launched in November 2008, jointly led by IOC-UNDP and coordinated from Senegal involving 5 neighbouring coastal countries. (IOC) • MDGF-1646: Adaptation to Climate Change to Sustain Jordan's MDG Achievements (Jordan) ** • MDGF-1654: the China Climate Change Partnership Framework (China) ** • UNESCO Cairo Office participated in the UN League of Arab States sectorial meeting on climate change (Cairo, June 2009)	UCO together with other UN organization will assist Arab member states through the League	A regional thematic working group (RCM) was established among UN organization in the region to work as One UN	The Arab League is a stable self sustaining institution
Enhanced education, training, and public awareness of climate change and its impacts, and strategies for	• Successful dialogue initiated at Expert Workshop on Mainstreaming Biodiversity into Education (UNESCO March 2008) between UNESCO, as task manager for	• Inter-agency cooperation is on-going process which takes time		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
adapting to change and mitigating its causes.	Chapter 36 of Agenda 21, the Convention on Biological Diversity, the UNFCCC (ref. Article 6 of the UNFCCC), and Ramsar Convention to strengthen and enhance joint Communication, Education and Public Awareness activities. Exchanges of experiences and good practices on climate issues initiated with DESD, UNESCO Associated Schools (ASPnet), and other school networks such CarboSchools Europe, UNESCO Chairs/UNITWIN networks, and in cooperation with other agencies, such as UNEP Ozone Division. _Media as partners in education for sustainable development_, the ESD media training and resource kit, was officially launched at a side-event during 179 EX. The media kit assists media professionals to report on sustainable development issues, and contains a chapter on climate change. (ED/ESD) • The global Sandwatch Project on beach monitoring and sustainable management of coastal environments was further expanded in the framework of Education for Sustainable Development and ASPnet, with the website updated and a new section on climate change added. (SC/PSD/SCS with ED/UNP/DESD and ED/BAS/ASP, and KNG, API and DAR Offices)* • Evidence of climate variability and change impacts on water resources documented and shared with different stakeholders including decision makers in Benin, Ghana and Cote d'Ivoire, progress report received. (Nairobi) • International Conference on Climate Change, Biodiversity and Food Security in South Asian region held in Chandigarh, India November 2008. Creating a Healthy Society with Focus on Climate Change, Environment and Health project involves training workshops to build capacities of master trainers for coping up with the possible impacts of climate change on health and environment. The Technology Mediated Open and Distance Education programme is being implemented in association with CEE and Commonwealth of Learning for developing an online exemplary module on Climate Change for Education for Sustainable Development practitioners. The first module being developed will focus on issues of climate change and biodiversity. A Climate Change Knowledge Partnership brings together academic research institutions, NGOs, private sector and other stakeholders to contribute to climate change. (NDL)	• Meagre RP budget allocation is the main constraint.	Implementation of the activity with IHP national committee in each country was cost effective.	The ownership of the study by the IHP national committee in the different countries is a good step for sustainability.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	• Agreement on the possible establishment of a UNESCO Chair in Climate Change at TERI University, India. TERI University is related to the Energy and Resources Institute, whose Director is the Chair of the IPCCC. • The seventh episode of Patrimonito's World Heritage Adventures animated series entitled Climate Change and the Great Barrier Reef produced. The main objective is to further involve young people in reflecting on the issue of climate change and its impact on World Heritage and to raise their awareness of sustainable behaviours. 3,000 DVD copies of this cartoon film episode available. (CLT/WHC, CLT/Heritage Division, ED/ASPnet) • Within the framework of the Spanish MDG Funds project on "Climate Change Risk Management in Egypt", a comprehensive needs-based training activity on Providing Regional Climate Impact Studies is being conducted for more than 15 national experts. The main objective is to build capacities to understand and simulate climate change models and scenarios in addition to run an ensemble model simulations for the Nile basin. The UK Met Office prepared the training material and conducted the training activity. (Cairo)		The total cost of the training negotiated with the UK-Met Office, while the facilities of the Flood Forecasting Centre of the Ministry of Water Resources and Irrigation were used in conducting the training.	TERI University is a self-sustaining institution.
Enhanced education, training and knowledge base for the rational use and applications of renewable energy sources for climate change mitigation.	• Regional consultation carried out in Central Asia to identify collaborative mechanisms among different organizations concerned by renewable energy in the region. Eight lectures on the ECO-Village (energy self-sufficient village) concept were broadcast to 25 universities in South-East Asia. Training seminar for local managers and technicians involved in the decentralised rural electrification using solar energy systems held in Mauritania. Support to the national training workshop organised in Niger on the use and application of renewable energy. Preparatory work carried out to identify priorities and define modalities for the preparation of a national strategy/policy paper for the development of renewable energy in Benin. (SC/BES) • MDGF-1661: Mainstreaming socio-environmental issues into climate changes strategies in Brazil ** • National capacities for the rational and balanced use of alternative sources of energy enhanced in Uruguay and the Caribbean. Support to renewable energy workshops	• Extend the activity to the Cluster MERCOSUR level	Most activities are implemented in partnership with other international institutions and through external funding. UNESCO's contribution often serves as a catalyst to initiatives with multiplier effect. UNESCO financial support and technical assistance balanced by partner support	Sustainability seems assured due to uptake by CARISCIENCE, government,

