Report of the
Director-General

38 C/3
2012 • 2013

United Nations
Educational, Scientific and
Cultural Organization

38 C/3

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2012 ● 2013

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Introduction by the Director-General

The biennium 2012-2013 has been decisive in the history of UNESCO.

It has been marked by an acceleration of efforts to achieve the Millennium Developments Goals, and to advance the vision of UNESCO Member States in the preparation of the post-2015 sustainable development agenda. Building on the landmark United Nations Conference on Sustainable Development, Rio + 20, in June 2012, UNESCO has been able to promote its overall approach to sustainable development, focusing on development multipliers such as education, the sciences, culture, communication and information. We have made significant progress to install Quality Education for All at the top of the political agenda, including through the UN Secretary- General's Global Education First Initiative, led by UNESCO. Our Member States' position on culture as a driver and enabler of sustainable development has also been more and more widely recognized, notably through important resolutions adopted at the UN General Assembly. The launch of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, the strengthening of UNESCO's action to support Member States in crisis and transition situation as well as youth empowerment, are some examples of UNESCO's leadership and capacity to respond to the challenges of our times.

Confronted with the rise of violent extremism, of deepening inequalities and climate change, UNESCO's mandate and values are more relevant than ever. In 2012 and 2013, we have witnessed the deliberate destruction of cultural heritage and persecution of individuals on religious and cultural grounds, in Mali, in Syria, in Iraq. Schools have been attacked in Nigeria and Syria, highlighting the need for UNESCO to craft new responses to the rise of extremism and hatred. Historic changes are under way and we are relied upon to rethink peace, reinvent development and uphold human rights. UNESCO is in a unique position to help Member States develop new solutions. As we enter a new age of limits – in terms of our planet, in terms of development as it has been understood – we must make the most of our ultimate renewable energy: human ingenuity.

To succeed, we must also build an Organization that is better equipped, fitter for purpose, and able to keep up with the increasing expectations of Member States. Looking back at this biennium, we can be assured that UNESCO is able to do so. The Organization has collectively tackled a historic financial crisis and maintained – even in some cases increased – its leadership while coping with the challenges arising from massive budget constraints. This has been possible through the implementation of a constant and shared strategy for reform, building on a dedicated roadmap for efficiency, and the clear priority-setting by Member States, in line with the recommendations of the Independent External Evaluation. Programmes have been systematically assessed so as to sharpen the focus on programmatic priorities. The adoption of the Operational Strategy for Priority Africa, on the one hand, and the Gender Equality Action Plan – GEAP 2, on the other hand, also testify to the strengthening of UNESCO's two global priorities. We have considerably accelerated the reform towards a leaner and more cost-effective organization, including a 20% reduction in corporate service costs, combined with a reduction of 32% of existing posts and a house-wide redeployment exercise. Partnerships and funding sources have been diversified to include emerging donors and private sector and foundations. Member States' voluntary contributions increased from $283 million in 2010 to $362 million in 2013, which is a strong signal of trust in UNESCO. The financial crisis has been managed with a view to building a stronger UNESCO, at Headquarters and on the field. On all these fronts, the results are considerable, and I wish to commend the Secretariat in this regard.

This report provides a strategic assessment of key achievements and lessons learned during this challenging and enriching period. It was prepared by the Bureau of Strategic Planning (BSP), in cooperation with the Internal Oversight Service (IOS) and concerned Sectors and units, on the basis of the document (194 EX/4-Draft 38 C/3) submitted to the Executive Board at its 194th session, in conformity with 33 C/Resolution 92. Its content has inspired the new Medium-Strategy for 2014-2021, which confirms our determination to serving our Member States with an Organization that is fit for purpose and of high quality of delivery.

Irina Bokova

Executive Summary

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1. The present report provides a comprehensive and analytical account of programme implementation and results achieved during the 2012-2013 biennium, corresponding to the Approved 36 C/5. It is divided into two parts: Part I (A) provides a strategic assessment of programme implementation and results achieved whereas detailed information on achievements by expected result is presented under Part I (B), available online. In addition, an Addendum is available online and contains major results achieved at country level as well as those related to field offices' participation in United Nations common country programming processes.

2. This report on the 2012-2013 biennium confirms the trends identified in the Director-General's reports on programme implementation during this period (documents 189, 190, 191 and 192 EX/4).

I. Addressing the financial challenge

3. In the past 24 months, guided by a dedicated roadmap, by relevant Executive Board decisions and in line with the Independent External Evaluation recommendations, the Organization was able to cope with the budget constraints due to the withholding of assessments by certain Member States and to pursue a coherent programme delivery by undertaking a series of important measures and accelerating reform initiatives despite the very challenging financial context. In particular:

(a) In order to compensate for the shortfall caused by the non-payment of contributions, unprecedented efforts were made to ensure that the regular budget expenditure would be contained within an available budget of US $478 million (initial envelope of $465 million plus $12 million additional appropriations received and $1 million residual budget from the previous 35 C/5 liquidations), by **rationalizing the use of limited resources and massively reducing costs** whenever possible, especially administrative costs. This included a freeze of all vacant posts considered not to be mission-critical, a sharp reduction in travel costs and consultancies, a suspension of the field reform, and the optimization of office space, etc. For example, compared with the previous biennium, the expenditure for staff travel has been reduced by 66%, participants travel by 50%, temporary assistant by 42%, consultants by 59%, and contractual services by 52%. As a result, the total expenditure under the regular budget for the biennium ended up to be $520 million, the excess over the initial budget being only $42 million which means that $146 million out of a $188 million shortfall could be absorbed. The excess of $42 million was covered by the funds received under the Emergency Fund, as agreed upon by Member States.

(b) Significant efforts were made to **mobilize extrabudgetary resources**. The Director-General established in November 2011 the Special Emergency Multi-Donor Fund to receive funds and thus to meet the gap in core funding, finance priority programmes, and support operational activities at the country level, and reform initiatives. At the end of the biennium, the Emergency Fund had gathered contributions amounting to $74.9 million received from a diversified range of donors, including new or "first time" donors to UNESCO, a number of which being Least Developed Countries.

(c) In addition, the Organization compensated to a degree for budget reductions through the **internal reorganization and redistribution of tasks and functions** carried out in all units of the Secretariat, whether in sectors, central services, institutes or field offices. Although the organization-wide restructuring exercise is still ongoing at the time this document is prepared, an indication of the amplitude of this change is that the number of UNESCO regular programme staff posts is planned to be reduced from 1,893 (for 2012-2013, 36 C/5 Approved) to around 1,450 as envisaged for the new biennium 2014-2015 under the $507 million expenditure plan, i.e., a reduction of more than 400 posts.

4. Considerable efforts were undertaken across the Organization and in partnership with Member States throughout the biennium to reduce the impact of the budget shortfall and of structural changes on the programme, in particular by systematically reviewing and streamlining programme delivery, based on a rigorous review and evaluations, and maintaining the key ratios of document 36 C/5. This included:

(a) **Sharpening the focus on programme priorities**: all Sectors undertook a systematic assessment early in the biennium (as well as later in the biennium) of all programme areas and related work plans, leading in several cases to discontinue, delay or downscale their implementation. For instance, due to financial constraints, certain areas, such as endangered languages, museums and arts education, as well as activities related to intercultural dialogue, did not receive sufficient extrabudgetary funding to be fully implemented; similarly, IOC was not able to develop a training module on marine assessment, which was aimed at facilitating the participation of developing nations in the Regular Process, and it will not be able to fulfill its commitment to co-finance a UNEP-GEF Project on the global foundations for reducing nutrient enrichment and oxygen depletion from land-based pollution; activities of the UNESCO Institute for Statistics (UIS) related to the development of methodologies for the assessment and monitoring of literacy have also been put on hold. In addition, the Secretariat gave support to the UIS governing body's debate on programme priorities, which culminated in the decisions taken by the exceptional session of the Executive Board on 4 July 2013.

(b) **Preserving the Organization's commitment to the two global priorities, Africa and Gender equality:** all efforts were made to preserve the commitment to the two global programme priorities, including through a thorough evaluation, the design of specific operational plans and a reduced number of flagship activities, the continued reform of field presence in Africa, as well as a review of coordination and management arrangements. In order to make UNESCO more relevant and more effective both at Headquarters and in the field, the new field network in Africa was established, with five multisectoral regional offices located in Abuja, Dakar, Harare, Nairobi and Yaoundé. Expanded delegation of authority to field offices, revised reporting lines and clarified interaction between Headquarters and field offices were also introduced to facilitate programme implementation (DG/Note/14/3).

(c) **Working towards alternative financing and delivery of statutory commitments:** negotiations were held with Member States to attempt to reduce the budgetary implications of statutory activities, to finance some of their costs through voluntary contributions, and to innovate through a range of alternative delivery mechanisms. While progress still needs to be made, these efforts have allowed the Organization to preserve its statutory functions while maintaining its operational relevance.

(d) **Preserving programme expenditures:** Despite the enormous budgetary constraints faced by the Organization, it managed in the past biennium to slightly increase the share of programme-related expenditure, from 55.7% (2010-2011) to 58.7% (2012-2013), as measured by the expenditures incurred under Part II.A – 5 Major Programme, UIS and Field Management). On the other hand, the weight of staff costs within the total expenditure has risen to 69.5% for 2012-2013 compared with 61.6% for 2010-2011.

(e) **Maintaining the balance between Headquarters and field implementation**: this global challenge was addressed in various ways, in particular by shifting from national to regional or subregional approaches to maximize impact, and dedicating a large part of the Emergency Fund to support field activities. In this manner, a possible "retreat to Headquarters" was largely avoided. For example, the weight of field posts against the total number of posts has increased from 35% to 38% over the biennium. The decentralization rate under the five Major Programme operational expenditures was 53%, which is slightly below that indicated in the 36 C/5 Approved (56%), but the breakdown by region of the decentralized funds has been mostly in line with what was planned under document 36 C/5, with the Africa region having received the largest portion.
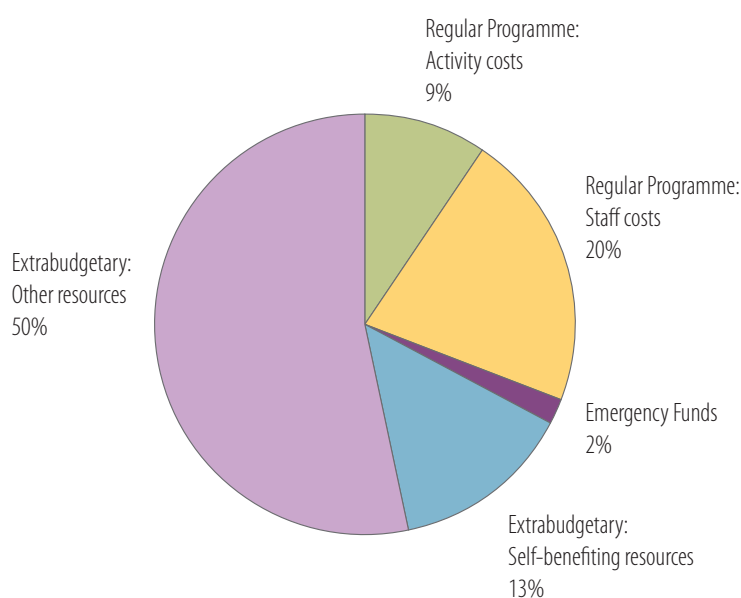
(f) **Taking greater advantage of UNESCO's networks and affiliated institutions**, such as category 1 and 2 institutes and centres: the role of category 1 institutes in education was re-evaluated and has led to greater programmatic coherence to the benefit of policy advice and capacity-building for education. Similarly, efforts at harnessing the potential of category 2 centres were scaled up, with dedicated strategies and a review of their operational capacity and readiness initiated.

(g) **Diversifying partnerships and funding** (see following paragraphs below)

> The **Global Partnership for Girls' and Women's Education** has been catalytic in mobilizing significant extrabudgetary resources for the implementation of large-scale projects at country level to tackle bottlenecks for girls' education, such as literacy and secondary education. One example is the crowdsourcing girls' education project, funded by the Packard Foundation, which addresses drop-out and retention of secondary school girls in Ethiopia and United Republic of Tanzania. Within the framework of the Partnership, UNESCO received from the Government of Pakistan the contribution of $10 million to UNESCO's Malala Fund for Girls' Right to Education so as to ensure the implementation of interventions in favour of girls' education, including in Pakistan. The Partnership has also resulted in additional commitments of support from Member States and private institutions to promote girls' education and gender equality in education.

5. During the 2012-2013 biennium, the Organization enhanced its engagement with the vast network of partners and developed an **overall strategic framework for partnership**, the "Comprehensive Partnership Strategy" (192 EX/5 INF). Individual strategies for different categories of partners (i.e. the private sector, bilateral government donors, media companies, NGOs, parliamentarians, UNESCO Clubs and UNITWIN/ Chairs, Goodwill Ambassadors, the UNEVOC network, the category 2 institutes and centres, and Associated Schools) have been developed.

6. The **mobilization of extrabudgetary resources** played a critical role in strengthening the impact of UNESCO's programmes. UNESCO's donor base was expanded to include a diverse range of non-traditional donors such as emerging countries and others from the South, private sector and foundations. New funds-in-trust agreements, including self-benefiting arrangements were signed with major emerging donors such as Angola, Azerbaijan, China, Cameroon, India, Indonesia, Kuwait, Malaysia, Mozambique, Pakistan, Republic of Korea and Thailand. At the same time, UNESCO's traditional donors such as Belgium (Flanders), Brazil, Denmark, Italy, Japan, the Netherlands, Norway, Sweden and Switzerland continue to be major supporters of UNESCO's action. For the 2012-2013 biennium, a total of **$553 million** have been mobilized in reinforcement of the Regular Programme, registering an increase by 6.3% over the previous biennium and that despite the current financial crises that hit all categories of donors, with 64% of the funds mobilized were to support projects implemented in the Field. As indicated in the pie chart below (Figure 1), implementation of the five Major Programmes was to a large extent (65%) achieved through extrabudgetary resources.

Figure 1: Sources of funding for programme execution (January 2012 - December 2013)

Total of the 5 Major Programmes

Regular Programme:
Activity costs
9%

Regular Programme:
Staff costs
20%

Extrabudgetary:
Other resources
50%

Emergency Funds
2%

Extrabudgetary:
Self-benefiting resources
13%

7. In 2012-2013, UNESCO was able to further expand and scale up its **private sector partnerships**, such as the partnership with Procter & Gamble on Girls' and Women's Education. During the period, UNESCO mobilized funding from a wider range of private sector partners (companies and Foundations), reaching $55,707,775 million in signed agreements – some of the major partners include Wanda Dalian Group, Phoenix TV, Zhongkun Group, Shenzhen Huaqiang Holding in support of UNESCO's priority programmes in particular in culture, creative cities, and sustainable tourism; GEMS Education and Education Above All Foundation in support of teachers and quality education; Social Service Industry (SESI) in the area social sciences. UNESCO tapped into new private sector funding opportunities in Brazil, China, the Republic of Korea and the UAE. 2012 was also marked by the strengthening of UNESCO's partnership with the European Union with the signature of a new MOU in October 2012, and the close engagement with the Global Partnership for Education (GPE) hosted by the World Bank.

8. In addition, UNESCO also engaged in active pursuit of **secondments** and negotiating non-reimbursable loans from Member States to overcome certain staff shortages.

II. Highlights of key programme achievements

9. In spite of sharp financial difficulties, UNESCO was able to discharge on the entire range of its functions and to assert its leadership in core programme areas. The results are shown in the relevant sectoral parts. By way of illustration, in 2012-2013, UNESCO:

- supported some 50 countries and regional organizations in **sector-wide education policy, planning and management**. More than 2,300 education professionals benefited from the International Institute for Educational Planning (IIEP) training programmes, among whom 40% were women. The IIEP also provided important technical support to 27 countries;

- supported the development of 36 national action plans in **literacy,** and enabled some 16 countries to finalize their "Literacy Acceleration Programme" documents;

- provided support in the development of **evidence-based TVET policies** through policy advice and national reviews in 21 countries;

- supported over 30 countries in the revision of their **science, technology and innovation (STI) policy** frameworks and systems. A milestone on science policy design, implementation, reform and evaluation was the **First African Ministerial Conference on Science, Technology and Innovation** which resulted in the "Nairobi Declaration" for renewed commitment of ministers in charge of STI in Africa to strengthen scientific research;

- led **policy review processes in favor of youth** in Burundi, Liberia and Zambia and supported the development of a roadmap for a National Youth Parliament in Ghana, and organized youth consultations for an Integrated National Strategy on Youth in Morocco;

- supported the adoption by the fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) of the **Declaration of Berlin**, including detailed, standard-setting recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all, including women and people living with disabilities;

- launched the edition of the **World Social Science Report 2013** – Changing Global Environments;

- undertook comprehensive assessments of **national media landscapes** in 20 countries through the use of Media Development Indicators, and supported media development in Arab Spring countries through operational projects;

- was entrusted with the overall coordination of United Nations efforts in the implementation of the **United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity**;

- responded in a timely manner to **destructions of cultural heritage**, as in the case of Egypt, Libya, Mali, Tunisia and Syria; in **Mali**, rehabilitation activities in Timbuktu have led to increased recognition of UNESCO's mandate, including within the United Nations system through the adoption of several Security Council resolutions, which condemned attacks against cultural heritage and explicitly highlighted the need for its rehabilitation in the United Nations response;

- supported the establishment of the **Caribbean Tsunami Information Centre** by the Government of Barbados in November 2013 and launched a new partnership for a Global Ocean Acidification Observing Network (GOA-ON);

● was entrusted by the Secretary-General to host the Secretariat of his **Scientific Advisory Board (SAB)** to advise him and Executive Heads of United Nations agencies on science for sustainability-related issues; the Board was subsequently inaugurated at the end of January 2014 in Berlin;

● influenced the preparation processes of the **post-2015 development agenda**, advocating and making the case for the centrality of education, the sciences, culture, and communication and information; the linkages between culture and sustainable development were recognized and confirmed by the UNGA in its resolution adopted in December 2013 (A/C.2/68/L.69).

10. UNESCO deployed all efforts to discharge its normative function and to assert its leadership in core programme areas. For example:

● UNESCO's normative work in the area of culture has yielded tangible results. The periodic reports submitted by State Parties provided encouraging evidence of impact at country level, notably with regard to cultural professionals/institutions and legislation. This has had a direct effect on ratification. In the context of the 2003 Convention, for example, the benchmark set for an increase in the number of State Parties was exceeded by 60%;

● UNESCO's leadership in promoting press freedom was confirmed when the Organization was entrusted with the overall coordination of UN efforts in the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, which was endorsed by the United Nations Chief Executives Board in April 2012;

11. In its role as a **global benchmarking and monitoring organization**, UNESCO supported the formulation of evidence-based policies, by developing statistical capacities in Member States and promoting the collection and production of quality statistics and indicators in education, science, culture and communication through the work of the UIS; as well as through the preparation and dissemination of a number of flagship publications, among which:

● The messages, findings and key statistics of the **2012 EFA Global Monitoring Report** have had resonance within many parts of the development community, creating the momentum for policy revision (e.g. revision of the education curriculum in Ghana to ensure that both males and females studied technical and vocational subjects at an early age), and sparked debate among policy-makers and other stakeholders (e.g. some 100 parliamentarians representatives from all African parliaments, gathered at the Pan-African Parliament in South Africa have debated the issues raised by the EFA GMR, and committed to use their position to ensure that EFA received top priority and increased funding);

● As demonstrated by the fourth edition of the **World Water Development Report (WWDR4)**, "Managing Water under Uncertainty and Risk", water underpins all aspects of development, and a coordinated approach to managing and allocating water is critical. The Report underlines that in order to meet multiple goals, water needs to be an intrinsic element in decision-making across the whole development spectrum.

12. At regional and country levels, UNESCO supported its Member States through the provision of policy advice and capacity development:

● The **EFA Acceleration Initiative** for African countries was launched as a follow-up on the commitment of the 2012 Global EFA Meeting (GEM) meeting: 19 countries have committed to improve their EFA status through the EFA Acceleration Initiative until 2015, with UNESCO's support in monitoring the implementation of their EFA acceleration frameworks. UNESCO's advocacy and technical support have helped a number of countries to prepare EFA national reviews and assess their achievements and experiences since 2000, identify emerging issues and challenges, draw salient lessons and prospects for education in the future;

- The central role of **teachers** in improving access to, quality, equity and efficiency of education have been underscored. In the context of the Teachers Strategy and the Initiative for sub-Saharan African countries, some 50 countries have benefited from a number of capacity development activities which focused on curriculum design and implementation, teacher management and the use of ICTs for teacher education;

- Within the framework of the **youth programme,** policy reviews led by UNESCO and the outcomes of youth consultations facilitated by UNESCO have helped inform the formulation of national strategies and roadmaps on youth in a number of countries (e.g. Burundi, Egypt, Ghana, Liberia, Morocco and Zambia); and 500 young women and men from schools and civil society were trained in Indonesia and Tunisia on citizenship with the UNESCO gender-sensitive training manual for democracy;

- The creation of new national **bioethics** committees was supported and their capacities strengthened. Some 70 ethics teachers, representing a wide variety of countries, have graduated from the UNESCO's Ethics Teachers Training Course (ETTC) programme in 2012;

- Legislative frameworks in support of community **media** and national policies governing community radio networks in line with international standards were strengthened and better informed through policy advice, consultative meetings, capacity-building workshops, and a number of studies, such as the international comparative report which covered more than 30 countries' national legislative and regulatory provisions on community broadcasting and their linkage to international standards;

- As a result of the global capacity-building strategy, the Africa region had the highest number of nominations proposed for the 2013 cycle in the area of **intangible cultural heritage**. The MDG-F Joint Programmes have strongly contributed to mainstreaming culture in national development polices in a number of African countries;

- **Culture** has been recognized as a central pillar in the response to conflict and disaster situations. UNESCO responded rapidly and efficiently to the destructive effects on cultural heritage of conflict or social and political instability in countries such as Egypt, Libya, Mali, Syria and Tunisia. Awareness of the international community has been heightened with regard to the damage of cultural property and its illicit trafficking;

- An African Network of **Earth Science** Institutions (ANESI) and a Pacific Island Universities Research Network, linking 10 universities in the Pacific as well as partners in the Caribbean and Africa were launched during the biennium;

- Regional cooperation in **marine science** in Africa was boosted through the adoption of a Strategic Plan focused on climate change adaptation, water quality degradation, coastal erosion, and coastal and marine hazards. South-South cooperation was promoted through the first Sino-Africa Forum on Marine Science and Technology. Actions required for the full establishment of an ocean and coastal observing system in the IOCARIBE region to support ocean and coastal management were identified;

- Projects implemented under the six Intersectoral Platforms (IP) have helped enhancing the quality, coherence and relevance of UNESCO's intersectoral programme design and delivery. They provided a gateway for delivering as "One UNESCO" at the global, regional and country levels. For example, the PCPD IP provided **multi-sectoral post-crisis responses** and ensured strategic coherence in crisis preparedness, conflict prevention, disaster risk reduction and peace building, such as the immediate crisis response following Typhoon Haiyan/Yolanda in the Philippines, while the **Culture of Peace IP** targeted youth through capacity-building for civic engagement, namely in the context of the Arab Spring, for democratic participation in free and fair elections in Africa, and for fighting violence in schools in Latin America and the Caribbean, used the media and ICTs as levers for intercultural

dialogue and reconciliation (South Sudan and Uganda), and promoted cultural diplomacy, while instilling reconciliation and peace in South-East Europe.

III. Challenges and lessons learned

● The financial difficulties have led to a **slight erosion of the budget share dedicated to field resources**. This represents a risk for the Organization in many ways, in particular as the development of effective, relevant and innovative norms and standards in UNESCO's areas of competence must rely on effective interaction with UNESCO's stakeholders and beneficiaries. The Organization would not benefit from a long-term "retreat to Headquarters". Greater attention to the operational dimensions of UNESCO's work and to its financing appears therefore necessary.

● The "soft power" of education, sciences, culture, communication and information is of critical importance to face the challenges of tomorrow relating to sustainable development and climate change. These are areas where **UNESCO's normative and policy-related work** has shown its effectiveness. In spite of that, this work remains under-appreciated, and UNESCO is sometimes assessed against narrow definitions of "development" and a limited understanding of the role of norms and policies in development. It is important for UNESCO to be able to demonstrate the effectiveness of normative and policy-related work, thereby also influencing the debate on development to better reflect "soft" issues.

● The growth of **category 1 and 2 institutes** holds significant potential for the development of UNESCO's work, but it may also represent a challenge to strategic coherence and to coordination. As evidenced in the review of category 2 centres and institutes as well as in the IOS "Review of education category 1 institutes" (191 EX/22.INF), this issue needs to be addressed from multiple point of views, including a rethinking of the institutes' capacity development modalities and knowledge brokerage function, strengthening their governance and accountability, and moving towards a results-based distribution of UNESCO's financial allocation.

● During the 2012-2013 biennium, longstanding issues embedded in the various processes of implementing the **Culture Conventions** have been brought to the fore in the context of the financial difficulties faced by the Organization. The IOS 2013 "Audit of the Working Methods of Cultural Conventions" concluded that the system was not sustainable. Ensuring the long-term credibility of the normative framework and UNESCO's leadership role requires therefore new governance measures in this important area. The financial sustainability of the Conventions notwithstanding, care must be taken that UNESCO retains its lead role in programmatic terms, preserving UNESCO's mandate in the multilateral culture field and beyond, and hence a balance must be found between preserving UNESCO's substantive role in culture and its ability to fund such activities.

● The current situation should not prompt the Organization to freeze its programmes: they must be allowed to breathe and develop to **respond to new challenges and opportunities**. It is in this spirit that, during the last biennium, the Organization has assumed responsibilities in several landmark areas, as leader in United Nations processes and mechanisms (as co-leader of the International Year of Water, Secretariat of GEFI and of the Science Advisory Board, post-2015 development agenda process, etc.), as well as on post-conflict and post-disaster situations (e.g. Mali, South Sudan, Syria, The Philippines). In order to respond to changing needs and priorities, the Organization will need to continue identifying innovative solutions to cope with the difficult budgetary and human resources shortage. The support by Members States and public and private partners remains crucial to this endeavour.

- The **transition to results-based budgeting** is being phased gradually into all dimensions of UNESCO's work, and will contribute to greater effectiveness, improved decision-making and transparency. It is leading to a review of all related processes and systems of information and will need to be reflected at all levels, including results-based planning, monitoring and reporting, as well as financing. This approach will need to rely on collective efforts between the Secretariat and Member States, as it is gradually extended to all aspects and mechanisms of governance and programme areas. Another new challenge for UNESCO will be the recourse to impact assessments, which poses new methodological challenges as well as challenges of funding such efforts.

- The strong **reliance of UNESCO on extrabudgetary resources** in some areas is expected to continue. Given the intensifying competition of multilateral organizations for such funding, as well as domestic constraints of many donors, this will demand from UNESCO special efforts to mobilize sufficient complementary resources as well as to ensure full strategic coherence and programmatic alignment with programmatic priorities.

Strategic assessment of programme execution

1

Major Programme I: Education

13. In 2012-2013, the Education Sector concentrated its efforts and resources on the achievement of the 12 expected results as set out in the 36 C/5 Approved Programme and Budget. Priority was given to four thematic areas of UNESCO's comparative advantage and of crucial relevance to achieving EFA, namely teachers; literacy; technical and vocational education and training (TVET); and sector-wide policy and planning. The Sector also made important contributions to the debate on the role of education in the post-2015 development agenda during this biennium.

I. Key achievements

Preparation of the post-2015 education development agenda

14. Throughout the biennium, UNESCO has advocated for the importance of education on the future global development agenda. With UNICEF, it has co-led the thematic consultation on education, and organized a series of regional and global consultations. As a result of its advocacy efforts, UNESCO's holistic vision of education, which gives increased importance to lifelong learning, the quality of education and equity, was widely reflected in the report of the United Nations Secretary-General's High-Level Panel of Eminent Persons on the post-2015 development agenda, which proposed "to provide quality education and lifelong learning" as a future education-related goal. While recognizing that education for all (EFA) is still very much an unfinished agenda, UNESCO has proposed to move this agenda into the mainstream future global development agenda to avoid separate future tracks for EFA and the MDGs. UNESCO has proposed to translate the overarching education goal into five future objectives or thematic areas with separate targets and indicators. This proposal was discussed during the 37th session of the General Conference.

15. UNESCO has initiated a process of rethinking education in light of ongoing global and social transformations. The purpose is to provide orientation for further dialogue, action, and research on learning in a changing world, also by building on the vision of education outlined in two landmark UNESCO publications, *Learning to Be* (1972), or the "Faure Report", and *Learning: The treasure within* (1996), or the "Delors Report". A Senior Experts' Group has been established for that purpose.

Accelerating progress towards achieving education for all (EFA)

16. Achieving the EFA goals by 2015 remains the highest priority of the Organization which guided UNESCO's work throughout the biennium. The effectiveness of EFA coordination was improved with the establishment of a reformed **EFA coordination structure** which provided different platforms for stakeholders to discuss the progress towards EFA, and prepare for the World Education Forum 2015 and the post-2015 education agenda. Ministers of education and major education stakeholders from around the world have gathered and exchanged good policies and practices in a number of regional EFA consultations, the Global EFA Meeting (GEM) and four EFA Steering Committee (SC) meetings. The GEM and SC have played an important role in giving strategic direction to the EFA movement, ensuring commitment to the post-2015 education agenda and mobilizing stakeholders to accelerate progress towards EFA by 2015.

17. Following on the commitment of the 2012 GEM meeting and in collaboration with other relevant stakeholders, UNESCO launched an **EFA acceleration initiative** for African countries. To date, 19 countries have committed to this process and UNESCO supports them in monitoring the implementation of their EFA acceleration frameworks.

18. A number of Member States benefited from UNESCO's advocacy and technical support to lead the preparation of **EFA national reviews** and assess their achievements and experiences since 2000, identify emerging issues and challenges, draw salient lessons and prospects for education in the future. These national reviews are expected to be finalised soon and will contribute to and inform the series of regional EFA meetings planned in 2014.

19. Since 2013, UNESCO has served as the Secretariat of the **United Nations Secretary-General's Global Education First Initiative (GEFI)**, helping to mobilize greater political and financial support for education and raise the profile of education on the global agenda. Special emphasis has been given to spurring increased commitments by governments and development partners to tackle the biggest bottlenecks to access and learning in the final sprint to 2015. Through the Initiative, UNESCO has also heightened awareness of the role of education in fostering global citizenship, a longstanding priority for the Organization.

Progress in priority areas

20. During the biennium, UNESCO's actions underscored the central role of **teachers** in improving access to, quality, equity and efficiency of education. In the context of the Teachers Strategy and the Initiative for sub-Saharan African countries, some 50 countries have benefited from a number of capacity development activities which focused on curriculum design and implementation, teacher management and the use of ICTs for teacher education, and implemented including through extrabudgetary support such as the Capacity Development for Education for All (CapEFA) programme and funds-in-trust from the People's Republic of China. In addition, the implementation and delivery capacities of the International Institute for Capacity-Building in Africa (IICBA) were strengthened with additional human and financial resources.

21. Significant progress has also been made in the implementation of programme pertaining to the three core areas of UNESCO's **TVET** strategy. Support was provided in the development of evidence-based TVET policies through policy advice and national reviews in 21 countries, in particular through the implementation of extrabudgetary projects, such as the Better Education for Africa's Rise (BEAR) project and the CapEFA programme. Through the inter-agency group on TVET (IAG-TVET), UNESCO continued work on the development and use of relevant TVET indicators. UNESCO also promoted innovative thinking around TVET transformation, for example through the organization of the Third International Congress on TVET (May 2012), which stood out as a landmark event for global TVET dialogue in a context of high policy attention to skills development and youth unemployment. The resulting Shanghai consensus has given important future policy directions for TVET transformation. The report on international trends and issues in TVET is another example of UNESCO's contribution to the global debate. To increase UNESCO's outreach, the UNEVOC network has been revamped and a new model of operations to improve information sharing, including through online services, virtual discussions and e-platforms, has been developed.

22. In the 2012-2013 biennium, UNESCO supported the development of 36 national action plans in **literacy,** and enabled some 16 countries to finalize their "Literacy Acceleration Programme" documents. Two major events held at UNESCO Headquarters, the high-level round table in September 2012 and the Colloquium on Literacies for the 21st Century, helped raise the profile of and commitment of countries to literacy. The evaluation of the United Nations Literacy Decade (UNLD) provided another opportunity to take stock of progress made and to identify the unmet challenges. Based on UNESCO's evaluation report, the 68th session of the United Nations General Assembly adopted a resolution urging Member States to accelerate action on literacy and UNESCO to support country initiatives. The UNESCO Institute for Lifelong Learning (UIL) has been an important implementation partner in this area. UIL reached out to some 700 participants through diverse advocacy events and network meetings. It also continued the follow-up work of the Sixth International Conference on Adult Education, and produced the Second "*Global Report on Adult Learning and Education*," based on 141 country progress reports on the implementation of the

Belém recommendations. One of the major findings of the report was that, while many challenges still remained, several of the core messages of the Belém Framework, e.g. the importance of lifelong and life-wide learning in offering one of the most promising perspective to address the challenges of adult literacy, have been integrated in national policy debates and reform processes.

23. Throughout the biennium, UNESCO has supported some 50 countries and regional organizations in **sector-wide education policy, planning and management**. Among other countries, UNESCO supported the Government of Malaysia in conducting a national policy review which resulted in the draft Malaysia Education Blueprint (2013-2025) released in September 2012. This highly-appreciated policy review inspired the initiation of a policy review of Thailand, currently being conducted in close cooperation with the OECD. In Myanmar, UNESCO is playing a key role in supporting the country's Comprehensive Education Sector Review and the reform of sub-sectors such as TVET, teachers and higher education. The review is now in its finalization stage. Capacities of training institutions in countries of the Southern African Development Community were strengthened to analyse the Education Management Information Systems (EMIS) and improve assessment tools and methodologies. More than 2,300 education professionals benefited from the International Institute for Educational Planning (IIEP) training programmes, among whom 40% were women. The IIEP also provided technical support to 27 countries, and worked closely with the Global Partnership for Education (GPE) on the revision of the "Guidelines for Education Plan Preparation and Plan Appraisal". In order to help address the current lack of detailed education finance data needed for national sector planning, analysis and international monitoring of EFA goals, IIEP has launched the GPE-funded project to support selected countries in Africa and Asia in developing national education accounts and improving national reporting on financing flows.

24. UNESCO's work in the area of **global citizenship education** has progressed well and made a significant contribution to the GEFI in that area, by enhancing understanding of the conceptual and measurement related issues and contributing to the establishment of global networks of cooperation among stakeholders. In September 2013, UNESCO and the Republic of Korea jointly organized a technical consultation on global citizenship education, which was followed by the first UNESCO Forum on Global Citizenship Education (Bangkok, December 2013), co-organized by UNESCO, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and the Asia-Pacific Centre of Education for International Understanding (APCEIU). The outcomes of these conferences will be soon published and disseminated so as to contribute to increasing knowledge in this area, and support countries in better integrating education for global citizenship in their policies and programmes.

25. In 2013, the UNESCO **Associated Schools Project Network (ASPnet)** commemorated 60 years of projects, activities and international exchange. Having started with 33 schools in 15 Member States in 1953, the ASPnet now comprises more than 9,700 educational institutions in 180 countries, constituting the world's largest network of schools and one of UNESCO's most successful and sustained initiatives.

Global Priority Africa

26. Highlights of major contributions towards achieving education priorities in Africa include:

● The **EFA National Review Assessment** exercises supported in 13 Member States and are at various stages of completion (Ethiopia, Kenya, Madagascar, Rwanda, Seychelles, United Republic of Tanzania and Uganda);

● Nineteen countries have committed to improve their EFA status through the EFA acceleration initiative until 2015. They are supported by UNESCO in the monitoring of the implementation of their EFA acceleration frameworks;

● Gender-sensitive **literacy and non-formal education** programmes scaled-up, and literacy and NFE goals and objectives integrated into national developmental plans in several countries, including Chad, the Gambia, Guinea, Kenya and Rwanda;

● National capacities of countries of the Southern African Development Community developed to implement **Education Management Information Systems (EMIS)** and to improve assessment tools and methodologies;

● The development of evidence-based **teachers' policies and strategies** supported, and capacity of Teacher Training Institutions (TTIs) strengthened. Examples of work include: six countries have completed their teacher diagnostic study (Guinea, Burundi, Lesotho, Benin and Uganda). Furthermore, Burundi, in cooperation with UNESCO, developed and validated the in-service training module for teachers of the newly reformed seventh year of basic education;

● The quality of national **TVET** systems strengthened through improved linkages with the world of work for increased employment opportunities for youth and adults. The 2013 report on "Status of TVET in the SADC region" has contributed to the dissemination of good practices and knowledge on TVET and related strategic recommendations;

● Collaboration and academic exchange between **higher education** institutions enhanced, including through the Pan-African University (PAU) project: Research space in Africa. UNESCO has worked with Hewlett Packard and 19 participating institutes from Africa and the Arab region to develop the first African university grid as a major tool to strengthen regional and global real-time scientific collaboration and research. Policy dialogue in the region was facilitated, and focused on issues such as the creation of "*Pôle d'excellence* in technology in higher education" within central African universities;

● The delivery of **quality education** efforts supported through the General Education Quality Framework (GEQAF) by establishing national core teams of senior managers responsible for general education in Botswana, Gabon and South Africa.

Global priority Gender Equality

27. Significant achievement has been made during the biennium in addressing gender equality across all UNESCO education programmes, in particular in the seven outcome areas of the GEAP. Highlights of achievements include:

- **Literacy:** UNESCO mobilized 43 countries with critical literacy challenges, among which 35 countries prepared their National Literacy Action Plans to ensure gender-specific programming and alignment to national and international objectives. At the regional and country levels, large-scale literacy programmes were initiated and implemented; examples include the Programme for Literacy Enhancement in Afghanistan, which provided reading materials and training; post-literacy programmes for girls and women were scaled up in Morocco; 900 girls and young women received training in literacy and vocational training in Senegal. Nine case studies on using mobile technologies to support literacy for girls and women were produced and two regional expert meetings on mobile learning for the empowerment of women and young girls were organized in Africa and Asia.

- **Teachers:** national capacities were strengthened in institutionalizing gender training in teacher training institutes and awareness raised among policy-makers on gender issues in teacher professional development and in producing training materials and through the development of a guide for mainstreaming gender in teacher training and in teaching practices. In Africa, over 15 countries benefited from training seminars on capacity-building of teachers, which included specific modules on gender sensitive teaching and learning approaches.

- **Secondary education**: research on the situation of girls in secondary education was conducted to better understand the challenges that girls face in accessing, progressing and completing secondary education. Success stories and best practices were also documented. In Africa, UNESCO supported eight countries to develop an inclusive uninterrupted curriculum framework, focussing on the transition from primary to secondary, looking at mode of assessment and gender sensitive pedagogy. A comprehensive global desk review on school-related gender-based violence (SRGBV) was undertaken in order to inform policy for addressing GBV in and through education, which was used as the basis for the development of a policy advocacy brief on SRGBV jointly with UNGEI.

- **Technical vocational education and training** (TVET): the inclusion of girls in national TVET programs and their transition from school to work was promoted among policy makers. Upstream policy advice and capacity development for mainstreaming gender in TVET policies and practices were provided and informed by research on gender and TVET. Officials and policy-makers from all around the world were sensitized on mainstreaming gender in TVET, at a special session on women and TVET during the Third International Congress on TVET (Shanghai, May 2012).

- **Rights-based education sector plans**: support was given to strengthen national capacities to mainstream gender in sector-wide education policy and planning, in policy reviews and thematic studies. Three subregional thematic groups were established in Asia. Draft education law and policy review guidelines were developed and piloted.

- **HIV and AIDS:** national capacities were developed through training of trainers' workshops and work was undertaken to address school-related gender-based violence (SRGBV) in countries like Lebanon, DRC, South Africa, and a number of countries in Asia-Pacific.

- **Education for sustainable development**: Gender was mainstreamed in the design and implementation of climate change education programmes and in a number of publications on ESD.

- UNESCO continues to be actively engaged in two major **global partnership initiatives** for girls' education and gender equality (United Nations Girls' Education Initiative – UNGEI, and the United Nations Task Force on Adolescent Girls). In partnership with UN Women, UNICEF and UNFPA, UNESCO has engaged in a series of inter-agency activities to address gender-based violence in and around schools.