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	and other activities in the framework of the installation of the Solar Energy board in Uruguay. (More than 20 institutions participating) Support to the elaboration and submission to Congress of the solar energy law in Uruguay. Implementation of two regional workshops on renewable energies in the Caribbean by CARISCIENCE network. (Montevideo) • UNESCO is organizing the Gender and Climate Forum which will be held at World Climate Conference-3 (WCC-3) in September 2009. The Forum, organized in collaboration with FAO, WMO, GCCA (Global Gender and Climate Alliance), UNDP, IUCN and UNEP, will explore the linkages between gender and climate issues in order to inform WCC-3 discussions, and ultimately to lead to the adoption of a gendered approach to the expected results and outcomes of WCC-3. (BSP/GE) • UNESCO collaborated in the production and translation into French of the *Training Manual on Gender and Climate Change*, led by IUCN. The Manual responds to the needs of policy makers and scientists to better understand and address the gender dimensions of climate change mitigation and adaptation. (BSP/GE) • UNESCO serves, along with UNDP, as the co-convener of the Interagency Task Force on Gender Equality and Climate Change, whose goal is to enhance the integration of gender equality into the climate change efforts of the UN system, within the respective mandates of involved entities. (BSP/GE) • The Fourth UNESCO Forum on Gender Equality, entitled The Gender Dimensions of Climate Change, was held in June 2008. The Forum focused on the work undertaken by UNESCO and the UN system to address this important issue. (BSP/GE)	• Coordination of stakeholders involved in the process • Establishing South-South synergies (Caribbean-MERCOSUR)		academia, and the private sector.
Wider dissemination of knowledge and information on climate change, and to increase awareness of potential mitigation actions and strategies that elicit long-term behavioural change, especially through emphasis on environmental ethics, market mechanisms and dissemination of quality information through mass media that targets both women and men.	• The World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) has prepared a report on the ethical implications of climate change which was approved by the 6th Ordinary Session of (June 2009). The report had previously been discussed at the extraordinary session of COMEST held in Paris November 2008 and was developed through two meetings of the COMEST environmental ethics working group in March and May 2009, as well as being widely circulated for public comment. In addition, activities on environmental ethics teaching, including curriculum	• Need to establish ethics as a core component of climate change response assessment rather than an optional add-on. This can be achieved only by tight articulation of ethical reflection on rights and responsibilities with science and policy issues.	High, thanks to mobilization of the independent expert capacities of COMEST members.	Subject to support from Member States, on the basis of the perceived quality and relevance of the ethical work produced, for mainstreaming of ethical principles into climate change policy design, implementation and evaluation.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	development, are ongoing in Asia-Pacific, CIS and West Africa. (SHS) • On the basis of the report, the 6th Ordinary Session of COMEST also recommended that UNESCO should develop an ethical framework of principles in relation to climate change. On the basis of this recommendation, the Executive Board will be invited to consider recommending the General Conference to request the Director-General to prepare a study, in cooperation with COMEST, on the advisability of a normative instrument stating ethical principles in relation to climate change. Such a study, if conducted, would offer a focus in 2010-11 for further ethical analysis and development of assessment tools that can take adequate account of extended and poorly understood causal chains across time and space, conflicting bases of responsibility, fundamental uncertainties relating to the knowledge required for effective policies, and the challenge of responsible management of collective risk at the global scale. (SHS) • MDGF-1729: Expanding access to environmental finance - Reversing the decline in forest ecosystem services (Senegal) ** • MDGF-1684: Mainstreaming environmental governance: linking local and national action in Bosnia and Herzegovina ** • The IP website is being updated to serve as a source of accurate, unbiased climate change information in the areas of UNESCO's mandate. More than reporting on what the IP does, it aims to assist educate Member States and point to useful and reliable external sites.	Without dedicated staff or time, it is difficult to maintain the site in addition to regular job functions.	No additional cost.	

* Activity originating from the Intersectoral Platform Contribution to the implementation of the Mauritius Programme of Action for the Sustainable Development of Small Island Developing States (SIDS), with which the Intersectoral Platform on UNESCO action to address climate change is collaborating.

** UNDP-Spain MDG Achievement Fund concept paper approved under the thematic window of Environment and Climate Change.

Major Programme III- Social and human sciences

Paragraph 08011 - Strengthening national research systems

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Research capacities in developing countries enhanced with a focus on the contribution of research to achieving the internationally agreed development goals, including MDGs and EFA goals;	• National research system review processes underway in a number of pilot countries: Cote d'Ivoire, Jordan, Madagascar, Tanzania, and Zimbabwe, emphasizing a combined approach of the natural sciences and the social and human sciences.	• A common methodology to strengthen elements of national research systems is being developed and further refined, based on first experiences with integrated reviews.	The combined approach between different Sectors and Institutions of UNESCO provides opportunities for cost effective implementation. Through combination of efforts the national reviews will avoid redundancy and overlap.	Sustainability will greatly depend on commitment of governments to implement the recommendations and policies of the country reviews, and of the continued involvement of outside funding partners.
National research and knowledge management in science, technology and innovation strengthened and related capacities created and supported;	• The coherent country reviews produced by UNESCO provide Member States assistance to reposition their national research system with a view to build capacity for innovation and sustainable development, covering both the natural sciences as well as the social and human sciences.	• Existing approaches of the Organisation are used as a basis for gradual elaboration of fully integrated methodologies on strengthening the research system, covering the whole range of scientific disciplines. • Specific studies can include the notion of ethics of science and technology as a central concern for the final review and for the implementation of organizational policies and further capacity building in research.		
Links between policy-making bodies, higher education and research institutions and educational and developmental practices strengthened;	• Activities address strengthening of linkages between all partners in national research, including public and private stakeholders, universities and research institutions, funding agencies and international organizations.	• Strengthening of cooperation among various partners promoted by stressing importance of involvement of all partners in national review consultations or national Task Forces.		
Research capacities of UNITWIN/UNESCO Chairs in selected least developed countries enhanced, including through triangular North-South-South cooperation;	• UNITWIN networks and UNESCO Chairs to be involved from the initial phases of national research reviews wherever possible, with a view of strengthening their involvement in building capacities in research and innovation.	• New guidelines for UNITWIN networks and UNESCO Chairs taken into account.		
Scientific research enhanced through integration of ICTs.	• Evaluation of ICT capacities and the role of access to information is included in the joint intersectoral approach to review national research systems.	• In order to address the challenges posed by lack of data, and in order to create a sound basis for the national review and implementation phases, significant time and attention has to be allocated to the elaboration of the first review status report, including involvement of national actors and, where relevant, the UIS.		

Major Programme IV – Culture

Paragraph 08012 – Languages and multilingualism

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Local and endangered languages integrated into national linguistic policies	− Interactive Atlas of endangered languages published to be developed as tool for language vitality and policy monitoring; : http://www.unesco.org/culture/en/endangeredlanguages/atlas. − Several policy advice interventions on national book policies in Africa and Latin America attuned on national languages policies;	• Further monitoring will be needed.	Having spent the earmarked funds in the Regular Budget, extra-budgetary funding from Norway has increased the capacity to produce a high-quality publication.	
Multilingualism promoted in Member States through capacity-building for multilingual education in the context of lifelong learning	− Various advocacy and information events on multilingual education organized and information material provided for Member States (ED Wednesday Seminar, roundtable on International Mother Language Day; thematic roundtables during the series of UNESCO Regional Literacy Conferences, publications *Mother Tongue Matters: Local Language as a Key to Effective Learning* and *The Global Literacy Challenge*);	• Impact yet to be assessed		
Vernacular languages promoted as vehicles for an enhanced transmission of local and indigenous knowledge	− A number of projects were carried out and/or launched by a Field Offices in the framework of the Language Platform: 1) RDC: Atelier sur l'utilisation des langues nationales dans l'enseignement (février 2009), 2) Tanzania: A collection of traditional tales in Swahili and in Vidunda, a lesser-used language, printed and published for dispatch in schools of the region where Vidunda is spoken. 3) Brazil: A 3-year long project on documentation of about 20 Brazilian indigenous languages and cultures was launched in late 2008, funded by the Brazilian Government. − Large-scale data collection on the status and trends in the numbers of speakers of indigenous languages was undertaken in 2008-2009. The resulting database of over 5000 records is to undergo quantitative (statistical) and qualitative analysis to produce recommendations and guidelines for a standardized methodology.	• With regard to data collection on the number of speakers of indigenous languages, the main challenge has been the disparity in methodological approaches underlying different national language surveys and censuses. This renders the resulting data difficult to compare with a view to calculating trends at the global level.	Funding from GEF for collecting and collating data on indigenous languages has allowed us to conduct this work on a more solid scientific basis.	
Multilingualism in cyberspace enhanced and cultural diversity and	− Stakeholders mobilized through the WSIS Action Lines consultations meetings held in May 2008 and 2009. On	• Methods and tools available to bring new languages into cyberspace require a better	Activities initiated within the framework of the International Year	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
pluralism fostered through local language media	line multi-stakeholders platform launched in May 2009; − Publication "Securing a place for a language in cyberspace" launched; − Study on "Twelve years of experiences in measuring linguistic diversity on the Internet: balance and perspectives" conducted; − Feasibility study for the establishment of a ICT-enhanced tool for learning language conducted with particular focus on minority languages and languages in danger;	vulgarisation among decision makers and minority language communities. • The evaluation of the methodological approaches behind different search engines make it difficult to monitor the measures of linguistic diversity on the Internet. • It is almost impossible to identify existing online material for teaching/learning languages in danger.	of Languages and implemented with the support of many stakeholders involved.	
Observatory on multilingualism established providing information on and analysis of policies, strategies, good practices and research related to languages and multilingualism	− Atlas of the endangered languages and Index Translationum translation flows databases updated, as fundamental future observatory and monitoring tools; − Information on effective practices in multilingual education and multilingual approaches to literacy provision collected and disseminated through publications and on UNESCO's Literacy Portal.		To be measured after assessment of impact on national policies. Funds availability will be key in this regard.	
International Year of Languages celebrations implemented	− Over 200 projects and some 15 international major awareness raising events carried out	• Civil society and local associations sometime among the most dynamic and responsive stakeholders	Despite the absence of a budgetary line, results were achieved by mobilizing the UNESCO family.	Effective impact on national language policies to be assessed in the coming three years.

Paragraph 08013 – Contributing to the dialogue among civilizations and cultures and a culture of peace

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Cross and horizontal reading of the History of Humanity volumes in order to highlight their contributions to intercultural dialogue.	− The cross reading endeavour of the History of Humanity and other general and regional Histories is well under way. Experts have been selected and a calendar of activities set forth by the intersectoral team (CLT, SHS and BSP):	• En raison de questionnement sur la marge de manœuvre des groupes travail qui se sont constitués autour des objectifs de la plateforme, cette participation a occasionné des retards dans la mise en œuvre des activités, notamment pour les objectifs 1 et 2.	The activity is linked to the launch of the two "History" volumes	
Digitalisation and on-line publishing of the History of Humanity and the History of the Civilisations of Central Asia volumes.	− The production of CD-ROMS and electronic version online of the General and Regional histories (the General History of Humanity, the General History of Africa, and the History of the Civilizations of Central Asia) is ongoing. − An official launch (global event) of the completed collections of the General and Regional Histories is			

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	− scheduled for 5 October 2009, including the organization of a Round Table on the follow-up to the Histories. − A special issue of the UNESCO *Courrier* will be published in the six official languages (September 2009) on the topic of the General and Regional Histories.			
Implementation of the project on the pedagogical use of the General History of Africa.	− The planned meetings of the Scientific Committee and the experts haven taken place and recommendations for a Plan of Action have been adopted.	• The success of the project will depend on the nature and extent of support from African Member States		
Elaboration and production of a document on "Status and Prospectus on Intercultural Skills" with existing instruments, frameworks, programmes, tools, networks within and outside UNESCO short-listed and documented (English and French).	− Une série d'études sont en cours dans les différentes régions afin d'établir un état des lieux des compétences interculturelles qui permettent de promouvoir la compréhension mutuelle et la cohésion sociale dans des sociétés culturellement diversifiées et d'identifier des compétences qui pourraient être généralisées. Le Secteur des sciences sociales participe également à l'étude, par l'envoi, aux philosophes, d'un questionnaire sur les compétences interculturelles.	• Progress of work is sometimes slower that expected and coordination of the intersectoral sub-groups difficult.		
Analytical survey launched on intercultural skills included in the "Study" in order to highlight the state of the art of the present reflection on intercultural skills.	− A questionnaire to highlight the state of the art with regard to the present reflection on intercultural skills has been prepared and launched online in June 2009. Philosophers, media professionals, educational and cultural experts were invited to respond to the questionnaire. The results will be analysed in September 2009.	• Dynamic, frequent and creative intersectoral action has enriched the questionnaire considerably (participation in the elaboration of the content as well as in identifying partners to diffuse the questionnaire as widely as possible.		
Reflection on causes and solutions in relation to the development of practical tools for the prevention of violence in school.	− The finalization of a publication "Stopping Violence against Children in Schools: Practical Approaches for teachers" is well under way. The publication will be available in Autumn 2009 in English, French and Spanish.	• Number and quality of recommendations for the development of a non-violent school culture.		
Methodologies, practices and tools developed by and for young people to sensitize them on interfaith dialogue for mutual understanding compiled.	− The foreseen study on the existing practices for interfaith dialogue by and for youth is being undertaken by an interregional and interfaith youth team and coordinated by Arigatou International. A report on the findings will be submitted in November 2009. − Research on practices for interfaith dialogue among women in East Africa is also ongoing.			
Action plan recommended by representatives of (religious and non-religious) youth Organisations to reinforce UNESCO's action in promoting the role of youth in the	− The preparations are ongoing for a Youth workshop during the Parliament for World's Religions 2009 to be held at Melbourne, Australia in December 2009 in order to discuss the report of the youth research and a draft plan of action.	• Initially the report was to be discussed on the occasion of the Youth Forum (UNESCO General Conference 2009). However, given the focus of the Youth Forum (financial crisis), it was decided to make use of the		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
interreligious dialogue taken into account in future relevant policy design.		PWR 2009 which gathers all the main actors in interfaith dialogue every 5 year.		
Capacity of local media enhanced to support culturally sensitive coverage of development issues with an understanding of sustainable development and the protection of natural resources and livelihoods, and disseminated through PPN.	− A workshop for journalists was held in the context of the World water Forum (March 2009) on the issue of sustainable development. The Workshop resulted in the subsequent publication of 75 articles written by the trainees. − The call for bids for the PPN platform development team was concluded. The process of selecting the winning bid is underway (Spanish Funds)	• Excellent collaboration between CI and SC in the achievement of this result.	The sustainability of the PPN improves as more colleagues and universities contribute to the development of its content base, especially in the area of peace studies	
Enhanced capacity building activities for young reporters and young tourist guides.	− There has been delays in finalizing a plan for this initiative within the World heritage in Young Hands project and funding is increasingly in doubt.			