- While significant progress has been made, given the magnitude of the problem, continued emphasis will need to be placed on providing greater access to learning opportunities for girls and women, and in particular, for those in poor and rural areas.
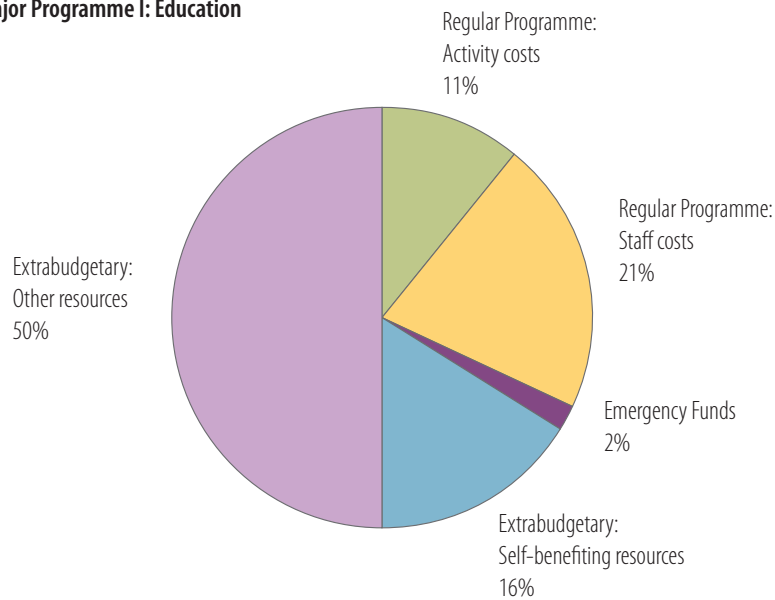
II. Partnerships and resources mobilized

28. Education ministers from the BRICS countries discussed collaboration opportunities in the field of education at the landmark BRICS-UNESCO Ministerial Consultation on Education (Paris, November 2013), and agreed to establish a BRICS-UNESCO Group on education and to hold meetings of BRICS Ministers of Education ahead of each BRICS Summit and the UNESCO General Conference.

29. The **Global Partnership for Girls' and Women's Education** has been catalytic in mobilizing significant extrabudgetary resources for the implementation of large-scale projects at country level to tackle bottlenecks for girls' education such as literacy and secondary education. One example is the crowdsourcing girls' education project, funded by Packard Foundation, which addresses drop-out and retention of secondary school girls in Ethiopia and the United Republic of Tanzania. Within the framework of the Partnership, UNESCO received the Government of Pakistan's contribution of $10 million to UNESCO's Malala Fund for Girls' Right to Education to ensure the implementation of concrete interventions in favour of girls' education, including in Pakistan. The Partnership has also resulted in additional commitments of support from Member States and private institutions to promote girls' education and gender equality in education.

30. During 2012-2013, Major Programme I received support from Denmark, Finland, Norway and Sweden through multi-year cooperation agreements. Japan and Sweden committed major funding ($23 million and $9 million respectively) for literacy in Afghanistan. China committed $8 million for teacher education in Africa. France renewed its commitment to education sector analysis in Africa with the signature of €5 million agreement with IIEP to support the *Pole de Dakar* (a Dakar-based unit specialized in education sector analysis). Switzerland renewed its support to the *EFA Global Monitoring Report* (GMR) for three more years (over $1.3 million) and DFID committed £4.2 million for education statistics (GMR and UIS). Funding from the European Union (€4.3 million) was received in support of promoting vocational skills development opportunities for young Syrian refugees in Jordan. Partnerships were launched with Samsung on ESD in Viet Nam ($1 million) and with Pepsico ($500,000) on TVET in Myanmar.

31. Under Major Programme I, the final expenditure for 2012-2013 biennium was $84.6 million for the Regular Programme (RP), including those related to Additional Appropriations received. In addition to this RP expenditure, activities for $178 million were funded through extrabudgetary resources, of which $3.8 million from the Emergency Fund. This helped in compensating for the sharp reduction of available RP budget from the Approved 36 C/5 level of $115 million.

Major Programme I: Education

Regular Programme:
Activity costs
11%

Regular Programme:
Staff costs
21%

Extrabudgetary:
Other resources
50%

Emergency Funds
2%

Extrabudgetary:
Self-benefiting resources
16%

III. Challenges and lessons for the future

32. In the current financial situation, one of the major challenges was to balance the focus on a limited number of areas of work where UNESCO has a comparative advantage, while simultaneously maintaining a holistic approach to education. All efforts have been made to manage limited resources in the most efficient and effective way, for example by allocating regular programme funds to areas which could not attract significant extrabudgetary funding but were crucial to maintain UNESCO's role, such as EFA coordination and research and foresight in education.

33. UNESCO's programme in education must remain universal and relevant to all its Member States. Guided by a vision of education based on the principles of access, equity and quality, within the perspective of lifelong learning, UNESCO will capitalize on its comparative advantages and its normative and technical role. In the lead-up to 2015 and beyond, it will redouble its efforts in cooperation with all countries towards achieving the education goals set by the international community, supporting Member States to equip learners with the knowledge, skills and values they need to create a more just and sustainable world.

Allocation and expenditure relative to operational budget & overall assessment of results achievement, 2012-2013

Major Programme I	RP Allocation (US$)	RP Expen-diture (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	14 814 864	97	174 219 589		
ER 1: National capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies	2 748 109	97	46 465 345	●	
ER 2: National capacities strengthened to plan, manage and scale up gender-sensitive, quality literacy and non-formal education policies and programmes	1 391 648	95	26 302 335	●	
ER 3: National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues	1 810 844	97	6 469 011	●	
ER 4: Capacities in Member States strengthened and comprehensive and evidence-based policies for technical and vocational education and training developed, and assistance provided for their implementation	1 540 178	97	7 659 007	●	
ER 5: Basic education including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality	2 343 217	98	17 054 076	●	
ER 6: Capacities in Member States strengthened to ensure more equitable access to quality higher education and research, including through innovative modes of provision	1 213 492	93	4 228 970	●	
ER 7: Capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, development plans and programmes	1 042 271	97	7 760 240	●	
ER 8: Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights	317 543	92	31 713 407	●	
ER 9: Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity integrated into education policies, plan and programmes.	494 189	95	6 680 325	●	
ER 10: Political and financial commitment mobilized at the global, regional and national levels towards the achievement of the EFA goals, and monitoring mechanisms of EFA strengthened	1 636 082	99	19 672 235	●	
ER 11: Global and national commitment to education for girls and women strengthened through advocacy and appropriate multi-stakeholder partnerships which are in conformity with the objectives of the Organization	86 205	91	0	●	

Major Programme I	RP Allocation (US$)	RP Expen-diture (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 12: Education stakeholders informed through research and foresight studies on emerging trends and challenges in education	191 086	96	214 640	🟠	

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of category 1 Education Institutes

⚫ No information yet; 🟪 Does not meet expectations; 🔵 Partially meets expectations;

🟠 Meets expectations; ⭐ Exceeds expectations

Major Programme II: Natural Sciences

34. The majority of the 36 C/5 Approved 26 expected results were achieved against planned targets, in spite of significant financial challenges.

I. Key achievements

35. UNESCO's role in promoting **science for sustainable development** in the United Nations system and in the international arena was significantly enhanced, in particular in the areas of freshwater, ocean, biodiversity, science policy, disaster risk reduction, indigenous knowledge and the science-policy-society interface in preparation for the United Nations Conference on Sustainable Development (UNCSD), Rio+20, and its follow-up, including the post-2015 development process. UNESCO was central in the preparation of the United Nations Secretary-General's Report to the 2013 Annual Ministerial Review of ECOSOC on the theme "Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving the Millennium Development Goals", as well as of the United Nations Task Support Team Issues Brief on "Science, Technology and Innovation, knowledge-sharing and capacity-building" for the Open Working Group meeting of Member States on the post-2015 development agenda.

36. Key achievements in the area of **freshwater** include the increased recognition of the crucial role of water cooperation at all levels, and in all sectors, beyond transboundary management aspects on the occasion of the International Year of Water Cooperation led by UNESCO on behalf of UN-Water. Highlights from IHP-VII include the strengthening of research activities, key publications on floods and ecohydrology and the regional consultations on groundwater governance involving almost 500 participants from 100 countries in all regions. Collaboration among water-related category 2 centres and UNESCO Chairs was reinforced and with other United Nations agencies with respect to wastewater and sanitation and to the preparations of the post-2015 development agenda. Capacity-building was also enhanced through 369 M.Sc. degrees (41% to women) awarded, 34 Ph.D. theses completed and 427 peer-reviewed scientific publications of the UNESCO-IHE Institute for Water Education. Over 80,000 copies of the fourth World Water Development Report 4 were distributed.

37. UNESCO was accepted to host the Technical Support Unit of the IPBES Task Force on Indigenous and Local Knowledge, and to contribute to the Task Force on Knowledge and Data and to participate, through MAB, in sub-global biodiversity assessments. UNESCO is a founding member of Future Earth, the new ten-year global change research programme.

38. The **MAB Programme** saw 33 new biosphere reserves designated during the biennium. Thirty-one recommendations for site management improvements in 14 countries were formulated, and an exit strategy was adopted by the MAB Council in June 2013. New transboundary biosphere reserves straddling Cameroon, Congo and Gabon; Lake Chad, concerning seven African countries and; the trinational Trifinio-Fraternidad Biosphere Reserve (Guatemala, Honduras-El Salvador) were developed. Sustainable management of islands and coastal marine ecosystems in 18 countries was enhanced, and the development of local green economies in biosphere reserves in Arab and African countries and the impacts of climate change on fragile mountain ecosystems and wetlands were explored. MAB is increasingly used to facilitate policy dialogue and partnership development at regional and subregional levels.

39. The achievements of UNESCO's work in the **geosciences** over the past 40 years and measures to increase the societal relevance of IGCP and the participation of geoscientists from the developing countries were considered at the celebration of the fortieth anniversary of IGCP in February 2012. The African Network of Earth Science Institutions (ANESI) was launched in Addis Ababa in January 2013, and 21 African countries benefited of some of the 30 active IGCP projects.

40. UNESCO's expertise in **disaster risk reduction** was mobilized to inform all major United Nations processes on DRR in particular on the science and technology thematic area of UN ISDR. Drought in the Horn of Africa was addressed and capacities were enhanced to cope with the risks of natural hazards through integrated approaches in, *inter alia*, Albania, Ethiopia, Honduras, Indonesia, Iraq, Kenya, Libya, Namibia, Pakistan, Papua New Guinea, Philippines, Samoa and Timor-Leste. Over 100 countries benefited from raising awareness and from training of communities and governmental agencies on DRR issues including early warning systems, earthquakes and engineering seismology, and the structural safety of schools.

41. Over 30 countries were supported in the revision of their **science, technology and innovation (STI) policy** frameworks and systems. Milestones include the first African Forum on Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth in Nairobi, Kenya. Monitoring of STI frameworks was improved through training of some 150 officials in more than 15 African countries. Capacity-building on science parks and technology business incubators governance was enhanced through training of more than 300 managers of from Asia, Africa, the Arab States, Eastern Europe, and Latin America and the Caribbean. Technical assistance was provided to Colombia, The Gambia, Mongolia, Nigeria, Indonesia and the Czech Republic. Innovation governance was also fostered through several global and regional events organized in Croatia, Republic of Korea, China and India.

42. **Science and engineering education** at all levels, in particular in Africa, was promoted through: the mobilization of a wide range of public and private partners; technical assistance in the development of academic programmes and teacher training (e.g. in Malawi, Armenia, Ethiopia, Thailand, Tunisia and Benin); science and engineering fairs in Mercosur and Nigeria; Opening Week of the Mathematics of Planet Earth 2013; the establishment of five category 2 centres in Denmark, China, Nigeria, Portugal and Romania. Capacity-building in new strategic research areas in materials for renewable energy, quantitative biology, and high-performance computing for scientific applications were developed by ICTP. The Institute organized 167 scientific activities attended by 11,235 scientists (56% from developing countries) from 136 countries.

43. The importance of **indigenous and local knowledge** (ILK) to contribute to resolving environmental challenges was boosted in the United Nations system in relation to the forthcoming Fifth Assessment Report (5AR) of the Intergovernmental Panel on Climate Change (IPCC) and the SBSTA of the United Nations Framework Convention on Climate Change (UNFCCC). UNESCO led the work of IPBES to include ILK in all relevant Platform tasks. The sharing of knowledge of nomadic pastoral peoples to enhance climate change adaptation in sub-Saharan Africa was promoted, and of traditional medicinal practitioners, in particular women, in the Indian Ocean subregion which resulted in the establishment of a network among African **SIDS**. The Pacific Island Universities Research Network, linking 10 universities in the Pacific as well as partners in the Caribbean and Africa was established and provides a secure, accessible online platform. The recording, sharing and analysis of global data and images from Sandwatch sites world-wide became possible through the launch of the Sandwatch global database.

44. UNESCO's **Intergovernmental Oceanographic Commission (IOC)** continued to raise awareness on ocean acidification (OA) by launching, with partners, during the UNFCCC COP 19 an Ocean Acidification Summary for Policy-Makers. A new partnership for a Global Ocean Acidification Observing Network (GOA-ON) was launched. A new GEF grant on a Transboundary Waters Assessment Programme obtained in 2013 will strengthen IOC's contribution to the United Nations World Ocean Assessment by measuring globally a number of key marine ecological, socio-economic and governance indicators. While the implementation of the Global Ocean Observing System (GOOS) was maintained at 62%, requirements for new biological/ecosystems variables were identified for future integration in GOOS. Progress in supporting the operations of regional tsunami warning systems was achieved in all regions through IOC's Intergovernmental Coordination Groups in the Indian Ocean and Pacific Ocean, the Caribbean, and the Mediterranean and North East Atlantic. The Caribbean Tsunami Information Centre was established by the Government of Barbados in November 2013. Awareness of coastal populations was raised through tsunami wave exercises. Training and awareness-raising materials were made available in all four regional tsunami warning regions. Regional cooperation in marine science in Africa was boosted through the second session of the IOC Sub-Commission (Cape Town, April 2013) which adopted a strategic plan focused on climate change adaptation, water quality degradation, coastal erosion, and coastal and marine hazards. South-South cooperation was promoted through the first Sino-Africa Forum on Marine Science and Technology, co-organized by the State Oceanic Administration of China and the IOC. Through the IOCARIBE Sub-Commission, countries identified actions required for the full establishment of an ocean and coastal observing system in the IOCARIBE region to support ocean and coastal management.

Global Priority Africa

45. All expected results planned for Priority Africa have been achieved. A milestone on **science policy** design, implementation, reform and evaluation was the First African Ministerial Conference on Science, Technology and Innovation which resulted in the "Nairobi Declaration" for renewed commitment of ministers in charge of STI in Africa to strengthen scientific research. STI systems and governance of have been assessed for countries in post conflict situations (Ethiopia, Kenya, Rwanda, Somalia, South Sudan and Sudan). In the area of **education capacity development and research**, the Network of African Science Academies supported south-south cooperation in science education. International cooperation was strengthened and a strategic plan for Africa was established by the **IOC Sub-Commission for Africa** (IOCAFRICA). The assessment of coastal erosion problems in Congo and Gabon was completed. The knowledge base on national and regional coasts and marine biodiversity was enriched through new publications, comprehensive databases, websites and portals.

46. In the area of **freshwater water governance and management,** key achievements include Water Sciences for Peace and Sustainable Development in the Eastern Nile, Natural resources management for conflict prevention in the Lake Chad and the African Drought Monitor.

47. A scoping survey was conducted in East African Countries on 'Strengthening the capacity of academics and policy makers in **renewable energy** technologies research and innovation and energy policy". In support of **community resilience**, feasibility studies were produced for new transboundary biosphere reserves in areas of intense mining, deforestation or where climate change has changed the environment. Support was also provided for setting up an Indian Ocean Tsunami Warning and Mitigation System.
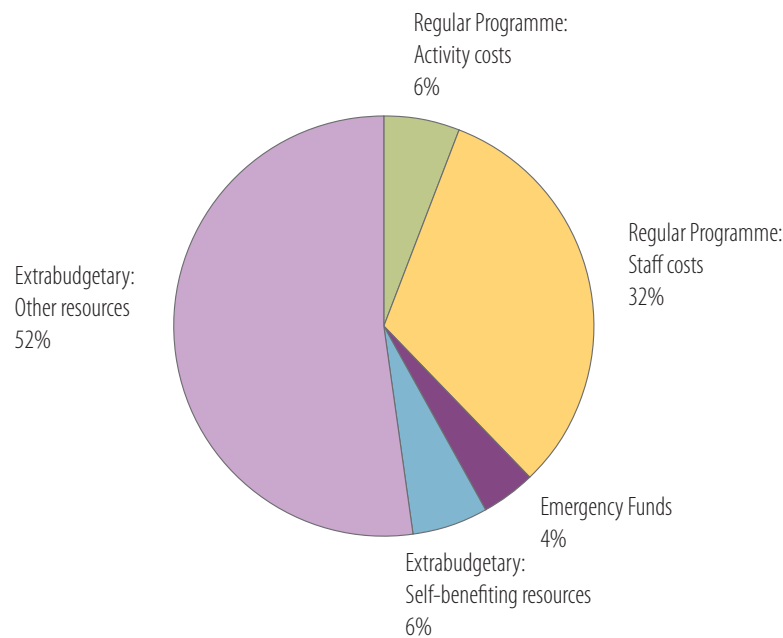
48. The promotion of women's empowerment and gender equality has been systematically pursued through gender-specific programming and gender mainstreaming in all natural science programmes and initiatives. In the pursuit of **gender equality in science policy design**, UNESCO continued to empower women in science. UNESCO provided support to **women in science and engineering** with international, regional and national fellowships for young women researchers. UNESCO also implemented **gender-responsive approaches** for sustainable development, including renewable energy, freshwater, the ocean, biodiversity conservation, and the role of local knowledge of indigenous women. UNESCO continued on a systematic basis to include gender equality items on the agenda of international scientific conferences, to organize gender-related side events during these conferences (e.g. on women in science for sustainable development, on the role of women and girls in reducing disasters risks). UNESCO also mainstreams gender equality considerations in all science-related publications, thus encouraging discussions on the prominent role women and men play in the respective areas and promoting the involvement of women in science and technology.

II. Partnerships and resources mobilized

49. For Major Programme II, more than $100 million have been mobilized from extrabudgetary sources over the biennium. Belgium (Flanders), Spain and Sweden remained key supporters of the Programme through multi-year funding agreements. Major project agreements were concluded with the European Union, Japan and Switzerland in the area of freshwater. The Netherlands and Italy continued to provide institutional support to UNESCO-IHE Institute for Water Education, and to ICTP, TWAS, WWAP and the UNESCO Office in Venice, respectively. A major agreement was concluded with the Republic of Korea for MAB sites in Africa ($1.8 million). The European Union contributed €5 million to undertake an advanced hydrological survey for sustainable groundwater development in Iraq.

50. New partnerships were concluded also with Mexico (CONAGUA, National Water Agency), the Governments of Brazil, Germany, Italy and Kenya; with ISESCO, TIKA (Turkish Cooperation and Coordination Agency), and the OPEC Fund for International Development as part of the United Nations Decade of Sustainable Energy for All 2014-2024. United Nations inter-agency cooperation and joint programmes led to new opportunities, such as $2.5 million mobilized from the Global Environment Facility through UNEP for activities on transboundary aquifers, large marine ecosystems and on open ocean; and UNESCAP's and European Union's support to IOC in the area of tsunami warning. New partnerships with the private sector included Intel; L. Hofmann-La Roche Ltd.; Procter & Gamble; Nature Publishing; and PhosAgro, as well as the IOC's initiatives with the sailing community.

51. Under Major Programme II, the final expenditure for 2012-2013 biennium was $43 million for the Regular Programme (RP), including those related to Additional Appropriations received. In addition to this RP expenditure, activities for $70 million were funded through extrabudgetary resources, including $4 million from the Emergency Fund. This helped in compensating for the sharp reduction of available RP budget from the Approved 36 C/5 level of $59 million.