Major Programme V - Communication and information

Paragraph 08010 - Fostering ICT-enhanced learning

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards	• Best practices concerning ICT and knowledge parks and their applications to developing countries were examined and policies formulated in order to foster entrepreneurship, improve education and empower individuals in developing countries through the use of ICTs	• An International Conference and Exhibition on Knowledge Parks in Doha, Qatar helped to raise awareness of the potential of ICT-based Knowledge Parks to create knowledge societies and contribute towards the empowerment of individuals and communities. The challenges were in mainstreaming the three focus areas of ICT Creative Industries and Entrepreneurship, Digital Knowledge Management, and ICT for Development with particular emphasis on education, science, youth and gender.	Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.	Knowledge Parks are intended to stimulate ICT research and innovation while fostering enterprise. The regional policies, guidelines and activities that were developed during the Conference should be the basis for future action.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	• Over 300 information managers of Belarus, Ukraine and Indonesia trained in digital technologies (Advanced Navigation System Technology, Multimedia Broadcasting Technology and Intelligent Transportation Technology in UNESCO forums, enabling the participants to prepare and submit ICT projects to a Global Cooperation Funds of the Republic of Korea.	• UNESCO should take leading role in partnership building with donors not only to support the capacity of information managers but also to assist in harnessing digital technologies for development. Programme Mobilization Funds should be increased in order to tap more resources from international aid agencies and donor countries as they prefer joint funding with UNESCO for ICT projects under cost sharing arrangements.	Korean funding covered all costs related to organizing the forums in the 3 countries which has resulted in savings under the RP.	
	• A twofold approach was adopted to develop teachers competencies: * Competency Framework for Teachers (CST), for the integration of information and communication technology (ICT) into the classroom, launched, after two years of developments at the Moving Young Minds conference, an international seminar of 100 education ministers. * The development of a universal model of teacher training curriculum for media and information literacy. An international Expert Group meeting was held from 16-18 June at UNESCO HQ to develop media and information literacy curriculum and enrich material to be introduced in the initial training of secondary school teachers worldwide.	• Although many educational facilities are equipped with computers, one of the challenges is that teachers do not have the right training and knowledge to harness technology for teaching. The competency standards will enable students to develop the skills necessary for success in today's world while improving teacher skills to enhance the learning experience for students. The project has shown how public-private cooperation involving several partners at one time can lead to the development of unique and innovative results, with broad reaching impact. • Introduction of media and information literacy into teacher training requires informed teacher training policies.	The ICT Competency Framework was developed in consultation with technology leaders Microsoft, Cisco, and Intel as well as the International Society for Technology in Education (ISTE) and the Virginia Polytechnic Institute and State University (Virginia Tech) and serves as a model of efficient public-private cooperation.	The critical knowledge and analytical tools provided by media education empower media consumers to function as autonomous and responsible citizens, contributing to sustainable development through enhanced freedom of expression and the building of knowledge societies.
	• National educational policies linked with strategies for ICT applications formulated.	• Specific actions were made in Irak and Cambodia for the preparation of ICT strategy, and the preparation of a plan for teachers' education using ICT as a lever for introducing change in the education system. This should be linked with the Teachers' Training and Education Strategy which is part of the Sector Wide Educational plan.		In close coordination with the project manager of XB project on ICT, a draft plan on ICT policy/strategy in education is under preparation and will be discussed in an expert group meeting during the first half of 2009. This should be done in coordination with Cairo Office which is taking the lead in ICT in education in the region.
	• Supporting national efforts on non-formal education to improve literacy rate & strengthen CLCs with the special reference to women & excluded groups; Training on the use of the ICTs	• Consultations underway for the preparations of NFE-MIS.		"An Advocacy kit for promoting multilingual education; Including the excluded" was

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	and the audiovisual means in the problem solutions to achieve the Dakar Goals: National policies, plans and practices reviewed, revised and developed in literacy and life skills development, teacher education and training as well as in HIV and AIDS education through the translation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA and EDUCAIDS – at the request of Member States. • Elaboration and implementation of educational sectoral strategies: accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education. • Raised awareness and built capacities of Ministry of Education officials to plan strategically for ICT-enhanced learning, through the organisation of/ contribution to a series of workshops and seminars, such as: * the World Summit on the Information Society Follow-up on e-learning (Low-cost devices for Education, May 08), in cooperation with infoDev and the World Bank. * E-learning Africa seminars (3 sessions), including a one day session with 40 African policymakers in coordination with WBI and KERIS (Accra, May 08) * Global ICT course "ICT for Educational Policy-makers: from vision to action" attended by 80 participants and presenters from 28 countries from five continents (Seoul, Nov. 08) *ICT in Education policy development workshop for Rwanda, in	• Elaboration et de validation des politiques et stratégies pour le développement de l'éducation : Cameroun, RCA, Tchad.		translated, adapted and printed into nepali language, and disseminated among the policy makers, programme implementors, practiceners and local community people jointly with government on the occasion of the the International year of languages 2008. L'UNESCO apporte un appui aux Etats Membres afin de mobiliser le Comité du Fonds Catalytique de l'Initiative Fast Track. Celui-ci a donné son accord pour l'octroi de 37,78 millions de dollars au secteur de l'éducation de la RCA pour les 3 ans à venir. La Banque Mondiale est l'entité de supervision pour la mise en œuvre de ce projet. La RCA a validé sa stratégie sectorielle de l'Education en février 2008 et a présenté sa candidature aux fonds Catalytiques, avec l'accompagnement technique et financier de l'UNESCO. Le processus d'appui au Tchad est en cours.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	cooperation with the Rwandan Ministry of Education, the World Economic Forum (including Microsoft, Cisco), DFID, GTZ, USAID… (Kigali, Dec. 08) - Created an internal ICT in Education network, by holding an intersectoral seminar (Paris, July 08), partly attended by both ADGs (ED and CI) and 40 colleagues from the Field, Institutes and Headquarters. - Drafted a first version of UNESCO's intersectoral ICT in Education Strategy, - Launched six UNESCO thematic ICTinED working groups and discussion forums and partly animated them - Designed UNESCO's intersectoral ICT in Education website. • Peru received the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technologies in Education because of its presentation of the One Laptop Per Child program.	• It is a national program that is providing laptops to rural primary school teachers and students and is training them how to use it in the teaching – learning process.		Draft Agreement with Association of Entrepreneurs for Education has been written to promote participation of private sector in producing content for website.
Access to education and learning in Member States expanded through ICT tools	• Study for the establishment of a university network and higher education resources, in connection with the establishment of a UNESCO Chair on Information and communication technologies, at the Universitiy of Lomé and the University of Kara, in cooperation with the Ministry of Higher Education and Research of Togo. • Discussions with the European Space Agency and with the French Development Agency for the establishment of an ICT-based network of capacity-building resource centres in Democratic Republic of Congo • Improving quality education through teacher training in ICT in Kazakhstan and Uzbekistan: - Teacher training curricula and materials on the use of ICT for quality education analyzed and adapted. National ICT competency framework for teachers developed for further testing within teacher training courses. - Methodological materials to support ICT-based teacher training practices developed. - Teacher training programmes updated on the use of ICT for	• The project is designed to ensure the cooperation of two universities, one public, the other a private one, under the overall supervision of the Ministry of Higher Education and Research. • Need for building local capacities for taking care of the project itself and the network; need for building a consortium of institutions to provide support and expertise in a way to accompany local expertise during the project period. • As a long term impact the project activities contributed to improving quality of education through in-service teacher training network on the basis of the developed national based modules for ICT competency standards for teachers.	A multi stakeholder approach is needed with national partners to set the network as a possible source of local activities.	Training of trainers courses were conducted to endorse compliance with UNESCO ICT Framework and to pilot adapted ICT modules. Recommendations on national ICT competency standards for teachers were developed for further approval by the Ministry of Education.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	quality education.			
Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres;	• Development of Teacher Training Curricula for Media and Information Literacy aiming at including information and media literacy in education policies was initiated in cooperation with COM with the first expert group meeting in June 2008: 11 workshops in all UNESCO's regions held over 2008-2009 for training-the-trainers in information literacy. • A strong theoretical basis for information literacy has been promoted among the Member States with the publication and dissemination of "Understanding Information Literacy: A Primer".	• Ten out of 11 trainings have been done in 2008 and benefited more than 500 trainers in all regions of the world, including Jamaica, Canada, Malaysia, Estonia, Turkey, South Africa, China, Spain, Egypt, and India. The last training in the series held end of January 2009 in Peru. • The publication is good start on raising awareness, but we will find additional partners, such as with IFLA to continue the work	The work done in cooperation with other division on the common concern permitted not only to reduce the cost but also to achieve greater visibility of UNESCO among the stakeholders. From a limited funding from IFAP, UNESCO achieved to reach a great impact for the Training-The-Trainers in information literacy project by launching a call for volunteer host institutions and benefiting from the multiplying effect of the workshops under UNESCO's umbrella.	Many countries who were not involved in this initial series such as Serbia, Malta, the Nordic countries, Western African countries, Central America and Caribbean islands (Cuba) have volunteered to host the next series of TTT workshops.
	• The second phase of the SDC-funded CMC up-scaling project was elaborated and agreed upon by consensus at field level in Mali, Mozambique and Senegal, between the governments, the donor agency and UNESCO. In St Kitts and Nevis, a feasibility study for scale-up of CMCs was carried out, with a view to prepare a strategy and project proposal for up-scaling CMC • Six CMCs projects were launched with IPDC support in Angola, Somalia, Tanzania, Vanuatu, for the establishment of CMCs and in the Caribbean, to expand the reach and impact of community radio stations as well as in Moldova to strengthen the regional media community.	• CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local representatives of the donor agency, the Government and UNESCO is of utmost importance. It allows better tailoring of UNESCO's assistance to the local needs and to begin with an effective collaboration. Institutional sustainability is thus enhanced.	Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least cost.	The benefits derived from CMCs would be maintained over time with a stronger focus on work at policy level i.e. assistance to Member States and information regarding community media policy environment and access to information. CMC projects are supported only when evidence are available that bthey are operationally sustainable and have the community support for sustenance.
Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels	Cambodia, Lao PDR, and Sri Lanka have developed ICT in education master plans. DPRK has reviewed it ICT in education policy and made new plan. For this purpose, up to 2008, UNESCO Bangkok has delivered 15 workshops for more than 460 ICT in education policy makers of 26 countries; • Two regional ICT in education workshops for education leaders and policy makers have been co-organized by WBI and UNESCO Bangkok to share policy making experiences, review existing ICT in education master plans, and make action plans to update ICT in education policies. • The capacity of wide-range of teacher education institutions and educators has been strengthened systematically through			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	teacher training on ICT in education: more than one hundred deans/directors in charge of ICT in education in teacher education institutions from more than 15 countries of the region have benefited from forums; to help educators to design and provide training programmes on ICT in education two regional training workshops on Peer Coaching have been organized for more than 50 teacher educators or curriculum developers from 12 countries of the region; national training workshops on ICT-pedagogy integration have been organized for more than 300 teacher educators of 13 countries of the region; more than 50 master teacher educators have been trained on IT essentials and networking technologies. Hundreds of master teachers from more than 20 countries have been exposed to innovative practices of ICT in education and/or trained on designing of ICT-based lesson plans based on SchoolNet project, awards of innovative practices and the workshops, and Regional Innovative Teachers' Conferences.			

	• Supporting the use of ICT for literacy education in Asia E-9 Countries: South-South and North-South collaboration on and exchanges of effective practices in EFA enhanced and educational networks among developing countries strengthened.	• To expand the access to quality literacy education:
		
		  * A range of effective technologies including mobile phones, radio, and computers are being used and customized to suit local contexts.
		
		  * Innovative practices involving community radio, mobile-learning, computer-based programmes and mobile community libraries are being tried out in these E-9 countries.
		
		  - Customized training modules, primer and training activities are being carried out in these projects.		