Sources of funding for programme execution (January 2012 – December 2013)

Major Programme II: Natural Sciences

Regular Programme:
Activity costs
6%

Regular Programme:
Staff costs
32%

Emergency Funds
4%

Extrabudgetary:
Self-benefiting resources
6%

Extrabudgetary:
Other resources
52%

III. Challenges and lessons for the future

52. Regular programme budget cuts and the resulting freezing of posts have reduced the overall scope and range of a number of activities in the natural science programme. The IOC has been doubly affected by the reduction of regular programme budget, and on the other hand, by the suspension of the United States' voluntary contributions and staff secondment, in particular as regards JCOMMOPS and the International Ocean Carbon Coordination Project (IOCCP). New partnerships with WMO, SCOR and the Partnership for Observation of the Global Ocean (POGO) have allowed maintaining continuity of technical support which compensated for the reduction in IOC's involvement and impact on these programmes. Overall, new partnerships with public and private funding sources were crucial to achieve the expected results. The use of Emergency funds was also key, in particular for ensuring the statutory commitments of the four intergovernmental and international science programmes and of the IOC.

53. In the field of science policy, another challenge was the high turnover of government officials, and sometimes difficult political situations made it hard to maintain a critical mass of expertise in the countries. To address this challenge, UNESCO has increased the number of trainees per country while focusing on a reduced number of countries.

54. Indigenous and local knowledge has emerged as an essential resource, alongside science, to inform decision-making in global intergovernmental processes, including for climate change through the UNFCCC, IPCC and UNCCD; biodiversity through IPBES and the CBD; and for sustainable development in the SDGs process and the MDGs. Across the United Nations system, UNESCO-LINKS has become a recognized leader, and demands and expectations have grown exponentially. To capitalize on this opportunity and maintain UNESCO's profile and delivery capacity, UNESCO-LINKS would require reinforcement. Likewise, fulfilling the expectations of SIDS Member States in view of the International Year for SIDS 2014 and the Third International Conference on SIDS will be a major challenge.

Allocation and expenditure relative to operational budget & overall assessment of results achievement, 2012-2013

| Major Programme II	RP Allocation (US$)	RP Expenditure (%)	XB Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	4 020 044	97	69 473 580		
ER 1: Strengthened and self-driven national STI systems and policies developed	111 335	100	9 947 356	●	
ER 2: Culture of innovation enhanced through national, regional and local innovation systems, science parks and technology business incubators	165 400	78	25 512	●	
ER 3: Global STI monitoring strengthened through improved monitoring, assessments and information sharing	34 362	85	142 939	●	
ER 4: Innovative interdisciplinary science and engineering curricula developed, including in such fields as renewable energy	204 605	96	1 200 741	●	
ER 5: Institutional research capacity strengthened through networked centres of excellence, South-South and North-South partnerships and university-industry alliances	239 452	100	15 166 577	●	
ER 6: Member States' capacities strengthened to develop models for enhancing student research leadership and career mentoring for young researchers, through university networks and professional societies, in particular for developing countries	65 600	99	689 268	●	
ER 7: Public awareness of science, technology and engineering raised and STI policy agendas developed with civil society, including women and youth	28 700	100	570 378	◗	ER 7 had very little Regular Programme funds following severe budget cutbacks at the beginning of the biennium. Existing extrabudgetary resources benefitting Libya could not be disbursed because of the security situation in the country. Several achievements such as international conferences and some capacity-building activities in popularization of science, granting of Science prizes and the celebration of World Science Day for Peace and Development in 2012 and 2013 in several countries were possible through partnerships.

Major Programme II	RP Allocation (US$)	RP Expen-diture (%)	XB Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 8: Local and indigenous knowledge-driven sustainable development policies and actions developed, and appropriate support provided for implementation at global, regional and local levels	93 902	99	524 216	★	Recognition of local & indigenous knowledge systems (LINKS) as building blocks for sustainable development (SD) advanced dramatically with a strong surge of interest in the context of climate change (from the IPCC and the UNFCCC) and of biodiversity (from the CBD, the UNCSD at Rio+20 and IPBES). UNESCO played a central role in expanding international recognition of the importance of LINKS for SD such that the outcomes exceeded the expectations identified at the start of the biennium.
ER 9: Vulnerabilities of Small Island Developing States (SIDS) addressed through science policy, practice and education	22 964	99	317 963	●	
ER 10: Peace-building enhanced through diplomacy and cooperation in the field of science	0	N/A	0	◗	ER 10 had no Regular Programme funds after the budget cutbacks at the beginning of the biennium and it obtained no extrabudgetary funds. Nevertheless, using staff time and partnership for high-level international meetings, good progress was made in raising the importance of science for peace, the role of science diplomacy in sustainable development and the importance of a strong science-policy interface in the international and regional levels.
ER 11: Effective end-to-end early warning systems for tsunamis and other sea level related hazards established by Member States at national and regional levels, including disaster preparedness and mitigation measures	102 819	100	3 247 909	●	
ER 12: Member States' understanding improved of ocean environment, and related processes in the global climate, and skills and national capacities developed for adaptation to climate change impacts	159 000	100	2 439 634	●	
ER 13: Capacities of Member States improved in ocean sciences and services to monitor, assess and manage marine resources	147 771	100	4 412 081	●	
ER 14: Capacities of Member States developed to protect and sustainably use oceans and coastal zones	125 000	100	1 849 982	●	
ER 15 Member States supported in building technical and institutional capacities, and policies and mechanisms improved for adaptation to global changes to river basins at the national, regional and global levels, based on the scientific knowledge base	305 170	99	1 619 806	●	

Major Programme II	RP Allocation (US$)	RP Expen-diture (%)	XB Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 16: World's freshwater resources assessed, notably through the United Nations World Water Development Report, and Member States supported in strengthening policies for water governance, including of shared waters	1 363 114	98	6 193 828	🟠	
ER 17: Effective water and sediment management strengthened through improved knowledge base and scientifically sound policy guidance for urban areas, arid and semi-arid zones and groundwater resources and aquifer systems	165 737	97	4 363 194	🟠	
ER 18: Education capacities for water management reinforced at all levels, especially taking into account Africa and gender equality issues	28 907	94	422 110	🟠	
ER 19: Use of biosphere reserves as research and learning platforms for sustainable development broadened, and implementation of the MAB Programme strengthened, including through enhanced exchange of best practices with regional and global networks	242 177	99	8 681 452	🟠	
ER 20: Earth sciences research, education and capacity-building for sustainable development enhanced, with a particular focus on Africa.	158 809	100	936 340	🟠	
ER 21: CCTU Biodiversity: Sustainable and equitable use of biodiversity and ecosystem services strengthened in collaboration with key United Nations institutions and agencies and Regional Reference Centres.	100 400	98	1 736 584	🟠	
ER 22: Biosphere reserves and natural World Heritage sites integrated, in collaboration with UN-REDD, CDM and similar climate change mitigation and adaptation financing mechanisms	0	N/A	22 384	🔵	One out of the two Performance indicators for this ER could not be fully met. REDD and REDD+ activities have proven to be more challenging than expected due to uncertainty in the development of UNFCCC methodologies. Moreover, an anticipated private sector partnership with prospects of bringing important financial contribution towards feasibility studies in UNESCO sites related to REDD+ did not materialize during the biennium.
ER 23: Management of natural and cultural World Heritage sites, biosphere reserves and priority ecosystems of the MAB programme enhanced through a network of space science and space technology partners.	0	N/A	16 566	🟠	
ER 24: Knowledge base and policies for renewable energy, in particular solar energy, and energy efficiency and sustainable use promoted for the purpose of sustainable development, also targeting resident communities in biosphere reserves as beneficiaries of the solutions found	0	N/A	165 614	🟠	

Major Programme II	RP Allocation (US$)	RP Expenditure (%)	XB Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 25: CCTU Natural Disasters: Natural disaster and climate change resilience, disaster risk assessment and impact mitigation enhanced and targeted scientific assistance delivered, including through participation in United Nations common country approaches	107 240	98	1 230 916	🟠	
ER 26: CCTU Natural Disasters: Scientific knowledge base and adaptation capacity of Member States for water hazards at regional and country levels improved	47 580	99	3 550 230	🟠	

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of category 1 Education Institutes

⚪ No information yet; 🟥 Does not meet expectations; 🔵 Partially meets expectations;
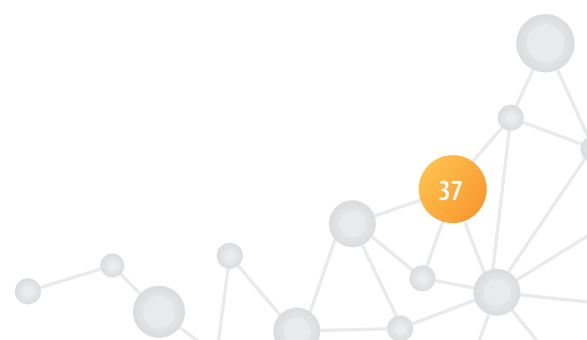
🟠 Meets expectations; ⭐ Exceeds expectations

55. The 31% reduction in the activity budget of MP III affected the overall effectiveness of the programme. MP III has prioritised the implementation of statutory activities. Other priorities aligned with governing bodies decisions and capacity-building activities at the country level were principally funded from the Emergency Fund. In certain areas, the Sector had to reduce the activities foreseen in document 36 C/5 approved. For example, MP III had put on hold the development of specific UNESCO indicators for the assessment of social inclusiveness of public policies. Activities related to national reviews of social science research systems had also been cancelled.

I. Key achievements

56. During the 2012-2013 biennium, the bioethics programme maintained the focus on promoting global reflection on emerging issues and building capacities at the country level. Beyond holding sessions of the International Bioethics Committee (IBC), the Intergovernmental Bioethics Committee (IGBC) and the Joint Session of the IBC and the IGBC, two new policy reports were issued by the IBC on "Traditional Medicine Systems and their Ethical Implications", and on "The Principle of Non-Discrimination and Non-Stigmatization". Special events were also held to commemorate the twentieth anniversary of the bioethics programme. UNESCO has also led the system-wide coordination efforts in bioethics by facilitating two sessions of the United Nations Interagency Committee on Bioethics (UNIACB). Capacity-building activities included providing training to support newly-established National Bioethics Committees in 10 countries (Chad, Côte d'Ivoire, El Salvador, Gabon, Ghana, Guinea, Jamaica, Malawi, Malaysia and Togo). Technical advice was provided to support the creation of new national bioethics committees in eight countries (Argentina, Brazil, Ecuador, Jamaica, Paraguay, Peru, Trinidad and Tobago, and Uruguay). Within the Ethics Teachers Training Course (ETTC) project, four trainings were organized (Azerbaijan, Croatia, Lithuania and Namibia). In total, 69 ethics teachers, representing a wide variety of countries, graduated from the UNESCO's ETTC programme in 2012. Significant efforts were made to find efficiencies, particularly in negotiating budgets for training, and to collaborate with in-country organizers to mobilize funds from local sources.

57. In anti-doping and sport, the number of States Parties to the International Convention against Doping in Sport (2005) continued to increase steadily, and reached 176. The fourth Conference of Parties to the Convention in September 2013 provided an opportunity to highlight that while the monitoring of the Convention showed an increased rate of compliance by States Parties, cooperation between government authorities and sport bodies at national and international levels needed continuous improvement. Fully financed by Germany, the fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) adopted the Declaration of Berlin including detailed, standard-setting recommendations to curb corruption in sport, share the socio-economic benefits of sport more equitably and ensure access to sport for all, including women and people living with disabilities. The Intergovernmental Committee for Physical Education and Sport (CIGEPS) and its advisory body, the Permanent Consultative Council, actively participated in the preparation and follow-up to MINEPS V.

58. The youth programme was delivered along three axes: policy formulation, capacity-building and civic engagement of young women and men. In the area of policy review and formulation, UNESCO led policy review processes in Burundi, Liberia and Zambia and supported the development of a roadmap for a National Youth Parliament in Ghana. Youth consultations for an Integrated National Strategy on Youth were organized in Morocco, and a preliminary study of main youth concerns was developed to inform policy formulation in Egypt. UNESCO also supported the formulation of youth policies in

Myanmar, Mongolia, and Tokelau. In terms of building skills and promoting youth civic engagement, partnerships with UNESCO Chairs and category 2 institutes and centres allowed building capacities in social entrepreneurship, leadership and culture of peace for over 240 youth in Burkina Faso, Malawi, Kenya and Zambia. Youth-led training and consultations for non-violent youth electoral participation were completed in Ghana and Sierra Leone. Capacity-building activities were also undertaken in Indonesia and Tunisia, where 500 young women and men from schools and civil society were trained on citizenship with the UNESCO gender-sensitive training manual for democracy. The SIDS Youth Network was established and will be launched in 2014. Moreover, three new violence prevention initiatives were carried out in Costa Rica, El Salvador and Nicaragua and seven new initiatives of the Youth Path project were completed in Jamaica, Saint Lucia, Saint Vincent and the Grenadines, and Trinidad and Tobago.

59. During the 37th session of the General Conference, the 8th UNESCO Youth Forum focused on "Youth and Social Inclusion: Civic Engagement, Dialogue and Skills Development", engaging over 500 young women and men, from 149 countries, as well as over 800 youth through online debates. It resulted in 10 strategic recommendations on UNESCO's Operational Strategy on Youth 2014-2021 and 15 youth-led Action Projects receiving the 8th UNESCO Youth Forum Label. Greater opportunities for capacity-building and networking were also provided throughout.

60. The link between scientific research and policy-formulation in Member States was strengthened through the MOST programme and four regional ministerial fora which led to concrete policy recommendations: second MOST Forum of Ministers of Social and Sustainable Development of the Caribbean (Trinidad and Tobago, 21-23 May 2012), the ninth Forum of Ministers of Social Development for Latin America (Buenos Aires, 16-18 September 2013), Forum of ECOWAS Ministers of Social Development (Accra, 16-17 December 2013) and the High-Level Forum on Management of Social Transformations in ASEAN countries (Hanoi, 20 December 2013).

61. The social inclusion of women and men living with disabilities was promoted through a partnership agreement signed between UNESCO and Yogyakarta City Government of Indonesia. In Haiti, a research study on the social inclusion of women informed recommendations for a gender-sensitive policy. Support was also provided for the preparation of a curriculum on social inclusion for the Henri Christophe Campus of *Universite d'Etat d'Haiti*, in Limonde. Nine country studies on the inclusiveness of policies with focus on persons with disabilities, including women were completed (Burkina Faso, El Salvador, Guatemala, Honduras, Jordan, Lebanon, Morocco, Niger and Senegal). An international workshop on "Measuring social public policies: inclusiveness and impact" was held in March 2013, and two MOST Summer Schools were organized in Brazil and Peru. During the reporting period, seven new MOST National Committees were established in Member States. Furthermore, the "European Coalition of Cities against Racism" continued to be very active and the "USA Coalition of Cities against Racism" was successfully created.

62. UNESCO contributed to the major initiatives of the Global Migration Group (GMG), including the elaboration of the GMG thematic report on youth and migration. The Internal Migration in India Initiative (IMII) was consolidated and research, policy and advocacy activities were carried out with the view to supporting the social inclusion of migrants in the economic, social, political and cultural life. A knowledge management tool on *Gender, Youth and Migration (GYM)*, was launched in December 2013 in partnership with UNICEF and UN Women. In China, strategic and practical recommendations on migrant women's access to education and training, decent work and housing were elaborated based on case studies from the Yunnan and Guangdong provinces.

63. Celebration of World Philosophy Day (15 November 2012) was designed to ensure the contribution of philosophy to development of global agendas on global environmental change by the choice of the theme "Future Generations", reflecting the fifteenth anniversary of the adoption by UNESCO of the Declaration on the Responsibilities of the Present Generations Towards Future Generations. In 2013, the eleventh edition of the World Philosophy Day provided an opportunity to organize, on all continents, various events under the general theme of "Inclusive Societies, Sustainable Planet". Several events were

organized in UNESCO Headquarters, including round tables and debates on specific themes such as: "Thinking the Anthropocene" with experts from both natural and social sciences; "Development of new philosophical practices in schools and in the city"; and "Paul Ricoeur-Ethics of knowledge".

64. UNESCO provided 84 submissions to the "Universal Periodic Review" (UPR) of the United Nations Human Rights Council.

65. The English edition of the World Social Science Report 2013 – Changing Global Environments, was launched on 15 November 2013 with the participation of the Director-General, the Deputy Secretary-General of OECD and the Executive Secretary of the International Social Science Council (ISSC).

66. Progress was made in drawing on the contributions of the social and human sciences, including environmental ethics, to enhance national policy responses through a series of targeted projects to work on adaptation with governments and civil societies in areas of particular vulnerability in the Caribbean, the Sahel and Central Asia. At its eighth Ordinary Session held in Bratislava (27-31 May 2013), the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) adopted its reports on a "Background for a Framework of Ethical Principles and Responsibilities for Climate Change Adaptation" and on "Ethical Issues in Science Governance and the Science-Society Relationship".

Global Priority Africa

67. Key achievements have been made in the area of revision of policies and programmes affecting youth in Burundi, Côte d'Ivoire, Ghana, Liberia, Sierra Leone and Zambia and innovative training programmes on social entrepreneurship and a culture of peace, were developed in Burundi, Kenya and Zambia. In addition these programmes contributed to the reinforcement of capacities of category 2 institutes and centres, CIEFFA/Ougadougou in Burkina Faso and GCYDC/Lilongwe in Malawi. Particular focus was put on non-violent youth participation in electoral processes in Ghana and Sierra Leone. In the field of social inclusion, three country studies were completed in Burkina Faso, Niger, and Senegal. Progress was made to enhance national policy responses to environmental challenges, especially in the Sahel and awareness was raised on drought monitoring by youth. UNESCO's support in the area of bioethics resulted in new National Bioethics Committees created, action plans elaborated and teachers trained on ethics.

Global Priority Gender Equality

68. Gender equality considerations were mainstreamed in all MP III work plans, including in capacity-building activities in bioethics, the youth programme and in MOST priorities – social inclusion and social dimensions of global environment change. In bioethics, due regard was paid to appropriate human rights and gender equality frameworks, and specific gender-sensitive elements were introduced, such as ensuring gender balance in the composition of national bioethics committees. Particular attention was also paid to promoting civic participation of young women through investments in youth-focused research, to cultivate a culture of peace and help mitigate conflict for the promotion of reconciliation, especially in transition processes. In the area of social inclusion, a programme to assess the level of inclusiveness of public policies was implemented which contains a detailed gender-sensitive indicators framework. In cooperation with various United Nations partners and NGOs, UNESCO continued its efforts to contribute to the promotion of thematic gender-specific programming, mainly in the areas of assessment of the women's/feminist movements, social inclusion of women migrants and access to education, decent work and housing, gender-based violence and security of women migrants and gender-sensitive reporting on migration. UNESCO continued its support to promote the access to sport
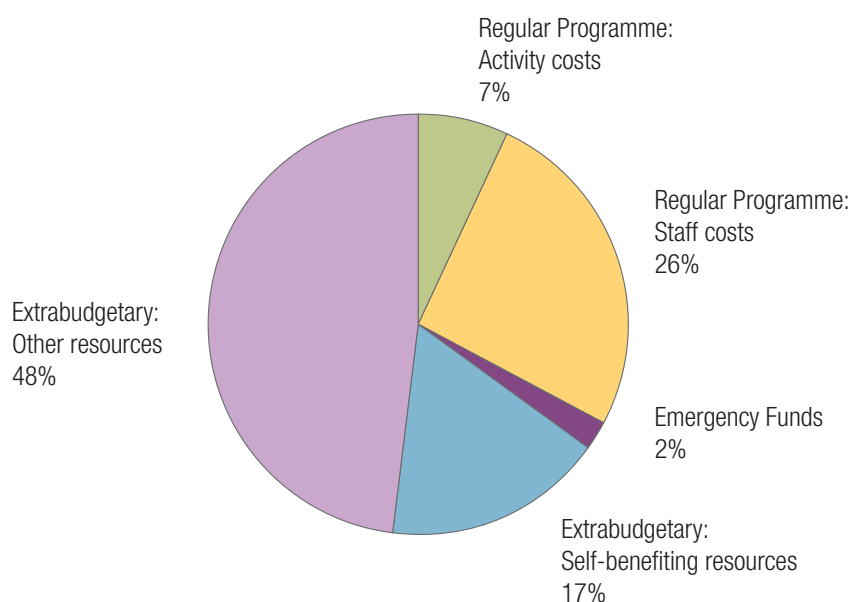
for women and girls and to empower them through physical education as a means to develop personal qualities instrumental to citizenship such as tolerance, solidarity, respect and leadership, providing ways of inclusion for the most marginalized and vulnerable groups of women and girls.