	• Information tools for students and student advocacy for peace and sustainable development: expertise, technical approaches, practice-oriented tools were provided, and best practices and innovations in education policy formulation and planning, monitoring and evaluation of education systems identified and made available through networks and communities of practice. • These activities support the follow up actions for the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education and the UNESCO Conventions for the recognition of qualifications. UNESCO will also continue to provide information to support students' mobility (e.g.the 35th edition of Study Abroad); hosting of electronic discussion	• Recognizing the importance of information sharing to support policy development and capacity building, UNESCO is building on its extensive experience on providing information tools for students. In particular, it further develops its work in providing tools for higher education stakeholders with access to authoritative and up-to-date information on issues related to higher education quality assurance and		This work has become increasingly important with the rise in cross-border higher education institutions and the development of new and innovative forms of higher education developing to meet the challenges of increasing enrolments world-wide.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	forums on issues of key concern related to higher education quality assurance and recognition.	mobility world-wide.		
Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality life-long learning	• 7,000 copies of WinISIS and 1,000 Greenstone Digital Library Software CD-ROMs distributed in the 6 languages. A new revised User's Reference Manual of WinISIS in English and Spanish as well as release 1.3 of WinIDAMS in 4 languages (English, French, Spanish and Portuguese) made available for downloading. • J-ISIS Open Source replacement of CDS/ISIS -A first pre-alpha version that contains only the essential functionalities has been developed, the correctness and accuracy of the program's internal logic is being tested with the help of the Flemish Antwerp University.	• Concerns have been expressed about the future of these software management tools and clarification sought about UNESCO's position on this issue. • UNESCO should take leading role in partnership building with donors not only to support the capacity of information managers but also to assist in harnessing new digital technologies for development. PMF (Programme Mobilization Funds) should be increased in order to tap more resources from international aid agencies and donor countries as they prefer joint funding with UNESCO for ICT projects under cost sharing arrangements.	Most of the work is done free of charge on a voluntary basis by the community. A high quality result is achieved at no cost and is given to the community.	A strategy for information processing tools envisages gradually implementing these projects as Free and Open Source Software (FOSS) projects so that they become self- sustainable.
	• Significant expansion of the Open Training Platform (on-line hub to free and open learning resources for development) in terms of resources, partners and use. The OPT has been evaluated and has enhanced its services in the domain of sustainable development, environment and languages. - Prepared publication on "Open Educational Resources (OER): conversations in cyberspace", to be released in early 2009 under an open license. - Guest edited special OER issue of the Open University's journal Open Learning. - Disseminated "Open Educational Resources: the way forward" to all field offices, national commissions and permanent delegations. - Coordinated translation of the Way Forward document in the OER community for local awareness raising action; 11 languages completed by end 2008. - Convened two discussions in the OER community: on the UNESCO OER Toolkit, and OER stories; held planning discussions on OER and access issues, and OER and copyright for a further, and offered an online wiki training session to community members, organized by COL, in the context of the UNESCO-COL agreement.	• Today, more than 3,100 educational resources, classified under 23 and sub-categories are freely accessible; more than 2,700 institutions accessed them. Further development of the platform might envisaged, in particular the creation of different linguistic versions, and some functionalities could be added.	Partnership has been established with 10 UN agencies, 8 foundations and institutions, and 2 national development agencies, which constitutes a good operational and financial environment for the platform design and development.	A strategy is being studied to ensure its self-sustainability on the long term for its operation, content management and further development.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Role of ICTs in support of Education for All goals reinforced	• Following the Third WSIS Multistakeholder consultation meeting, UNESCO will focus future consultations on specific issues for each action lines through concrete projects and promotion of new partnerships. Two immediate outcomes of the meeting were the joint agreement with InfoDev to promote low cost educational devices, and fostering multistakeholder partnerships for Free and Open Source Software for Education. • In addition, at the Action Line Facilitators meeting with UN Agencies and main stakeholders, UNESCO presented a set of proposals to improve the follow-up and implementation process, namely fostering coordination between UN Agencies designed as lead facilitators for each action line and greater involvement of UN field offices both in the implementation of the process and the organization of regional meetings. • Promotion of ICTs as a means for research and a media for education and learning, and for teacher training in Higher Education; in particular in Capo Verde; • Use of ICT in strengthening vocational education for sustainable development: enhanced quality teaching and learning materials developed with regard to teacher education, peace education, education for citizenship and democratic values, education for sustainable development, science and technology education, arts education, philosophy as well as the mainstreaming of gender, HIV prevention and the use of ICTs.	• Enhanced Cooperation is seen as essential between public and private stakeholders to develop a set of globally-applicable principles on public policy issues. Chief among these are the management of the Domain Name System (DNS), the transition from IPv4 to IPv6 and the smooth functioning of the root servers system as part of the issues associated with the coordination and management of critical Internet resources and will form part of an ICANN fast track initiative to implement non latin-based scripts for a group of selected countries	Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.	Knowledge Parks are intended to stimulate ICT research and innovation while fostering enterprise. The regional policies, guidelines and activities that were developed during the Conference should be the basis for future action.

Paragraph 08014 - Support to countries in post-conflict and post-disaster situations[*]

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Participation in United Nations integrated post-conflict and post-disaster responses ensured, in particular with respect to common needs assessments, OCHA consolidated appeals, strategic and programmatic frameworks as well as	• Participation in the Executive Committee on Humanitarian Affairs (ECHA). • Strengthening of UNESCO's role in the Education and Early Recovery humanitarian clusters of IASC, both at global and UN Country Team levels. • Participation in UN humanitarian funding appeals, notably for	• Close linkages to and good knowledge of UN mechanisms for humanitarian coordination at HQ and UN Country Team level is essential.	Funds allocated in this biennium through the PCPD Intersectoral Platform secretariat (BFC/CPO) have been catalytic to extra-budgetary resource mobilization and the inclusion of UNESCO project proposals in common UN funding appeals by Field Offices,	

[*] Led by the DDG, with the DADG/CI and Director of the Division for Freedom of Expression, Democracy and Peace (CI/FED), acting as platform manager.

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
funding mechanisms;	Central African Republic, Cuba, Iraq, Haiti, Myanmar, Pakistan, the Palestinian territories including Gaza, Namibia, Somalia, Sudan. • Participation of eight UNESCO Field Offices in the "Conflict Resolution & Peacebuilding" thematic window of the Spanish MDG Achievement Fund. • Funding from the the OCHA Central Emergency Response Fund (CERF), for UNESCO Field Offices in 2008 (Havana, Islamabad) and 2009 (Islamabad) in the field of emergency education. • Two emergency assistance requests to the World Heritage Committee approved in June 2008 for a total of US$80,000 in response to the Wen chuan Earthquake in China to re-establish the operational capacity of the site management authorities and implement urgent risk mitigation measures.		notably for the 2009 Gaza Flash Appeal and Myanmar's 2008 Cyclone Nargis. Africa Department coordinates and supports extensive PCPD operations in Africa.	
Effective post-conflict and post-disaster operations put in place, with proper infrastructures and administrative mechanisms	• Further to Executive Board decision 174 EX/48, establishment of a Post-Crisis Special Account, deployed to support implementation and EXB fund mobilizatoin of UNESCO projects in the 2009 Gaza Flash Appeal and for post-Cyclone Nargis Myanmar. • An Intranet PCPD Knowledge Management database (cataloguing "Best Practices" and providing crisis-specific guidance, project templates) launched in 2009, in support of effective PCPD field responses and knowledge exchange among PCPD practitioners. • A public information PCPD web portal, targeting donors, partners and the public at large, under development for launch in the current biennium. • Targeted regional trainings to Field Offices organized in 2009 by BFC/CPO, starting with Asia and LAC regions, on "Preparing and Planning a UNESCO PCPD Response". A HQs training and a regional training for African Field Offices planned before the end of 2009. • The PCPD Intersectoral Platform, chaired by DDG, has convened since early 2008 for coordination between relevant PCPD field offices, HQ focal points, and senior UNESCO management.	• HQ and Field Office staff can benefit from a systematic compilation of analyses and "best practices" guidelines through investments in PCPD knowledge management and advocacy, including PCPD Web portal development. • The PCPD Intersectoral Platform secretariat could be strengthened in line with comparable UN and other humanitarian partners. • Intersectoral coordination and direct communication with affected PCPD Field Office(s) can improve the quality and appropriateness of UNESCO's overall response to PCPD situations. PCPD units at HQ must broaden and coordinate interaction with Field Offices in order to provide timely and essential strategic guidance and rapid backstopping in PCPD situations.	Field Office participants in the first two PCPD regional training workshops for Asia-Pacific and LAC regions reported improved knowledge and preparedness for engagement with UN humanitarian mechanisms such as CAPs and Flash Appeals.	Targeted regional trainings increase the number of senior field office staff who are trained in preparing and planning PCPD responses. The regional trainings also connect and build networks among field staff and PCPD focal points in relevant HQ central services and sectors.
Advisory services provided on natural resources management and the revitalization of institutions in post-conflict and disaster-affected countries	• Extended support provided to member states and all Intergovernmental Coordination Groups (ICGs) in the Pacific and Indian Ocean, in the Mediterranean and Caribbean Sea, for developing tsunami warning systems; enhanced interaction with	Cooperation between different cultures on the non-technical level (downstream) needs stronger and long-term support. • General language adaptation of all	Member states own, control and operate systems.	As ownership by Member States is increased, sustainability is enhanced and nearly ensured.

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	all stakeholders, including NGOs and IGOs	documents and procedures improves acceptance. • Preparedness and mitigation measures need broader and deeper implementation efforts.		
Framework and strategies for the safeguarding and protection of damaged cultural heritage, including intangible heritage, developed with a view to sustaining peace and social cohesion processes	• Capacities enhanced on Disaster Risk Reduction at World Heritage properties through: ➢ International Training Workshop held following the adoption by the World Heritage Committee of a "Strategy for Reducing Disaster Risks at World Heritage Properties" (2007) and the development of a Resource manual on the same subject addressed to site managers and heritage administrators; ➢ Production of a "Protocol for International Cooperation on Disaster Risk Reduction at World Heritage properties", aimed at fostering the implementation of the above-mentioned Strategy at country and site levels). • Awareness-raising and sensitization for living human treasures and youths on the importance of cultural diversity to social cohesion and peace In Abuja; transmission of traditional Knowledge in Burundian Refugee Camps of Tanzania in view of a sustainable repatriation; Open-air forum on intangible cultural heritage and conflict resolution in Kenya	• Despite repeated appeals, the perceived tendency – among States parties and donors - remains that of intervening only after a disaster has occurred. The implementation of the Strategy – mainly a policy document - depends on resources from the States parties.		A 2nd International Workshop on Disaster Risk Reduction at Cultural Heritage is scheduled in November 2009 in Acre, Israel, in order to further the development of a network of experts from around the world who are involved in the management and reduction of disaster risks to cultural heritage, and promote partnership for the actual application of the Olympia Protocol.
Post-trauma healing of children and youth through artistic and sports activities supported	• ED/PCPD and BFC/CPO joint desk review and field survey undertaken to: develop a shared intersectoral understanding of what UNESCO means by *psychosocial response* in post-conflict and post-disaster situations; identify the Organization's comparative advantage, current and potential contributions in supporting the psychosocial well-being of communities affected by conflict and disaster; define an appropriate role for UNESCO in this aspect of PCPD work; and outline a cost-effective implementation strategy for fulfilling that role.	• A variety of terms and programme approaches are used to describe or address the social and emotional needs of communities affected by conflict or disaster, without a shared in-house understanding of what it means by 'psychosocial support' or an Organization-wide reflection on how best to lend the strengths of its mandate and comparative advantage. Much of UNESCO's work in PCPD settings supports psychosocial well-being at the level of strengthening community resilience. Rather than introducing new types of activities, UNESCO should think consciously about the psychosocial dimensions of its typical PCPD activities within each sector, as well as the potential for intersectoral collaboration to enhance	Cost-effectiveness will be a key consideration in the outlining of a programming strategy to support psychosocial well-being during recovery and reconstruction.	The progress and sustainability of this initiative depend on a number of factors, including capacity strengthening and staff commitment to pursue the recommended strategy as well as an adequate allocation of resources.

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
		such dimensions		
Evidence-based analysis and tools provided to policy-makers, supporting cultural pluralism, intercultural dialogue, and reconciliation;	• Regional studies launched as well as conference/workshops held aimed at providing greater cognition of the importance of cultural diversity and intercultural dialogue (for ex. "New Cultural Policy Framework/Profile-Conceptual and Operational Guidelines for Integrating principles of Cultural Diversity and Intercultural Dialogue", "Cultural Diversity Programming Lens", On-line database of good practices for the promotion of intercultural dialogue")	• While principles of cultural diversity, cultural pluralism and intercultural dialogue are increasingly acknowledged at international level, the challenge is to apply these concepts when formulating a new cultural policy approach • Pursue work towards a shared basic understanding while adapting analysis and tools to regional and national contexts and needs		Following the initial stages of elaboration of concepts, tools and guidelines by UNESCO and appropriate training/dissemination, it is hoped that the initiative will be appropriated and developed by Member States and all relevant stakeholders
Networks for media professionals promoted and professional standards and self-regulatory mechanisms in post-conflict environment enhanced;	• Comprehensive media assistance (capacity building, media laws, professional standards, organisation building) implemented in 10 conflict areas, with human rights based and gender based approaches	• Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. • Joint UN collaboration is a prerogative for successful impact.	Additional fund-raising needed	
Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced;	• Disaster Risk Management (DRM) Workshops for media professionals in several countries and a standard policy paper on the role of media and ICT for Humanitarian Information initiated • Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced;	• Community radios serve peace-building efforts in conflict areas.		
Cultural diversity, dialogue and intangible heritage promoted through media and ICTs.	• Cultural diversity, dialogue and intangible heritage promoted through media and ICTs. • Workshops and conferences established to discuss the role media can play for mutual understanding in several countries around the world. • Educational radio and television used as a means for creating reconciliation and mutual understanding, thus contributing to peace-building			

Part II.C – Programme-related services

Chapter 1 – Coordination and monitoring of action to benefit Africa

Paragraph 08015 – Priority Africa: coordination and monitoring the plan of action to benefit Africa

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
Programme and budget (34 C/5) to benefit Africa effectively implemented	• The results below contribute to this reality with regard to the regional dimension.			
Sectors helped to take account of the regional and subregional dimension in UNESCO's fields of competence	• As a contribution to the integration process, the regional and subregional dimension of cooperation with Africa continued to be taken into account in the programme sectors via: (i) the strengthening of intersectoral collaboration mechanisms; and (ii) partnership networks set up to implement activities initially identified as UNESCO's responses to decisions and integration platforms adopted by the competent African bodies.			This work was a catalyst for: (i) optimum implementation of the commitments made by UNESCO to African entities; (ii) ensuring activities corresponded to the priorities identified by these bodies; (iii) maintaining the requisite intersectoral dynamic.
A coherent and measurable evaluation/report on Priority Africa obtained	• Phase 2 of the *General History of Africa* project advanced considerably through the drafting by a technical meeting of experts of a conceptual framework and terms of reference to enable the creation of textbooks and teaching aids for pupils and teachers. - This project received $2 million in funding from the Libyan Arab Jamahiriya. • The new direction given to the Slave Route Project was marked by: (i) the renewal of the International Scientific Committee; (ii) the first meeting held by the Committee; and (iii) the adoption of a new strategy focusing on extending the project to other regions including the Indian Ocean, trans-Saharan routes, Asia and the Middle East. • An interactive atlas on the African presence in the world, in terms of the tangible, intangible and spiritual heritage, as well as a film, are being produced. Several commemorations were held, including the one in London. • Today, with the awareness-raising work and assistance provided by UNESCO, more than half of the African countries have undertaken the drafting of strategic frameworks for science and technology development as			A series of undertakings that serve to: (i) sustain historical memory; (ii) fight against exclusion and xenophobia; (iii) promote intercultural dialogue. A series of projects to contribute to the sustainable strengthening of human resources and institutional capacities.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	part, in the longer term, of the Consolidated Plan of Action for Science and Technology in Africa adopted by the African Union. - This project is financed through funds raised by several countries: Japan, the Libyan Arab Jamahiriya and Spain. • The coverage of the continent by a virtual campus network was maintained. The network now includes several centres, including those in Benin, Senegal, Nigeria and Côte d'Ivoire. • The new format of the teacher-training programme, based on the issue of indicators and standards for quality continued to be implemented. More than 20 countries now apply the new format. • The structural and educational reinforcement of ERAIFT, intended to establish it as a centre of excellence for NEPAD, continued through: (i) the improvement of its training programmes; (ii) the strengthening of its reception capacity, to enable it to respond to increasing needs and demand; and (iii) the installation of modern facilities and equipment, including a remote sensing and mapping laboratory. - This project also received \$4.7 million in funding from the EU, Belgium and the ADB. • Ahead of the May 2009 deadline, UNESCO carried out among its African Member States a vast awareness-raising campaign, holding information and consultation meetings and training workshops and distributing reference documents to assist them with the preparation of their dossiers requesting the extension of the continental shelf.			