II. Partnerships and resources mobilized

69. The Sector pursued its efforts to mobilize resources from sources outside the regular budget for the delivery of the programme securing in-kind contributions from a number of partners and Member States such as Azerbaijan, Nigeria, Germany, the Republic of Korea and Malaysia, as well as self-benefiting funding (some $31 million) for projects implemented by the Brasilia Office. The eighth edition of the UNESCO Youth Forum was supported by many partners and sponsors (including Kuwait, Finland, the United States, ISESCO, Japan, Osato Research Institute (ORI), Goi Peace Foundation, Airbus, and other in-kind contributions).

70. Under Major Programme III, the final expenditure for the 2012-2013 biennium was $22 million for the Regular Programme (RP), including those related to Additional Appropriations received. In addition to this RP expenditure, activities for $45 million were funded through extrabudgetary resources, including $1.6 million from the Emergency Fund. This helped in compensating for the reduction of available RP budget from the Approved 36 C/5 level of $29 million.

Sources of funding for programme execution (January 2012 – December 2013)

Major Programme III: Social and Human Sciences

Regular Programme:
Activity costs
7%

Regular Programme:
Staff costs
26%

Emergency Funds
2%

Extrabudgetary:
Self-benefiting resources
17%

Extrabudgetary:
Other resources
48%

III. Challenges and lessons for the future

71. During the implementation of MP III, the Sector encountered a number of challenges and was able to draw some lessons for the future, the most important of which are the following:

- Despite the growing demand for capacity development in bioethics, the programme had difficulty attracting significant funds from extrabudgetary sources. Efforts continue to identify new donors who could be interested in the promotion of ethics of science and technology, in particular bioethics;

- Ensuring cooperation of all stakeholders in the monitoring of the International Convention against Doping in Sport;

- Youth issues and responses to them at national level are very complex. The UNESCO Operational Strategy on Youth, adopted by the General Conference at its 37th session, will assist in addressing the need for greater cooperation between different sectors and line ministries;

- The programme on global environmental change produced a key output, the World Social Science Report 2013. Tangible synergies were established between philosophy and the humanities and the ethical, social science and policy questions around the social and human dimensions of the environment;

- In the area of social inclusion, the country case studies on the inclusiveness of policies focusing on people with disabilities showed a diversity of systems in the different national policy and legal frameworks, which call for flexibility in the policy reviews, applying a human rights-based approach;

- The work of COMEST and the wide consultation of Member States have demonstrated the need to revise the 1974 Recommendation on the Status of Scientific Researchers.

Allocation and expenditure relative to operational budget & overall assessment of results achievement, 2012-2013

Major Programme III	RP Allocation (US$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	2 576 456	98	45 013 850		
ER 1: Capacity of Member States enhanced at the national level to identify and address bioethical challenges, with due regard to appropriate human rights and gender equality framework	298 779	100	207 053	🟠	
ER 2: Promotion and implementation of the International Convention against Doping in Sport ensured	140 000	98	1 048 806	🟠	

Major Programme III	RP Allocation (US$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 3: Understanding improved of the implications of social inclusion for the promotion of a culture of peace, integrating human rights and democratic principles	52 000	96	4 645 972	◗	Due to financial constraints, some of the activities under this expected result were not implemented. For instance, the online teaching programme on human rights with a view to mainstreaming HRBA in field offices could not be developed as originally foreseen. Instead, efforts focused on ensuring that all activities apply HRBA approach, especially through the different country activities, promoting the link between research and policies.
ER 4: Social change conducive to peace and non-violence promoted through youth-led social innovation and involvement of young women and men in their communities	741 536	99	30 064 351	●	
ER 5: Capacities and awareness improved in Member States and at the international level for developing, implementing and monitoring policies that promote social inclusion of all groups in society, especially youth, women, migrants, and people with disabilities	826 527	98	8 849 180	●	
ER 6: International agendas on global environmental change informed and national policy responses enhanced by emphasis on its inherently social and human dimensions, drawing on the contributions of the social and human sciences	517 614	97	198 488	◗	Severe resource constraints led to a much narrower programme focus than originally planned, affecting the delivery of certain objectives. Some key outputs were achieved, though in a limited scope. For instance, the plan to develop policy-relevant tools and guidelines to support national policies to respond to global environmental change was scaled down, particularly in the field.

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of category 1 Education Institutes

● No information yet; ■ Does not meet expectations; ◗ Partially meets expectations;

● Meets expectations; ★ Exceeds expectations

Major Programme IV: Culture

I. Key achievements

72. In response both to the financial situation, which resulted in a 76% reduction of the regular budget (2012-2013), and to the related instructions by the governing bodies, the Culture Sector concentrated its action on core programme areas with an undisputed comparative advantage: (i) operationalization of the culture Conventions at country level; (ii) strengthening of initiatives to enhance the recognition of culture as a driver and enabler of development in the context of the post-2015 discussions; and (iii) interventions to safeguard cultural heritage in post-conflict situations. Other areas, such as endangered languages, museums and arts education received less support as a result of this concentration of the Programme and also of the unavailability of extrabudgetary resources.

73. With regard to its normative action, the Culture Sector discharged all its statutory obligations in spite of the serious budgetary constraints, due to persistent efforts to reduce associated costs and streamline services, as well as support from extrabudgetary sources and the Emergency Fund. The Sector completed the establishment of governance mechanisms for all the culture Conventions with the creation of the Subsidiary Committee under the 1970 Convention on illicit trafficking. Capacity-building and technical assistance programmes were expanded worldwide, targeting especially Africa as a priority. Overall, the periodic reports submitted by State Parties under the various culture Conventions depicted an encouraging picture in terms of impact at the country level, both on cultural professionals and institutions as well as in the area of legislation. The celebration of the anniversaries of the 1972 World Heritage and 2003 Intangible Cultural Heritage Conventions provided opportunities for reflection on *de facto* achievements, their relevance for sustainable development and the related future challenges. With regard to the latter, the 2013 IOS "Evaluation of UNESCO's Standard-Setting Work of the Culture Sector" concluded that the Intangible Cultural Heritage Convention has significantly broadened the international discourse on cultural heritage. Overall, the report concluded that UNESCO's global leadership in the normative area of culture is widely recognized.

74. The biennium was also characterized by intensive action to ascertain the role of culture in achieving sustainable development. The efforts deployed built on the experience and evidence generated through operational activities at the country level, in particular the implementation of the culture Conventions and the successful completion of the 18 MDG-Fund Joint Programmes. It also included a series of global events,[1] which generated further support for this endeavour, including at the last General Conference through the adoption of 37 C/Resolution 64. Among other important steps having strengthened UNESCO's positioning were: (i) the adoption by the United Nations General Assembly of a third resolution,[2] which establishes a clear link between culture and the three pillars of sustainable development, and highlights culture as an enabler and a driver in the elaboration of the post-2015 development agenda; and (ii) the decision by the United Nations Development Group (UNDG) to include culture as one of the eight themes of the 2014 national consultations.

75. The Culture Sector has strengthened its engagement with the United Nations system considerably over the past two years, in particular in the context of the post-2015 development agenda through active participation in all relevant processes and discussions. Examples of particular importance include the

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1 Hangzhou International Congress "Culture: key to sustainable development" (May 2013); Thematic Debate of the President of the UN General Assembly (June 2013); ECOSOC Annual Ministerial Review (July 2014); Creative Economy Report (November 2013); Bali World Culture Forum (November 2013)

2 See A/C.2/68/L.69 at http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/cultdevL69.pdf

co-publication with UNDP of a special edition of the Creative Economy Report; the creation of the UNDG Task Team on Culture and Development; and the signing of agreements on operational cooperation with the World Bank and the World Tourism Organization.

76. The biennium was marked by intensified action in response to the destructive consequences for cultural heritage of conflict or social and political instability, as in the case of Egypt, Libya, Mali, Tunisia and Syria. In Mali, rehabilitation activities in Timbuktu have led to increased recognition of UNESCO's mandate, including within the United Nations system through the adoption of several Security Council resolutions, which condemned attacks against cultural heritage and explicitly highlighted the need for its rehabilitation in the United Nations response. With regard to Syria, a high-level experts meeting convened by the Director-General with the United Nations and Arab League Special Envoy sharpened the international attention paid to the damage of cultural property and its illicit trafficking. The implementation of the UNESCO Action Plan has been initiated thanks to a €2.5 million contribution from the European Union (December 2013). Support has also been extended to Egypt to prevent the illicit trade of objects looted at the Malawi Museum. Overall, action taken during the biennium has increased the appreciation of culture as a central pillar in responses to countries affected by conflicts and disasters, and has confirmed the leadership role played by UNESCO in this regard.

Global Priority Africa

77. Africa was at the center of the Culture Sector's action as the largest beneficiary of the Emergency Funds,[3] provided to field capacity-building programmes under the 1970, 1972, 2003 and 2005 Conventions, to safeguarding activities in Mali, as well as to the Pedagogical Utilization of the *General History of Africa* and the revised Slave Route project. The participation of African stakeholders in the various mechanisms of the Conventions has increased during this period. In the area of intangible cultural heritage, the Africa region had the highest number of nominations proposed for the 2013 cycle as a result of the global capacity-building strategy. More than half of the 48 projects funded through the International Fund for Cultural Diversity under the 2005 Convention have been implemented in Africa. The MDG-F Joint Programmes have strongly contributed to mainstreaming culture in national development policies in Ethiopia, Mozambique, Namibia and Senegal. This engagement will be key in complying with the Organization's responsibilities in the context of the International Decade for People of African Descent (2015-2024) proclaimed by the United Nations General Assembly in December 2013.

Global Priority Gender Equality

78. The Culture Sector pursued its commitment to gender equality through the inclusion of gender-responsive components in programming, capacity-building and statutory processes. All 18 MDG-F Joint Programmes managed by UNESCO included gender equality components, and gender equality was one of the seven policy dimensions of the Culture and Development Indicator Suite. Gender equality is also listed under the selection criteria for the revitalized International Fund for the Protection of Culture and the International Fund for Cultural Diversity (under the 2005 Convention), and reference have increasingly been made to gender equality considerations during statutory meetings. Member States, field offices, NGOs, research institutions and cultural networks have cooperated with the Culture Sector in the preparation of the Organization's first report on "Gender Equality and Culture" which will provide the first global evidence base for ensuring that women and men enjoy equal access and opportunities to participate in and contribute to cultural life.
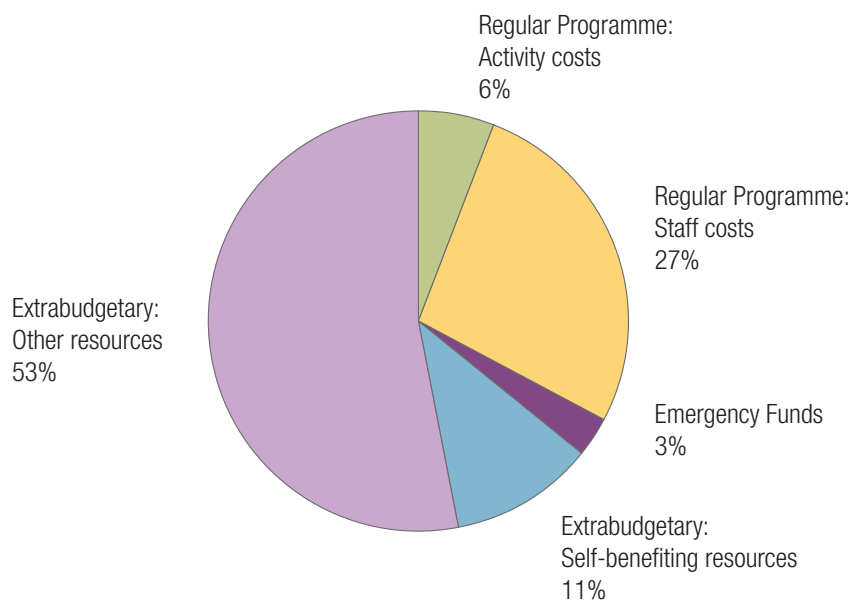
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3   Total amount from the Emergency Fund allocated to Africa= $1,671,928 (48% of total amount allocated to CLT activities).

II. Partnerships and resources mobilized

79. In terms of funds mobilization, more than $88 million were mobilized during the biennium to strengthen the implementation of Major Programme IV. Financial assistance was granted from traditional donors as well as from the private sector, as per Target 9 of the roadmap for the implementation of document 36 C/5. This support enabled the Culture Sector to intensify its action in all its priority domains, i.e. the operationalization of the conventions, the protection of cultural heritage in conflict and post-conflict contexts, the preparation of the post-2015 development agenda, as well as the *General History of Africa* and the Creative Cities projects.

80. During the period major support, especially in the area of cultural heritage was received from Belgium (Flanders) Italy, Japan, Kuwait, Norway, Republic of Korea, Saudi Arabia, Spain and Sweden, as well as extensive cooperation with Iraq and Libya focusing on the cultural heritage of their own countries. UNESCO also renewed its partnership with Panasonic on World Heritage. Partnerships with several Chinese municipalities – including Beijing, Shenzhen, Hangzhou, Shaoxing and Nanjing – as well as the private sector, notably the Wanda Group and Phoenix TV ensured the revitalization of the Creative Cities Network, the World Heritage Sustainable tourism programme and the development of the special edition of the Creative Economy Report, as well as the Hangzhou International Congress: Culture – Key to sustainable Development.

81. Under Major Programme IV, the final expenditure for 2012-2013 biennium was $44 million for the Regular Programme (RP), including those related to Additional Appropriations received. In addition to this RP expenditure, activities for $90 million were funded through extrabudgetary resources, including $3.4 million from the Emergency Fund. This helped in compensating for the sharp reduction of available RP budget from the Approved 36 C/5 level of $52 million.

Sources of funding for programme execution (January 2012 – December 2013)

Major Programme IV: Culture

Regular Programme:
Activity costs
6%

Regular Programme:
Staff costs
27%

Extrabudgetary:
Other resources
53%

Emergency Funds
3%

Extrabudgetary:
Self-benefiting resources
11%

III. Challenges and lessons for the future

82. The Culture Sector has spared no effort to respond to the decisions by the governing bodies with regard to ensuring the full implementation of the culture Conventions. The budgetary difficulties of 2012-2013 brought into focus long-standing issues linked to the financial sustainability of the statutory machinery, as underscored in the IOS 2013 Audit of the Standard-Setting Working Methods. The Audit concluded that the system, as it functions presently, was not sustainable. This situation calls for the Executive Board, the governing bodies of the Conventions and the Secretariat to work together with a view to introducing the necessary governance reform measures, and hence ensure the long-term credibility of the normative framework and protect the Organization's leadership in this important domain.

83 Building on the achievements of the past biennium with regard to the culture and development nexus, as well as on the resolution and decisions adopted by the General Conference and the Executive Board in this respect, the support of Member States will be even more crucial during 2014 if UNESCO is to draw fully upon the achievements of the past biennium and succeed in integrating culture into the post-2015 development agenda.

Allocation and expenditure relative to operational budget & overall assessment of results achievement, 2012-2013

Major Programme IV	RP Allocation (US$)	RP Expen-diture (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	6 913 853	99	90 103 140		
ER 1: The 1972 World Heritage Convention effectively implemented	1 204 640	100	8 111 966	🟠	
ER 2: Contribution of World Heritage properties to sustainable development enhanced	520 725	98	14 765 832	🟠	
ER 3: Cultural and natural heritage protection and promotion strengthened, especially in Africa, in post-conflict and post-disaster situations, in small island developing States (SIDS) and least developed countries (LDCs)	556 245	100	25 821 005	🟠	
ER 4: Protection of cultural properties through the effective implementation of the 1954 Convention and its two Protocols enhanced	165 550	100	201 478	🟠	
ER 5: Effective implementation of the 2001 Convention encouraged and international cooperation for the preservation of the underwater cultural heritage increased	108 273	100	828 860	🟠	
ER 6: Implementation of the 1970 Convention made effective and reinforced, and measures enabling the fight against the illicit import, export and transfer of ownership of cultural property strengthened	803 729	99	956 979	⭐	Progress in entire set of planned activities, e.g. ratification numbers, capacity-building activities, fund-raising; establishment of mechanism for implementation and governance monitoring.

Major Programme IV	RP Allocation (US$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 7: Safeguarding of the intangible cultural heritage enhanced through the effective implementation of the 2003 Convention	112 000	100	1 064 981	🟠	
ER 8: The role of the governing bodies of the 2003 Convention strengthened, particularly through the effective organization of the statutory meetings	664 741	100	1 507 421	⭐	Organization of eight category 2 meetings of statutory bodies, six electronic consultations of the Bureau of the Committee; preparation of more than 140 working and information documents; over 800 participants in the seventh session of the Committee (largest ever).
ER 9: The national safeguarding capacities of Member States in particular of developing countries, strengthened	393 000	100	7 655 491	🟠	
ER 10: The 2005 Convention effectively implemented	373 700	98	2 928 494	⭐	415 applications to the IFCD processed (expected: 150), 14 new ratification with 31% from under-represented regions (expected: 10%); all statutory meetings and exchange sessions held in a highly cost-efficient manner.
ER 11: Policies, measures and programmes pertaining to the 2005 Convention supported and strengthened at the national, regional and international levels	224 548	100	2 734 547	🟠	
ER 12: Information and best practices on the protection and promotion of the diversity of cultural expressions identified, disseminated and shared with States Parties to the 2005 Convention	110 000	99	71 886	🟠	
ER 13: The role of culture in sustainable development fostered through creative and cultural industries and initiatives that encourage joint projects to promote cultural innovation, production and exchange as vectors of growth	295 738	99	2 509 451	⭐	The 22 Culture for Development Indicators (CDIS) have impacted on policy developments at country level (e.g. Namibia, Cambodia); CDIS tested in 12 countries (expected: 10); 13 in-country capacity-building missions (expected: 10) including 10 from Africa (expected: 2).
ER 14: Approaches to culture and development clarified in order to guide and assist Member States in devising inclusive development policies	20 000	97	1 259 777	🟠	
ER 15: The role of culture in sustainable development better integrated into international development policies and within United Nations common country programming exercises in order to reinforce social inclusion and community cohesion, human development and economic growth	377 163	100	4 944 775	🟠	

Major Programme IV	RP Allocation (US$)	RP Expenditure (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 16: Contributions of cities to sustainable development enhanced	40 955	100	583 216	◗	Despite efforts to identify extrabudgetary resources, their insufficiency hampered certain activities, in particular the artistic festivals in Africa.
ER 17: Activities in the fields of books, translation and crafts promoted	74 286	100	1 763 993	◗	The lack of extrabudgetary resources did not allow for the implementation of certain activities, notably the Index Translatinorum.
ER 18: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacity-building in this area strengthened, in particular in developing countries	241 347	99	5 153 964	●	
ER 19: Indigenous and endangered languages promoted and protected	0	N/A	1 696 801	◗	Some updates of the online Atlas of Endangered Languages were undertaken, but due to lack of extrabudgetary funds this activity was not as broad-based as set out in the benchmark.
ER 20: Heritage promoted as a vector of dialogue, cooperation and mutual understanding, especially in post-conflict countries	10 000	100	2 636 044	◗	As this result was entirely dependent upon the availability of extrabudgetary funds, working groups have not been established in all regions as foreseen.
ER 21: Promotion and use of the general and regional histories published by UNESCO strengthened, for educational purposes	75 035	100	1 519 747	●	
ER 22: Knowledge of the slave trade, slavery and the African Diaspora enhanced	90 847	99	272 624	●	
ER 23: Conditions, capacities and arrangements for intercultural dialogue and a culture of peace strengthened locally, nationally and regionally	451 329	100	1 113 808	◗	Initiatives such as the Plan Arabia project, the Rabindranath Tagore, Pablo Neruda and Aimé Césaire programme and arts education have not been implemented due to lack of available extrabudgetary funds.

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of category 1 Education Institutes

● No information yet; ■ Does not meet expectations; ◗ Partially meets expectations;

● Meets expectations; ★ Exceeds expectations

Major Programme V: Communication and Information

I.   Key achievements

84.   A renewed commitment to improve efficiency and effectiveness, and raise extrabudgetary funds was a key element in the Communication and Information Sector's strategy to build knowledge societies globally. The implementation of this strategy took place against the backdrop of financial constraints and human resource shortages due to vacant positions. The Sector succeeded in raising approximately $42 million extrabudgetary funds during the 2012-2013 biennium.