Chapter 6 – Anticipation and foresight

Paragraph 08017 - Intersectoral Platform on Foresight and anticipation

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Foreseeable orientations and emerging challenges in UNESCO's fields of competence addressed in anticipation studies.	• Through the Intersectoral Platform on Anticipation and Foresight UNESCO has strengthened its intellectual and future-oriented watch function and its role as a laboratory of ideas in a variety of ways. It has launched a new line of UNESCO Future Forum and a UNESCO Future Lecture series, focusing on the great challenges of the 21st century. These interdisciplinary forums organised in close cooperation with all programme sectors have stimulated and fostered an in-house reflection of key future-oriented issues in the domains of UNESCO, such as the impact of the global financial and economic crisis on the social domains, the green economy or the future of knowledge-acquisition and -sharing. At these forums, leading expert panellists and speakers helped sharpen UNESCO's strategic orientations and identify possible approaches: • UNESCO Future Forum on the Global Financial and Economic Crisis – The first UNESCO Future Forum was held on 2 March 2009 at UNESCO Headquarters to reflect on the ramifications of the present financial and economic crisis and their implications for international cooperation in general and in particular for UNESCO's domains, namely education, the sciences, culture, communication and information. The Forum was opened by the DG of UNESCO, and included an opening address by the Chairman of the Executive Board of UNESCO. It gathered more than 20 international experts and decision-makers on the theme: "The Global Financial and Economic Crisis: What Impact on Multilateralism and UNESCO?".T he one-day event had three goals: - Provide the Secretariat, Member States of UNESCO, media, NGOs and the public at large with a better understanding of the potential impact of the global financial and economic crisis on multilateralism and UNESCO; - Contribute to the sharpening of UNESCO's approaches in a context of lower resource prospects and growing needs; - Underline UNESCO's role as a laboratory of ideas and to enhance its visibility in this regard. • UNESCO Future Forum on Knowledge Acquisition and Sharing – This second session of the UNESCO Future Forum was organized on 11 May 2009, jointly with the CI Sector. Its primary aim was to strengthen awareness of UNESCO's stakeholders on	• Identify appropriate forward-looking themes that are relevant to UNESCO's fields of competence in line with our target group interests (Member States, Programme sectors, international community and media) and responsive to new international development. • Identify a diversified panel of leading figures. • Responding to a growing demand from field offices to widen the audience of conferences, conferences and lectures are now routinely broadcast live on the UNESCO website in different languages.	The IP is a cost-effective mechanism to identify and project UNESCO's long-term vision and potential programmatic orientations in consultation with the international community at large.	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	the change in knowledge acquisition and sharing that are dramatically accelerated by ICTs and to provide analysis for anticipating foreseeable trends and emerging challenges. The Forum examined the concept of "knowledge" and the interrelationships between learning, knowledge transfer, technology use and new knowledge models addressing the following questions: - How will we acquire and share knowledge in 2025? - How will technology shape lifelong learning in 2025? - How will contours of knowledge acquisition and sharing change in higher education and research? • More information on the UNESCO Future Forums is available at the following address: www.unesco.org/en/futureforum • The IP on Foresight also launched in 2009 a new series, the UNESCO Future Lecture. The first Future Lecture was delivered by Kemal Dervis, former Administrator of UNDP and Chair of UNDG, about the impact of the G-20 and its role on development prospects. Further prominent speakers are slated for the coming months. • In addition, UNESCO actively participated in the International Economic Forum of the Americas (Canada, June 2009), the World Civic Forum (Republic of Korea, May 2009), and the Eco-Forum Guiyang (China, August 2009). • In the context of the World Civic Forum, UNESCO organised a UNESCO Future Forum session on the theme "Investing out of the Crisis and Towards a Green Economy through Action in the Social Domains". This Forum, which had a special focus on Asia, built on the discussions held at UNESCO Headquarters during the first UNESCO Future Forum on 2 March 2009. • As part of the partnership forged over several years, UNESCO organised a Future Forum within the framework of the International Economic Forum of the Americas on the theme "Genomics: Towards a Revolution". • In order to exchange on the concept of the Green Economy and to share the experience thus far gained by other countries with Chinese policy-makers, experts and development practitioners, a special edition of the UNESCO Future Forum was organised on 21 August 2009 just prior to the launch of the newly created Eco-Forum Guiyang (EFG). This will now be extended to a full-fledged UNESCO Future Forum on the same subject in late October 2009 at Headquarters.			

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Information regarding UNESCO's biennial foresight research programme and its evidence-based research results regularly disseminated within the framework of UNESCO's comprehensive communication plan.	• The forum and lectures modalities were complemented by other lines of action in the form of seminars and workshops on methodological issues, such as a training seminar in July 2009 to introduce UNESCO Secretariat and Permanent Delegations to some of the recent developments and approaches in the field of future studies. The seminar highlighted the potential role and contribution of foresight for programming and also considered how to link foresight with decision-making. This half-day seminar was conducted by a specialist in long-run strategic thinking. • Other activities are currently under preparation, such as the inclusion of a "foresight corner" in the issues of the UNESCO Courier.			
Raising the awareness of Member States, scientific and intellectual communities, the media, civil society and the public at large with regard to major issues of the future and to the importance of future-oriented thinking in UNESCO's fields of competence	• The forum series of the intersectoral foresight programme are organised to raise the awareness of targeted groups such as the media, decision-makers, the public in general and Member States regarding key UNESCO's interests and potentially important themes. • A particular accent was put on the dissemination of the results of the programme, to enhance the visibility of UNESCO and its intersectoral foresight programme. • A new site is now available that presents the activities of the intersectoral platform, videos and summaries of the *UNESCO Future Forums* and other activities implemented by the Platform. This communication tool provides information on the activities of the Intersectoral Platform and its conclusions and results with a broader audience in House and externally.	• In order to ensure the wide dissemination of the results of the activities of foresight, it is essential to build and maintain a vibrant website, which is easy to navigate for different audiences and users.		