Press freedom and safety of journalists

85.   UNESCO's leadership in promoting press freedom was most evident in the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity. The roll-out of the Plan began in 2013, with ongoing activities in four countries and partnerships with a range of United Nations bodies and others, as part of the first phase of implementation. The Sector also raised awareness of the importance of press freedom by leading global commemorations of World Press Freedom Day, which celebrated its twentieth anniversary in 2013. The UNESCO/Cano Guillermo Freedom Prize was awarded to Azerbaijani journalist Eynulla Fatullayev in 2012 and Ethiopian journalist Reeyot Alemu in 2013.

Media Development Indicators

86.   These efforts were complemented by a new sub-set of indicators focusing on journalists' safety, which were developed within the Media Development Indicators' (MDIs) framework in accordance with the mandate of the UNESCO Work Plan on the Safety of Journalists and the Issue of Impunity, adopted in 2013. The MDIs were used to undertake comprehensive assessments of national media landscapes in 20 countries. In addition, the Organization supported democratic processes in the Arab Spring countries through work projects with Tunisian journalists, parliamentarians and security forces, and with Syrian refugees living in Jordan and Lebanon, and in strengthening capacities of journalists for electoral reporting in Lebanon.

Media pluralism and independence

87.   The Organization continued to support media pluralism and independence, particularly through the International Programme for the Development of Communication (IPDC), which approved $3.2 million for 148 projects in 75 developing countries. These and other countries also benefited from the "*Model Curricula for Journalism Education: A Compendium of New Syllabi*" which builds on the original UNESCO Model Curricula. Due to a shortage of funds, the review of the UNESCO-designated African Centres of Potential Excellence in Journalism Education was completed by means of internal staff resources.

World Radio Day and promoting community radio

88. The importance of radio in building knowledge societies was successfully highlighted, with minimum budget but with extensive publicity, during World Radio Day (WRD) commemorations. WRD was proclaimed by the General Conference in 2011 and endorsed by the United Nations General Assembly in 2012. UNESCO's emphasis on promoting radio as a vehicle for economic and social development also resulted in the implementation of the *"Empowering Local Radios with ICTs"* project geared towards building the ICT capacities of 32 radio stations across Africa.

Gender and media and information literacy

89. UNESCO also promoted media pluralism through pioneering Gender-Sensitive Indicators for Media, piloted in more than 20 countries and the launch of the Global Alliance on Media and Gender, adopted at the Global Forum on Media and Gender in December 2013 in Bangkok. Furthermore, the development of an assessment framework for media and information literacy (MIL) and the launch of the Global Alliance for Partnerships on Media and Information Literary were achievements that fostered participation of citizens in the knowledge society.

Towards knowledge societies

90. UNESCO made significant strides in facilitating the removal of barriers to accessing information and knowledge through hosting the first WSIS+10 review event *"Towards Knowledge Societies, for Peace and Sustainable Development"* which was co-organized with ITU, UNDP and UNCTAD (Paris, February 2013); and coordinating implementation of the Final Statement which was adopted by consensus. Efforts to promote development through leveraging knowledge also saw the continual implementation of the Open Access (OA) to Scientific Information strategy, through among others, the hosting of a regional policy forum in Latin American and the Caribbean and the facilitation of an increase of 7% in OA journals and repositories.

91. Other significant achievements during the biennium included the hosting of an International conference *"Internet and Socio-Cultural Transformations in Information Society"* organized within the framework of the Information for All Programme (IFAP); and the drafting of the concept on "Internet universality".

ICTs for development

92. During the biennium, the Organization's lead role in promoting education through ICTs was visible through its successful hosting of the 2012 World Open Educational Resources Congress and the adoption of the OER Declaration. Subsequently, the Organization began implementing follow-up activities including the development of national-level OER policies and teacher-training OER materials linked to UNESCO/COL ICT Competency Framework for Teachers (ICT CFT) in five countries. This was complemented by the 2012 launch of the UNESCO/COL ICT CFT Toolkit and the publication of A comparative analysis of ICT integration and e-readiness in Schools in Egypt, Jordan, Oman, Palestine and Qatar. Furthermore, as inclusivity is a key element in knowledge societies, UNESCO released two important publications which guided Member States in their quest to design and implement ICT-policies for people living with disabilities: The Global Report, Opening New Avenues for Empowerment: ICTs to Access Information and Knowledge for Persons with Disabilities; and the Model Policy for Accessible ICTs in Support of Inclusive Education for the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

93. This commitment to building knowledge societies was supported through UNESCO's partnership with category 2 centres and institutes, including the recently established Regional Centre for Information Communication Technologies (RCICT) in Bahrain which added value to the Organization's work in the Arab region, particularly in the area of OER policy development and the ICT-Curriculum for Teachers (ICT-CFT). The Organization also made steps towards improving relations with these centres, with a view to improving programme delivery and creating synergies.

94. UNESCO continues to be a key player in the United Nations Broadband Commission, of which the Director-General serves as Vice-Chair.

Memory of the World and digital preservation

95. Cognizant of the role of documentary heritage in promoting a culture of peace and knowledge generation, UNESCO staged the International Conference, "The Memory of the World in the Digital Age: Digitization and Preservation in 2012" in Vancouver, Canada and worked with Member States to ensure implementation of the Vancouver Declaration which called for greater emphasis on digital preservation. During the biennium, the relevance of the Memory of the World (MoW) Programme was highlighted through the inscription of an additional 56 items on the International Register.

Global Priority Africa

96. UNESCO collaborated on events to promote press freedom and the safety of journalists with the African Union, the Pan-African Parliament, the Special Rapporteur on Freedom of Expression and Access to Information in Africa, the Federation of African Journalists and the Africa Media Initiative. Media pluralism on the continent was supported through the IPDC, which funded dozens of capacity-building initiatives. Activities to support civic participation in the development processes were enhanced through the piloting of the Media and Information Literacy (MIL) curriculum and the launch of the Global Alliance for Partnerships on MIL during an international MIL conference in Nigeria. In addition, a total of 32 community radio stations in the Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia were empowered to engage with ICTs with the support of the Swedish International Development Cooperation Agency (SIDA). Learning and teaching processes through ICT content and applications were enhanced with several knowledge development products, such as the ICT Competency Framework for Teachers (ICT-CFT) and the Guidelines for the use of Open Educational Resources (OER) in Higher Education, which were supported through private sector partnerships with the Hewlett Foundation (USA) and the Commonwealth of Learning (COL). The potential for ICTs to facilitate learning was also evident through the "*Women in African History: An E-Learning Tool*" which developed and diffused an Internet platform consisting of multimedia content to highlight the role of women in African history. Despite current budgetary constraints, strategic partnerships were secured with national counterparts and existing networks in the African region – to ensure delivery and ownership on a local level, of these activities

Global Priority Gender Equality

97. Empowering women and girls through access to information and knowledge by focusing on gender-specific needs, especially through the use and development of ICTs was addressed through the implementation of OER, OA and FOSS (Free and Open Source Software) programmes and policies. Member States were encouraged to formulate strategies for digital preservation and digitization in line with the Vancouver Declaration. Gender perspectives were also evident through the organization of gender-specific sessions and gender-balanced participation in the WSIS+10 Review Event and the IGF. The need for gender equality in and through the media was also a key focus of UNESCO. This was promoted through the annual "*Women Make the News*" initiative; the application of Gender Sensitive Indicators for Media (GSIM) which were catalyzed in more than 20 countries; and the Global Forum on Media and Gender organized in Bangkok in December 2013. Additionally, the collection of sex-disaggregated data on the beneficiaries of IPDC projects was strictly enforced.
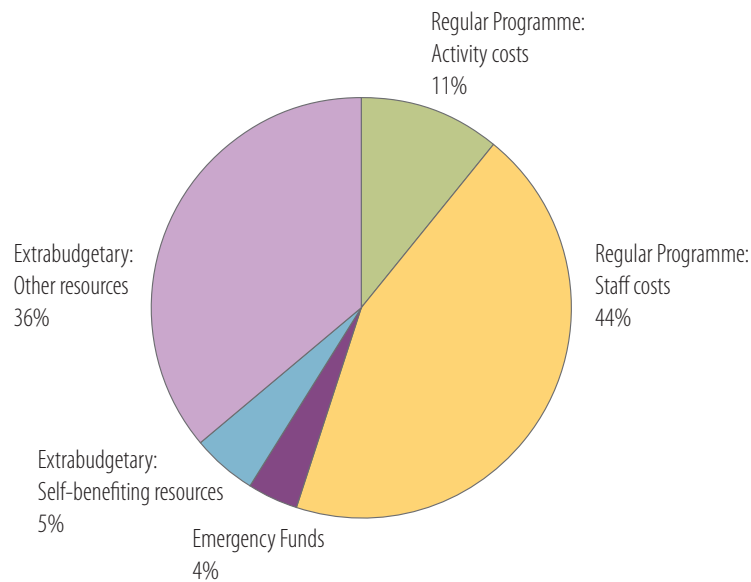
II. Partnerships and resources mobilized

98. The Communication and Information Sector was active in building partnerships with the public and private sectors, as well as category 2 institutes and centres to facilitate and enhance the implementation of MPV. Major support included funding from Finland (€2.3 million) and Norway and Sweden ($2.8 million) for freedom of expression in the Arab States, and from Sweden for community media in Africa ($4.5 million). In Myanmar and United Republic of Tanzania, support was mobilized through United Nations funding sources for the development of mass media institutions and for community radio respectively.

99. Under Major Programme IV, the final expenditure for 2012-2013 biennium was $24 million for the Regular Programme (RP), including those related to Additional Appropriations received. In addition to this RP expenditure, activities for $19 million were funded through extrabudgetary resources, including $1.5 million from the Emergency Fund. This helped in compensating for the reduction of available RP budget from the Approved 36 C/5 level of $32 million.

Sources of funding for programme execution (January 2012 – December 2013)

Major Programme V: Communication and Information

Regular Programme:
Activity costs
11%

Regular Programme:
Staff costs
44%

Extrabudgetary:
Other resources
36%

Extrabudgetary:
Self-benefiting resources
5%

Emergency Funds
4%

III. Challenges and lessons for the future

100. A number of challenges have been encountered during the implementation of Major Programme V. The most important of which are: (i) Political sensitivities arising from promoting freedom of expression in line with Article 19: Defending freedom of expression and information, and the complexities of protecting privacy; (ii) The reduction of financial resources for implementing critically needed programme activities globally; (iii) The reduction of human resources capacity to deliver, given the number of frozen posts which placed additional workload on existing staff. During the last biennium, the Sector has indeed succeeded in raising substantial extrabudgetary funds. The mobilization of additional extrabudgetary funds for projects where personnel costs have been included in the budget frameworks has ensured additional manpower and enabled project implementation.

101. One of the most important lessons learned, particularly in times of financial and human resource constraints is to build and strengthen partnerships with the private sector, category 2 institutes and NGOs, which proved to be key for successfully implementing activities and reaching the objectives.

Allocation and expenditure relative to operational budget & overall assessment of results achievement, 2012-2013

Major Programme V	RP Allocation (US$)	RP Expen-diture (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
Total	3 632 220	99	19 097 520		
ER 1: Freedom of expression, freedom of information and freedom of the press more broadly promoted and integrated into policies in Member States, related internationally recognized legal, safety, ethical and professional standards respected, the safety of media professionals enhanced, and the combat against impunity strengthened	1 104 194	100	5 378 223	●	
ER 2: The role of media enhanced to contribute to a culture of peace and to democratic governance	70 244	99	1 895 352	◗	All the results have been achieved with a very limited budget, through the establishment of partnerships with various stakeholders. The Power of Peace Network initiative was discontinued due to lack of financial and human resources.
ER 3: Media capacities strengthened to foster dialogue and reconciliation, contribute to disaster risk reduction and provide humanitarian information	112 032	99	251 811	●	
ER 4: Member States supported in the development of free, independent and pluralist media, reflecting the diversity of the society	594 410	99	6 180 045	◗	Work on community radio met the identified benchmarks, thanks to extrabudgetary funds raised during the biennium and the Emergency Fund. Nevertheless, additional resources could have led to more programmatic work in this domain. Communication for development activities fell below target, due to lack of human and financial capacity, although some results were achieved.
ER 5: Capacities of media training and journalism education institutions strengthened to reach the established criteria of excellence in training as regards journalists' investigative skills and gender equality perspectives in media	247 760	100	149 019	●	

Major Programme V	RP Allocation (US$)	RP Expen-diture (%)	Extra-Budgetary Expenditure (US$)	Self-assessment of results achievement	Sector's Comments (when self-assessment is above or below expectations)
ER 6: Media and Information Literacy enhanced to enable citizens to make full use of their rights to freedom of expression and information, taking into account the access and needs of both women and men	134 144	100	717 228	★	Work on MIL has received a boost due to strategic partnerships established with several stakeholders globally, which have led to a multiplier effect of UNESCO's efforts and activities. Media and Information Literacy and Intercultural Dialogue Week in 2012 and 2013 were organized broadly involving a larger number of young journalists and information specialists trained. The MIL Curriculum piloted with technical resources from UNESCO was found a useful tool by a range of partners offering its translation into a number of languages (Greek, Swedish, Japanese and Armenian) at no cost to the Organization. The Global Alliance for Partnerships on MIL made a tremendous impact to over 200 organizations agreeing to strengthen international cooperation on MIL.
ER 7: The impact of activities in the fields of education, sciences and culture enhanced through gender-sensitive Open Suite strategies (open access, free and open source software and open educational resources) and innovative ICTs	493 787	99	1 550 956	●	
ER 8: World's documentary heritage protected and digitized, capacity of Member States strengthened to that effect, preservation and digitization strategies and principles adopted and archives and libraries reinforced as centres of education and learning	464 156	99	255 012	●	
ER 9: Member States enabled to implement World Summit on the Information Society (WSIS) outcomes and develop gender-sensitive policy frameworks for universal access to information and for bridging the digital divide	411 491	100	2 719 874	●	

Note: The budgetary information encompasses Regular Programme (RP) operational budget, Emergency Funds and extrabudgetary resources which contribute to a 36 C/5 Expected Result. Figures do not include the operational budget of category 1 Education Institutes

● No information yet; ■ Does not meet expectations; ◗ Partially meets expectations;

● Meets expectations; ★ Exceeds expectations

UNESCO Institute for Statistics (UIS)

102. Throughout the 2012-2013 biennium, the UIS has actively sought new sources of funding to compensate for the considerable reduction (24%) in its total general income. While it remains difficult to secure multi-year agreements, the Institute has succeeded in signing new agreements with the Global Partnership for Education, the Hewlett Foundation and the United Kingdom's Department for International Development (DFID). In addition, the UIS is seeking to reinforce relations with traditional donors, such as the Governments of Canada, Denmark, Finland, Japan, Norway and Sweden and potentially Australia.

I.   Key achievements

103. Despite the financial difficulties, the Institute continued to deliver its core statistical services. A major highlight is the work arising from the Learning Metrics Task Force, co-convened by the UIS and the Center for Universal Learning at the Brookings Institution. As the debate on the post-2015 development agenda intensifies, the Task Force has designed a framework to put learning on the agenda, and track learning among the world's children and youth in order to achieve education quality for all. Discussions are now under way concerning the next steps for this initiative. In particular, the international community is expecting the UIS to take the leadership in developing new indicators to monitor progress globally from 2015 onwards.

104. By prioritizing key services, the UIS also continued to develop new indicators to better reflect major policy issues of Member States. Special priority was given to sub-Saharan Africa, where a new regional survey has led to a series of indicators on classroom conditions – from the number of schools with access to electricity, drinking water and separate toilets for girls and boys to the extent to which children must share textbooks. The UIS has released new data on the extent to which adults in Latin America and the Caribbean return to school to complete primary and secondary education or to strengthen their literacy skills. In the field of science, the UIS has launched the first global data collection on innovation, which is uniquely designed to reflect the contexts of countries at all stages of development.

105. While producing new types of indicators, the UIS is also reinforcing efforts to improve dissemination of the data among different audiences. In particular, a new version of its online Data Centre is now available offering a wider range of functions and products to convey the "stories behind the data". All of these efforts contribute to the central goal of not just producing quality data but promoting their use by Member States and the international community.
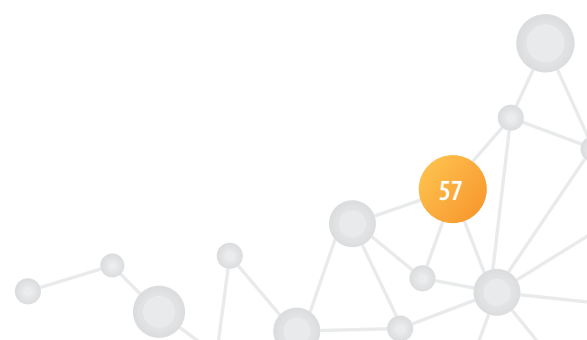
Global Priority Africa

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

● UIS launched a regional data collection to produce a series of indicators on teaching and classroom conditions. The data are critical for discussions concerning the improvement of education quality across the region and include indicators on class size, availability of textbooks and school access to basic services such as potable water, sanitation and electricity ;

● Data quality assessments and ISCED mappings have been prepared for countries across the region;

● Regional and national training workshops on data collection in the fields of education, science and culture are regularly conducted while technical assistance is provided at the country-level to improve the quality and use of data for effective policymaking;

● Expansion of UIS capacity-building initiative to improve the production and use of education finance data, which are used to improve policymaking at the national level as well as to monitor global commitment to education. The region also has the world's largest population of out-of-school children. To improve policymaking in this area, the UIS, in partnership with UNICEF, is working with nine countries across the region to better identify and reach these children. This initiative involves close consultation with national authorities to improve the quality of statistical information about these children based on household and administrative data;

● African stakeholders were invited to provide their feedback on the proposals of the Learning Metrics Task Force through a series of meetings hosted by the UIS and partners which took place in Kenya, Senegal, South Africa and Uganda;

● The UIS also supports several important regional and nationals projects (such as education sector plans and EFA end of decade assessments) involving a range of partners.

Global Priority Gender Equality

107. UIS statistics are disaggregated by sex, to the extent possible, and gender-based indicators (such as parity indices) are systematically calculated based on the results of the Institute's international data collections in the fields of education, science and technology, culture, and communication. Specific examples of the priority given to gender equality include:

● The UIS database on education statistics is the leading source of information used to monitor trends in women's and girls' education and literacy; and the UIS database on science and technology data includes specific indicators on the role of women in research and development and new indicators are being developed to reflect their role in the innovation process in countries at all stages development;

- All UIS statistical publications and papers include gender analysis and specific reports are also produced, such as the World Atlas on Gender Equality in Education and the related eAtlas, which will be updated on an annual basis;

- Expanded use of household survey data in order to examine the correlations in education and literacy between gender, household wealth and location; and to better identify girls out of school through the global initiative launched by the UIS and UNICEF;

- Development of new regional indicators that examine classroom conditions facing girls in sub-Saharan Africa (e.g. access to separate bathrooms, availability of female teachers, etc.); and other new regional indicators that identify women's participation in adult education and literacy programmes in Latin America and the Caribbean;

- The UIS developed a data tool/game entitled Mind the Gap – Gender & Education, which is designed to reach broader audiences, especially students and teachers. Users create their own personas as they explore the different education trajectories of girls and boys in about 200 countries raising awareness about gender gaps.

- UIS provided data on girls' education for the production of the film *Girl Rising* and organized several screenings in its premises in Montreal for students, researchers, NGOs and the general public. These events facilitated networking amongst local organizations, focused on gender equality and women's rights, such as the Status of Women, Oxfam Canada and CARE.

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

II. Resources

108. While implementing a series of austerity measures, the Institute was also forced to suspend certain activities, such as its media survey and Observatory of Learning Outcomes, in order to preserve resources for core services. The expenditure rate reached 94% in 2012 and 97% in 2013, with expenditures for the UIS regular and extrabudgetary programmes amounting to nearly $12.1 million and $11.2 million respectively.

III. Conclusion

109. The main challenge for UIS efforts in this area arises from the limitations of national statistical offices. Many countries, especially with limited resources, do not provide the sex-disaggregated data required to calculate cross-nationally comparable indicators. The UIS works closely with national statisticians and partners (including regional and international organizations) to improve the availability and quality of these data. However, it is important to recognize the substantial increase in resources required to introduce new data collections and standards at the national and international levels.
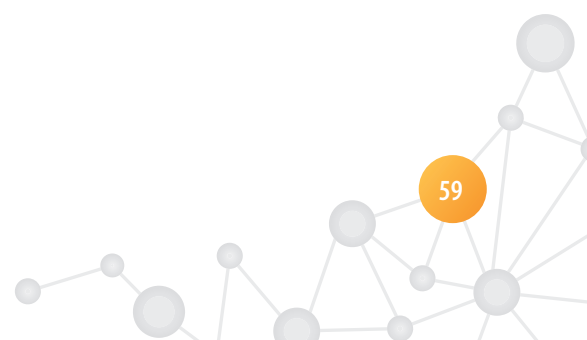
Intersectoral Platforms

Overall strategic assessment

110. The six intersectoral platforms implemented during the 2012-2013 biennium were conceived as a modality to enhance the quality, coherence and relevance of UNESCO's programme design and delivery. They provided a gateway for delivering as "One UNESCO" at the global, regional and country levels, working across sectors through jointly agreed strategies and towards commonly defined objectives, and platform-specific results. This collaboration allowed for more focused activities addressing clear needs identified in the field, in line with national or regional priorities. It also offered new impetus for designing and testing innovative approaches, working methods and tools to address today's complex challenges, and enhanced collaboration among Sectors at Headquarters and field offices to collaboratively design and implement projects and activities.

111. The projects developed by the six intersectoral platforms (IPs) and selected for funding were evaluated based on the guidelines and criteria developed by BSP, which included their contribution to the two global priorities – Africa and Gender Equality. The final list of 55 intersectoral projects for a total of $5.86 million was approved by the Director-General, with the bulk of the resources going to regional and country-level activities. This included $2.9 million from the regular programme and approximately $2.8 million from the Emergency Fund. This provided seed funding for IP projects, and helped raising additional extrabudgetary resources. Total expenditure of extra budgetary funds exceeded $5 million at 31 December 2013.

112. While the difficult financial context faced by the Organization during this biennium considerably reduced the scope of planned activities originally foreseen in document 36 C/5, the Intersectoral Platform (IP) mechanism offered a unique framework to pull together resources available to meet the objectives of document 36 C/5, while enhancing delivery and impact. The IPs also developed new partnerships and mobilized extrabudgetary resources, including with private sector partners. For example, the PCPD platform raised $1 million from Samsung in Viet Nam, while the Culture of Peace Platform raised $2.9 million from Saudi Arabia through the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" for the first phase of projects implemented this biennium. Cooperation among IPs was also promoted, including through cost-sharing for the implementation of selected projects which contributed to achieving commonly identified results in an efficient and cost effective manner.

113. Cooperation was further reinforced with United Nations entities as well as with regional and national organizations. For example, the Climate Change Platform facilitated United Nations Inter-Agency cooperation on climate change, notably in the context of the United Nations Chief Executives Board (CEB) Climate Change Action Framework, and the SIDS Platform led an inter-agency partnership with UNICEF, UNFPA, ILO, Secretariat of the Pacific Community, Pacific Islands Forum Secretariat, and the Indian Ocean Commission, to ensure that SIDS Youth were an integral part of the preparatory process for the 2014 Third International Conference on SIDS. Some activities under the IPs were also implemented as "Delivery as One" activities at the country level. Bilateral cooperation was also strengthened with Member States.

114. The IPs raised the visibility of UNESCO's work in strategic areas, promoted information sharing through the development of relevant communication tools and media campaigns, and contributed to strengthening UNESCO's leadership role in the United Nations system on issues of strategic importance.

Intersectoral Platform for a culture of peace and non-violence

115. The Programme of Action for a Culture of Peace and Non-Violence, approved by the 36th session of the General Conference, provided the interdisciplinary structure for designing and testing innovative approaches and working methods that significantly improved the Organization's capacity to address its *raison d'être*: "building the defenses of peace in the minds of men" in a more tangible and holistic manner, through the Intersectoral Platform (IP) for a culture of peace and non-violence, led by BSP.

116. The 17 projects implemented by the IP enabled a global coverage, with strategic actions benefiting Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean and Europe. Member States were supported in developing national policies and resources for a better integration and promotion of the principles and values of peace and non-violence in formal and non-formal education, with priority given to Africa. Youth remained the main target through capacity-building for civic engagement, namely in the context of the Arab Spring (Egypt and Tunisia), for democratic participation in free and fair elections in Africa (Burundi, Liberia and Sierra Leone), and for fighting violence in schools in Latin America and the Caribbean. The role of the media and ICTs as levers for intercultural dialogue and reconciliation was enhanced (South Sudan and Uganda). Cultural diplomacy stimulated heritage and contemporary creativity, while instilling reconciliation and peace in South-East Europe.

117. Extrabudgetary resources and new partnerships were mobilized. For example, 10 extrabudgetary projects under the "Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue" were funded by Saudi Arabia for the first phase of implementation ($2.95 million), which mainstreamed dialogue and peace-based initiatives at global and regional levels. Cooperation was reinforced with traditional partners, such as the Alliance of Civilizations, as well as with new stakeholders in this field, such as the King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue.

118. UNESCO's leadership within the United Nations system was strengthened through interagency cooperation. Some projects were implemented as "Delivery as One" at country level, reinforcing the Organization's presence and effectiveness at regional and country levels. This included, among others, fighting against gender-based violence in Asia and the Pacific, where UNESCO led United Nations inter-agency action to develop relevant awareness raising tools and networks; bringing in UNESCO's "soft power" for "promoting a culture of peace in Nigeria through intercultural dialogue and education", with the support of the United Nations Counter-Terrorism Implementation Task Force (CTITF). The International Decade for the Rapprochement of Cultures (2013-2022) was proclaimed with UNESCO as lead. It offers a new path to chart a way forward for mutual understanding, dialogue and peace. The draft Action Plan, to be presented to the Executive Board at its 194th session, will inspire new commitments at national, regional and global levels.

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

119. The Climate Change Platform has fulfilled four main functions: promotion of intersectoral cooperation and information exchange, including between Headquarters and field offices; project planning, development, implementation, reporting and fund raising; United Nations inter-agency cooperation, including in support of the UNFCCC; and public outreach. The platform allocated funding to 10 projects, which contributed to one or several of the four expected results (ERs) established for the Platform, including the Global Priorities.

120. The Platform also leveraged extrabudgetary funding and partnerships. For example, $139,500 was leveraged through extrabudgetary funding from Denmark for the IP project on climate change education in SIDS.

121. Under ER 1, three platform activities enhanced the climate knowledge base through collaboration among IHP, IOC, MAB and MOST. One good example was the project on Climate Change Impacts in Major Mountainous Regions of the World: Multidisciplinary Network for Adaptation Strategies (Africa, Asia, Latin America, and Europe). The development of the Climate Change Resilience and Adaptation Forum (ER 2) led to the first regional Forum that was held in conjunction with a Global Framework for Climate Change Services workshop for the Caribbean, Trinidad and Tobago (May 2013). Under ER 3, several projects reinforced UNESCO's work on climate change education and public awareness through teacher and journalist training and development of training and guide materials with a focus on SIDS and Africa, as well as through the establishment of the subregional Centre for Training on Climate Change Leadership for the MERCOSUR region. For ER 4, valuable progress was made to establish an observatory on the sustainable use and applications of renewable energy sources in UNESCO sites (biosphere reserves and World Heritage sites) through the Renewable Energy Futures for UNESCO Sites (Renforus) project.

122. The Climate Change Platform has effectively promoted UNESCO's role within the United Nations system, notably in the context of the United Nations Chief Executives Board Climate Change Action Framework under which UNESCO had the function as co-convener for several cross-cutting areas established for United Nations inter-agency cooperation on climate change.

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

123. UNESCO's Intersectoral Platform (IP) on HIV and AIDS sought to make an intersectoral and multidisciplinary contribution to the global AIDS response, with a view to promoting universal access to comprehensive HIV programmes for prevention, treatment, care and support, which are gender responsive, in line with the global priority on gender equality. Support was also prioritized for the African region to improve HIV knowledge and health, in line with global priority Africa. The first activity sought to strengthen Member States' responses to HIV and AIDS among key populations through technical support, and specifically through the development of a training programme to strengthen work with adolescents and young people from key populations at risk of exposure to HIV (AYKP). The second activity sought to support the development and implementation of "Virtual Classrooms" – an ICT-delivered resource and learning space, combining web, social media and mobile telephony – that focus on improving HIV and sexuality education related knowledge, skills and values among young people.

124. The Intersectoral Platform activities have already led to impressive results at the country level and globally. The first IP activity has resulted in an enhanced understanding of the multisectoral nature of work with key populations, and paved the way for future joint initiatives with United Nations agencies and NGOs. In addition, through this activity, all UNESCO staff working on HIV in the four regions (covering over 70 countries worldwide) have acquired crucial skills for effective programming with key populations, as attested to by the quality of 2014-2015 work plans.

125. As a result of the second IP activity, in each country the investments in research, training and partnerships have led to the establishment of a concrete infrastructure that allowed UNESCO to exploit its unique capacities in communication, culture and education to use technology to promote social development, health and knowledge. This activity was implemented in four countries: China, Jamaica, the Russian Federation and Zimbabwe. In China, 198 million people are now empowered and able to make important decisions about their sexual and reproductive health by accessing multimedia information on sexual and reproductive health through the partnership with the Chinese search engine Baidu. Thousands of users' questions on HIV and sexual health are being answered and creative approaches have been used to encourage young people to participate in debates. In Zimbabwe, 10,000 university students are receiving information, data and motivational messages on sexual health and HIV thanks to the partnership developed with two NGOs to build interactive SMS capability for health programmes.

126. Extrabudgetary projects: a collaborative work planning process was also adopted for UNESCO's core 2012-2013 allocation of $12.4 million under the UNAIDS Unified Budget and Results Accountability Framework (UBRAF). This process has resulted in the development of regional and country-level programmes that draw on the expertise of multiple sectors to contribute to UNESCO's response.

127. UNESCO's different sectors and field offices worked together in cooperation and undertook all planned activities. Significant opportunities exist for scaling-up these activities in 2014-2017 and efforts are ongoing to identify potential funding sources to support this work.

Intersectoral Platform on UNESCO's support to countries in post-conflict and post-disaster (PCPD) situations

128. The Intersectoral Platform on UNESCO's support to countries in post-conflict and post-disaster situations – comprising all programme sectors, central services and concerned field offices – convened on a regular basis in order to address the immediate coordination of post-crisis responses, as well as to ensure strategic coherence in crisis preparedness, conflict prevention, disaster risk reduction and peace building. Over the 36 C/5 biennium, despite the financial difficulties, the PCPD Platform successfully coordinated meaningful assistance to a number of crisis-affected Member States through eight projects.

129. Key achievements include:

● Immediate crisis response following Typhoon Haiyan/Yolanda in the Philippines. UNESCO sent 12 expert missions to perform urgent needs assessments in the affected regions, and supported post-crisis coordination mechanisms including the OCHA Strategic Response Plan and the World Bank Damages and Loss Assessment. The Organization established a temporary desk in Manila, under the auspices of the Jakarta Regional Bureau for Sciences;

● Setting up, providing support to, and securing the sustainability through cost-sharing with the Government of Libya of the project office in Tripoli, Libya. The Office implemented projects in the fields of cultural heritage protection, educational planning and management, technical and vocational education, as well as press freedom;

- Providing support to UNESCO operations in the Yangon project office to better address Myanmar's transition toward democracy and development, including through UNESCO's core mandates in the fields of education, communication, disaster risk reduction, culture and heritage and peacebuilding;

- Supporting Somalia operations and strengthening PCPD coordination in East Africa, enabling effective contributions to relevant United Nations post-crisis coordination mechanisms, and joint needs assessments;

- Enabling the scaling up of UNESCO operations in Gaza, in response to the heightened violence in November 2012. Activities included rapid assessment of damage sustained by higher education institutions, elaboration of school-based contingency plans, psychosocial support activities, and offering an integrated community mobilization and capacity development package;

- Supporting the technical evaluation mission to Timbuktu in June 2013, to determine the extent of damage to the cultural heritage of Mali, and to refine the related plan of action;

- Improving social cohesion through education and access to information in conflict-affected areas of Khyber-Pakhtunkhwa (KPK) and bordering areas between Pakistan and Afghanistan;

- Training of Tunisian security forces on freedom of expression, freedom of press and security of journalists to promote democratic principles;

- Educating young girls for peace in Mano River Union Countries – Côte d'Ivoire, Liberia and Sierra Leone;

- Strengthening intersectoral capacity in Viet Nam for a comprehensive natural disaster preparedness and response – responding to climate change through community action plan;

- Providing support to UNESCO Office in Juba (South Sudan), to successfully participate in the Demobilization, Disarmament and Reintegration (DDR) process. Within the DDR process, UNESCO is addressing the needs of former combatants and providing them with technical and vocational education and training;

- Setting up and providing support to the project office in Tunis, Tunisia. This office implemented projects in the fields of freedom of expression, quality education, and cultural heritage protection. It played an important role in advocating in favour of freedom of expression and the right of access to information, articles which were enshrined in the constitution;

130. Extrabudgetary funding was raised for projects financed and coordinated by the PCPD Platform, including from private sector partners, such as Samsung which provided $1 million for a PCPD project in Viet Nam.

131. Whereas most PCPD Platform objectives and results were achieved, the financial situation impacted negatively on the results relating to staff training UNESCO on PCPD strategy and response. During the previous biennium, some 120 current UNESCO staff received a 3.5-day training course in PCPD. As a cost-savings measure, no new trainings could be organized during the 2012-2013 biennium. As a mitigating measure, UNESCO strengthened the PCPD online Intranet knowledge resource with 400 registered members and around 1,000 PCPD-related documents and material which are used to guide colleagues involved in post-crisis response.

132. The PCPD Intersectoral Platform contributed to achieving the two global priorities of the Organization. In terms of global priority Africa, the PCPD platform financed and oversaw the implementation of a number of projects benefiting African Member States, including Côte d'Ivoire, Kenya, Liberia, Namibia, Sierra Leone, Somalia, South Sudan and Uganda, in close cooperation with the Priority Africa Platform. All 40 projects submitted to the PCPD Platform were evaluated based on their contribution to the other global priority – Gender Equality.

Intersectoral platform on UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

133. The SIDS Platform advanced implementation of the Mauritius Strategy and engaged in inter-agency preparations for the upcoming International Year on SIDS and the Third International Conference on SIDS (Samoa, September 2014). The booklet "Islands of the Future – Building resilience in a changing world" (November 2013) highlights key activities that have been implemented for SIDS.

134. The Platform mobilized house-wide action for SIDS and implemented seven intersectoral projects. To build island resilience in the face of change (ER 1), a workshop on the use of satellite data to support national environmental and climate change decision-making in the Caribbean brought together nearly 40 participants from seven countries (Kingston, December 2013). In the run-up to the Year, UNESCO led the inter-agency initiative "My World, My SIDS" that ensured a place for island youth, their statements and recommendations, in regional and interregional preparatory processes for the Samoa Conference.

135. SIDS was also reinforced through the safeguarding of natural and cultural heritage (ER 2). An Inter-Ministerial and Experts Conference on Biosphere Reserves in the Caribbean (Saint Kitts and Nevis, March 2013) adopted an action plan with commitments to reinforce the biosphere reserve network in Caribbean SIDS. Following a meeting of traditional medicinal practitioners from Indian Ocean SIDS (Seychelles, February 2013), small-scale projects were initiated in Comoros, Madagascar and Mauritius, and a sub-regional network was set into place to reinforce SIDS-to-SIDS linkages, raise awareness and elaborate guidelines for traditional medicinal practice. This project put emphasis on social and economic inclusion of women, as did the project in Timor-Leste on natural and cultural heritage as a basis for poverty eradication and empowerment.

136. To reinforce educational, economic and livelihood opportunities in SIDS (ER 3), capacity-building on Open Educational Resources, Open Access to scientific information and Free and Open Source Software (FOSS) was successfully carried out in the Caribbean, with an analysis of prospects in 17 Caribbean countries for integrating FOSS, Open Source and Open Data into national information frameworks and strategies.

137. In response to demands for educational materials adapted to socio-cultural and linguistic contexts in Pacific SIDS, UNESCO developed with the Cook Islands Ministry of Education, a pedagogical resource that facilitates classroom use of UNESCO's "The Canoe Is the People" interactive resource on indigenous navigation; in cooperation with the Solomon Islands Government, a teacher manual with lesson plans in Marovo language based on indigenous knowledge of reef and rainforest environments; and with the Vanuatu Ministry of Education, educational materials concerning the "Chief Roi Mata's Domain" World Heritage site.

138. Partnership building and mobilization of extrabudgetary funding was pursued. For example, over $300,000 in extrabudgetary funds was also leveraged from the Government of Denmark for funds-in-trust projects in SIDS, including Sandwatch and climate change education, as well as Climate Frontlines.

139. The SIDS Intersectoral Platform contributed to achieving the two global priorities of the Organization. A number of platform projects brought benefits to African SIDS, and gender equality was promoted through the political and economic empowerment of young women participating in the SIDS youth consultation process, through a project in Indian Ocean SIDS which engaged female traditional medicinal practitioners, and by supporting policies and cooperation mechanisms on the adoption of OER, Open Access, FOSS and gender-sensitive and gender-inclusive ICT policies in SIDS.

Intersectoral Platform on Priority Africa and its implementation by UNESCO

140. The key achievement of the Platform is the establishment of a plan of action consisting of intersectoral special projects for priority Africa organized around four thematic issues: education for a culture of peace and non-violence in Africa; strengthening the links between education and culture for sustainable development; mobilization of science, technology and innovation (STI) for sustainable development and promoting the training, employment and social integration of young people. Within this framework, 10 projects were implemented under the priority Africa intersectoral platform. The promotion of gender equality was a key element of all the projects implemented by the platform.

141. The projects were elaborated intersectorally in association with field offices taking into consideration regional priorities, aligned to the African Union decisions, associating governments, regional economic commissions and organizations of regional integration, regional institutions and other partners in their implementation.

142. In the area of culture of peace and non-violence in Africa, assistance was provided to Member States in providing a mapping of existing resources on education for peace and conflict prevention in 45 countries in sub-Saharan Africa and guidelines for integration in educational systems. Capacity of the Intergovernmental Commission of Lake Chad Basin (CBLT) was also reinforced on cross-border conflict prevention, in relation to sustainable management of natural resources in the region. In addressing employment and social integration of young people in Africa, training was provided to build the skills of young women and men on social entrepreneurship and the promotion of a culture of peace. In relation to this, the capacity of UNESCO category 2 centres implementing the training, namely, the International Centre for Girls and Women's Education in Africa (CIEFFA), in Burkina Faso and the Guidance, Counseling and Youth Development Centre for Africa (GCYDCA) in Malawi was reinforced.

143. Concerning the promotion of the links between education and culture addressing youth employment, a high-level ministerial meeting was organized in November 2013 in Praia (Cabo Verde). The outcome of the meeting was the Praia declaration which advocates for the formulation of country specific strategies on promoting youth employment in the creative sector to address the high unemployment rates in the continent. In the area of science, technology and innovation (STI), scientific tools/materials related to seasonal drought forecasting for water resources management were developed to address food security challenges and the well-being of women. Specialized engineering software on hydrology (HOPE) for water management and a resource guide for journalists on reporting on climate change were also developed. Training of specialists on drought monitoring was also done at AGRHYMET, Niger. Some e-learning tools targeting young people were also developed focusing on the knowledge of the role of women in African history.

Coordination and monitoring of action to Benefit Africa

I. Key achievements

144. Developing an Operational Strategy for Priority Africa, which was approved by the General Conference at its 37th session, has been one of the major achievements to increase and strengthen **the impact of UNESCO's programmes in Africa** through improved identification of Africa's priority development needs and joint implementation, and taking into account the recommendations contained in the evaluation of Priority Africa conducted in June 2012. The Strategy is enshrined in the short- and medium-term documents (37 C/5 and 37 C/4) and sets out a forward-looking vision for the continent, by paying attention to trends and to the germs of change that will influence its development in the decade ahead. It was formulated after consultations, as from 2011, of Member States and their representatives to the Organization, the African Union, the regional economic communities, civil society, specialized institutions, Africa's development partners and members of the UNESCO Secretariat, especially those in the field. The Strategy also includes six flagship programmes and an implementation action plan.

145. The "Intersectoral platform for Priority Africa and its implementation", led by ADG/AFR, has played a key role in enhancing **intersectoral coordination,** crucial to collective ownership in terms of the design, implementation and evaluation of programmes for Africa as a global priority. The platform allowed the reactivation and enhancement of existing coordination mechanisms, involving programme specialists at Headquarters and field offices, and allowed the development of special projects and programmes. In this respect, a special focus has been put on the area of Science, Technology and Innovation and Culture of Peace in Africa, targeting primarily youth, and a portfolio of 10 intersectoral projects has been implemented.

146. The Africa Department has in particular developed an advocacy and capacity-building action in these two areas, such as the organization of the Ministerial Conference on "**Science, Technology and Innovation** for the development in Africa" (Nairobi 2012) and the elaboration of a conceptual framework for the creation of a Global Alliance for STI (in cooperation with Natural Science sector). In the area of **Culture of Peace**, a special approach have been put in place, highlighting the role of sources and resources of Africa for peace and reconciliation, through (i) the elaboration and adoption of a Plan of Action for a Culture of Peace in Africa (Forums in Abidjan, 2012 and in Luanda, 2013), (ii) the development of public awareness national campaigns (Angola) and (iii) the creation of continental civil society networks (Network of Foundation and Research Institutions for the promotion of a culture of Peace in Africa – Addis Ababa, 2013 and ongoing proposals for the establishment of similar networks in the areas of woman and youth). The Africa Union Commission, Governments (Angola, Côte d'Ivoire and Liberia) and civil society organizations, including private sector, have been fully involved in this approach. The cooperation activities with African Union Commission were nurtured and strengthened in close collaboration with Addis Ababa Office.

147. As to **cooperation with Member States, networks of civil society organizations and partnership with the private sector**, many results have been achieved. At the policy level, they have taken the form of goodwill, the expression of support for UNESCO, through the Director-General, by the current Chairperson of the African Union, positive replies by African States (Congo, Cameroon, Gabon, Namibia and Chad) to the call for voluntary contributions to the multi-donor emergency fund and the hosting of meetings by States (contributions in kind) such as Kenya and Angola. Joint advocacy has resulted in financial contributions (Angola, Burkina Faso and Brazil) and activities to promote the *General History of Africa*

and other flagship projects such as the role of women in development. Cooperation with Member States has been strengthened through the conduct of joint activities such as those for the celebration of anniversaries approved by the General Conference (50th anniversary of the establishment of the Pan-African Women's Organization (PAWO 2012), the 350th anniversary of the death of Queen Njinga Mbande and the 100th anniversary of the birth of Aimé Césaire) and the yearly organization, in partnership with the Africa Group, of Africa Week (2013 Ki-Zerbo Conference). In regard to wider cooperation with African civil society organizations, priority NGOs established official relations with the Organization or signed partnership agreements (Observatory of Cultural Policies in Africa (OCPA), International Centre for Research and Documentation on African Traditions and Languages (CERDOTOLA) and Femmes Africa Solidarité (FAS)). Partnerships with NGOs and the private sector have helped funding activities in Headquarters and the field (e.g. CEPS and Air France, Azalaï Group and ASKY – Forum on the Culture of Peace in West Africa – Abidjan 2012/Assistance to the Integration of Demobilized Child Soldiers (AIED) – International Day of Peace 2012).

148. Cooperation with UNESCO category 2 institutes and centres has been strengthened in the area of youth and women (CIEFFA-Burkina Faso and the GCYDCA-Malawi) and in the area of water management and climate change (Institutes for Water and environmental engineering in Burkina Faso and Serbia).

149. **Visibility of UNESCO's action in Africa has been strengthened** through the impact of the above mentioned activities and other major events organized in cooperation with Permanent Delegations and visible on the Africa website and in the media. In addition, the Priority Africa operational strategy will be supported by a communication strategy to promote key aspects of UNESCO-led actions in Africa, initiated in December 2013 in collaboration with field offices in the region.

II. Challenges and lessons for the future

150. In order to have a longer-lasting impact on the duration of lines of action initiated in the 2012-2013 biennium (science, technology and innovation (STI), culture of peace and youth) and to support the implementation of flagship programmes under the Priority Africa operational strategy, the mobilization of extrabudgetary funds and partnerships must be one of the Africa Department's main priorities in the next two biennia.

Coordination and monitoring of action to benefit Gender Equality

I.   Key achievements

151.   During the 2012-2013 biennium, UNESCO continued to implement its Priority Gender Equality (GE) through policy advice and dialogue, high-level advocacy, capacity development, coordination and networking, building new or reinforcing existing partnerships, as well through the implementation of gender-specific and gender-mainstreamed initiatives.

152.   One of the key activities of the Organization during this reporting period has been the drafting of the Priority Gender Equality Action Plan for 2014-2021 (GEAP II). Developed through wide-ranging consultations with UNESCO staff, Member States and the network of United Nations agencies, the Action Plan was adopted by the General Conference at its 37th session as a companion document (37 C/4 Add.2) to the new Medium-Term Strategy 2014-2021 (37 C/4) and the Programme and Budget 2014-2017 (37 C/5). GEAP II builds on the lessons learnt from GEAP I (2008-2013) and reflects the recommendations of the IOS Review and the ILO Participatory Audit. It operationalizes the strategic priorities and objectives and ensures a comprehensive and coherent approach to the promotion of gender equality within UNESCO and with Member States. GEAP II is closely aligned with C/4 and C/5 documents and contains clear and realistic targets and plans for implementation, as well as structures and levels of responsibility for achieving the expected results.

153.   The third "Report by the Director-General on UNESCO Actions Promoting Women's Empowerment and Gender Equality" (37 C/INF.18) was prepared through another organization-wide effort and submitted to the General Conference at its 37th session. This report (i) describes specific initiatives and results achieved; (ii) highlights capacity-building and advocacy initiatives; (iii) identifies key challenges and lessons learned; and (iv) provides recommendations for the way forward.

154.   The multi-faceted UNESCO actions in support of women's empowerment and gender equality at the country level continue to produce positive results [Reports on the results achieved appear in the strategic assessment of each Major Programme]. During this biennium, ODG/GE developed a framework for monitoring, systematic and purposive recording and building a knowledge base on gender equality-related actions and initiatives at the field level. This framework: (i) provides a tool for comprehensive assessment and recording of UNESCO's gender-specific and, at a later stage, gender-mainstreamed projects/initiatives; (ii) serves as a platform for purposive collection of monitoring findings; (iii) fosters exchange on Priority GE among staff; (iv) generates policy recommendations in the area of gender equality; (v) develops a culture of results orientation for gender mainstreaming; (vi) strengthens and broadens monitoring capacities; (vii) develops a collection of visual recording of testimonials from beneficiaries of UNESCO's gender equality initiatives in the field.

155.   Also during this biennium, UNESCO developed and introduced in SISTER a management tool for resource tracking – the Gender Equality Marker (GEM). This tool is a mandatory requirement for all United Nations agencies under the United Nations System-Wide Action Plan (UN-SWAP) and is based on a coding system intended to measure the extent to which activities contribute to the promotion of gender equality. GEM is based on a four-point scale containing indicators for the degree of the contribution of the activities as uploaded in SISTER – starting with 0 (does not contribute to gender equality), through 1 (gender-sensitive) and 2 (gender-responsive) to 3 (gender-transformative).

156. In line with a recommendation of the IOS Review, UNESCO conducted a capacity-mapping exercise of UNESCO staff. An online survey collected data based on self-assessment by staff regarding their knowledge and experience in gender equality-related work. The results of the exercise are used to: (i) identify and locate the existing capacities in major programmes, central services, field offices, and category 1 institutes (completed); (ii) prepare a two-year capacity development and knowledge management plan for Priority GE (completed); and (iii) renew the term of gender focal points (GFPs) in line with the existing capacities (in progress). Revised terms of reference (TORs) for GFPs were developed to reinforce their role and responsibilities in upholding the renewed commitment of the Organization towards Priority Gender Equality.

157. Externally, UNESCO continued to engage proactively and effectively with the United Nations system, and in particular with UN Women. UNESCO participated in the UN Women-led process of developing a United Nations system-wide basic on-line training course on GE for all United Nations staff. This course, as well as a special handbook for Gender Focal Points in the United Nations system, is based on UNESCO's pioneering work in these areas. UNESCO also led – with funding from UN Women – the development of an online interactive eLearning module on "gender equality and education" for the United Nations system-wide basic e-course on GE.

158. During the biennium, UNESCO presented its first report against the UN-SWAP for implementation of the CEB Policy on Gender Equality and the Empowerment of Women (CEB/2006/2). Overall, against UN-SWAP's 15 performance indicators, UNESCO exceeds requirements for four, meets requirements for one, and approaches requirements in another 10 performance indicators. A comparative analysis of UNESCO's performance by UN Women highlights the following: (i) UNESCO's ongoing work on integrating a gender equality marker in SISTER software is considered a most significant step forward in resource tracking; (ii) UNESCO is commended for its mandatory training on gender equality.

II.   Challenges and lessons for the future

159. The main challenge in the implementation of UNESCO's Priority Gender Equality during the 2012-2013 biennium was the gap between the strong commitments to gender equality in strategic documents, on the one hand, and its optimal translation into effective action in the programme design, budgetary allocation, monitoring/reporting and evaluation, on the other hand. This gap affects the two prongs of UNESCO's approach to gender equality differently: gender-specific programming, which addresses gender inequalities in specific areas by focusing on girls/women or boys/men and on transforming norms of masculinity and femininity, is more easily understood and more often used. At the same time, although gender mainstreaming has been reiterated as the most promising strategy for promoting gender equality in the United Nations system, its use requires further capacity development and enhanced accountability structures, including mechanisms to track budget allocation.

160. The implementation of Priority GE also suffered from limited resources and capacities – human and financial – exacerbated by the financial situation of the last biennium (80% reduction in ODG/GE regular budget). This budgetary shortfall has been mitigated by relying on the expertise of the ODG/GE team and on the GFP network. Limited funds were also provided from the Emergency Fund and external funding was obtained from the private sector and from dedicated funds-in-trust for initiatives at the country level. Finally, a series of new partnerships for innovative projects have been concluded and systematic and concerted efforts are made to ensure that resources – both regular and extrabudgetary – in major programmes and in other programmes are focused on achieving maximum impact, as well as developing sustainable structures and capacities for advancing gender equality.

161. Identification of specific results, indicators and benchmarks by major programmes in GEAP II and harmonized in document 37 C/5, strengthened accountability and responsibility frameworks under GEAP II, introduction of the Gender Equality Marker in SISTER and the revised Capacity Development Plan for GE, represent the key elements of the set of measures adopted to address these challenges in the implementation of Priority Gender Equality in the new medium-term period.

Strategic planning, programme monitoring and budget preparation

162. During the 2012-2013 biennium, the Bureau of Strategic Planning (BSP) has deployed its resources in an effective and efficient manner to implement the plan of action as mandated by the General Conference (36 C/Resolution 09300) and achieve its objectives as set therein. In order to cope with the challenges of the financial constraints of the Organization, BSP has mobilized its staff and adapted its working methods so as to put more emphasis on activities in support of strategic planning and focusing of activities, results-oriented programme delivery in priority areas, funds mobilization and work towards ensuring UNESCO's lead role in the United Nations system in areas such as education, culture and water.

163. The role of BSP in handling the financial situation of UNESCO in the 2012-2013 biennium was recognized by the external auditor in its "Audit of UNESCO's budgetary and financial crisis management" (document 191 EX/28 Part II, para. 24: "Given the level of expenditure inertia in the Organization, the containment of nearly half of the financial shortfall is proof of genuine commitment on the part of UNESCO's senior officials – in BFM and the Bureau of Strategic Planning (BSP) in particular – and of the great efforts made to tackle the crisis immediately and effectively.").

164. With its own budget reduced by 14%, BSP worked in close collaboration with all the Organization's units, in Headquarters, the field and the institutes, and provided programme support and strategic guidance on programme-related issues all throughout the biennium. All seven expected results under BSP have been achieved, albeit with a reduced scope in some, such as for the expected result on staff training on RBM (ER7).
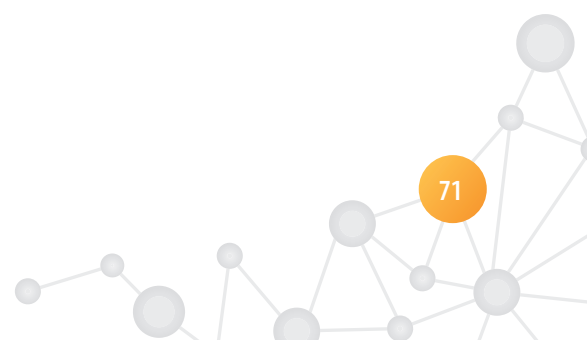
Highlights of key achievements in the following areas:

Programme implementation

165. Throughout the whole biennium, BSP continued to monitor closely the revision of the work plans in SISTER, and their implementation, working with all UNESCO units to ensure that the following principles were applied: sharpen programme focus on areas of recognized comparative advantage and on lead roles in the multilateral field; enhance strategic prioritization and effectiveness in programme delivery to meet expected results; respond fully to the Global Priorities, Africa and Gender Equality and to the needs of priority groups; give priority to field delivery and meet statutory requirements; mobilize additional funds while ensuring complementarity and alignment of extrabudgetary resources to regular programme priorities; and ensure full alignment with the RBM principles.

166. In addition to chairing and leading the intersectoral platform on "Promotion of a culture of peace and non-violence", BSP provided coordination, guidance, and backstopping to the other five intersectoral platforms, and ensured, in cooperation with the lead platform managers, the competitive selection and results-oriented and timely implementation of 55 intersectoral platforms projects, which were allocated a total amount of $2.8 million from the regular programme, and almost $3 million from the Emergency Fund. (See report in 194 EX/4 Part I (A)).

167. As per the recommendations of the Internal Oversight Service's joint audit and evaluation of the management framework for category 2 institutes and centres, and following on related Executive Board decisions, progress has been achieved in implementing the integrated comprehensive strategy for category 2 institutes and centres under the auspices of UNESCO by leading an intersectoral group on the subject: Status renewal procedures have been strengthened; their operations are better aligned with sectoral strategies; the monitoring and reporting requirements of the network have been revised; and measures to reduce costs to UNESCO of maintaining this network have been put in place (See 192 EX/15 Part I). As a result, proposals were developed for amendments to the strategy which were approved by the General Conference at its 37th session (37 C/Resolution 93).

168. **Mobilization of extrabudgetary resources** has played a critical role in strengthening the impact and reach of UNESCO's programmes. The financing gap which resulted from the reduction in UNESCO's biennial regular programme budget due to non-payment of assessed contributions had put more pressure on the Organization and BSP in particular to expand UNESCO's donor base and seek additional funding from extrabudgetary resources: For the 2012-2013 biennium, a total of $553 million have been mobilized in reinforcement to the regular programme, registering an increase by 6.3% over the previous biennium ($518 million) and that despite the current financial crises that hit all categories of donors. Sixty-four percent of the funds mobilized were to support projects implemented in the field.

169. New funds-in-trust agreements have been signed with Member States such as Angola, Azerbaijan, Brazil, Cameroon, China, Indonesia, Iraq, Kuwait, Malaysia, Mozambique, Pakistan, Republic of Korea and Thailand, among them self-benefiting contributions. At the same time, UNESCO's traditional donors such as Belgium (Flanders), Finland, Japan, Italy, the Netherlands, Norway, Spain, Sweden and Switzerland continued to be major supporters of UNESCO's action. Voluntary contributions from France, Sweden, Switzerland and the United Kingdom in particular increased significantly over the period. The creation of the Emergency Fund has also helped to expand and diversify UNESCO's donors' base to include contributions and pledges from countries from the South, in addition to the UNESCO's traditional donors: Algeria, Andorra, Belize, Cameroon, Chad, Congo, Gabon, Iceland, Indonesia, Iraq, Kazakhstan, Luxembourg, Monaco, Mauritius, Namibia, Oman, Qatar (Office of Her Highness Sheikha Mozah), Saudi Arabia, San Marino, Timor-Leste and Turkey, many of which are new or "first time" donors to UNESCO.

170. The MoU between the European Union and UNESCO, signed in October 2012, is bearing its fruits. New projects and ongoing negotiations will increase the EU's contributions to €30 million. UNESCO's cooperation with multilateral development banks was expanded and includes support from the World Bank in the framework of the Bank's Global Partnership for Education (GPE)[4] initiative. In the 2012-2013 biennium, the Board of Directors of GPE allocated funding of $29 million for different education projects to be managed by UNESCO, including its category 1 institutes.

171. A total of $55.7 million was mobilized from the **private sector** (companies and foundations). This is the outcome of further diversification of the partner base with private sector donors from China and Brazil, as well as from the Arab States region, notably from Qatar and the United Arab Emirates. Some of the major partners include Dalian Wanda Group, Phoenix TV, Nanjing Municipality, Shenzhen Huaqiang Holding in support of UNESCO's priority programmes in culture and sustainable tourism; GEMS Education and Education Above All Foundation in support of teachers and quality education; Social Service Industry (SESI) in the area of social sciences.

172. The **Foresight** section in the Bureau of Strategic Planning worked closely with a wide range of partners, organized a series of events and projects designed to demonstrate how improve the perspective of the future can be used for decision-making and strategic thinking. The outcomes of the cutting-edge series of **Future Forums** that included policy and strategic discussions among policy-makers and stakeholders yielded contributions to the Rio+20 process, Priority Africa, WSIS+10 and the formulation of the C/4 and C/5 documents. Moreover, foresight initiatives, from Future Forums/Lectures and Seminars to on-the-ground learning-by-doing workshops (Futures Literacy UNESCO Knowledge Laboratories), significantly enhanced the capacity both inside and outside UNESCO to use the future more effectively across a range of important themes and foresight methodologies. UNESCO has provided clear leadership in its role as a laboratory of ideas by deploying advanced anticipatory systems approaches to issues of importance to all UNESCO sectors and key communities. The first UNESCO Chair in Anticipatory Systems was established in the University of Trento (Italy) in 2013, and others are in the pipeline.

173. In sum, support to programme execution, periodic work plan reviews along with the regular monitoring of programme implementation and reporting to the Executive Board, and support to mobilization of additional funding from extrabudgetary sources in alignment and synergies with regular programme resources, have helped ensuring coherence of the overall programming and budgeting process, controlling costs and maintaining an acceptable pace of programme delivery at a time of extreme financial difficulties, and leading to the attainment of the Organization's Approved 36 C/5 results in a satisfactory manner (cf. 194 EX/4). Member States have closely monitored and noted progress made towards the methodology and reporting on the achievement of results and expressed their appreciation of the Director-General's efforts and measures taken to ensure programme delivery despite significant budgetary cuts (cf. 192 EX/Decision 4).

Preparation of Draft Medium-Term Strategy for 2014-2019 (37 C/4) and the Draft Programme and Budget for 2014-2015 (37 C/5)

174. In accordance with the General Conference 36 C/Resolution 1 and 36 C/Resolution 112, BSP launched the preparation of the preliminary proposals concerning 37 C/4 and 37 C/5 as of January 2012. The process, which encompassed various levels of consultations with UNESCO Member States, including National Commissions and delegations, IGOs and NGOs has led to the timely preparation of the draft documents 37 C/4 and 37 C/5. BSP ensured also that the complementary strategic documents prepared for the two global priorities, Africa and Gender Equality, were in line with Member States' guidance and decisions. All 4 documents were adopted by the General Conference at its 37th session.

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4   The GPE is a partnership of 60 developing countries, donor governments, international organizations, the private sector, teachers, and civil society/NGO groups focused on accelerating progress toward the EFA goals by 2015.

175. In addition, and at the request of the Executive Board, BSP had prepared an "*Income and expenditure plan as well as the restructuring plan based on the expected cashflow of $507 million for 2014-2015*" (37 C/5 Addendum 2 Rev.), which was endorsed by the General Conference at its 37th session, along with documents 37 C/4 and the 37 C/5.

Strategic positioning of the Organization through inter-agency collaboration and partnership

176. United Nations reform and system-wide coherence efforts: In a period where the United Nations development system is scaling up the achievements made in the recent years through efforts of system-wide coherence, notably "Delivering as One", UNESCO has continued to be an active participant in the United Nations system coordination mechanisms at global/inter-agency level, including in the Chief Executives Board (CEB) and its three subsidiary bodies – HLCP, HLCM as well as UNDG and its own subsidiary bodies – also responding to the Independent External Evaluation's (IEE) strategic provision on further strengthening collaboration with the United Nations system.

177. UNESCO has been contributing to the major United Nations system activities of last biennium geared at United Nations reform and greater system-wide harmonization at country and regional levels, including through the work of United Nations Country Teams and Regional UNDG Teams (See report in 194 EX/4 Part I (B) and 194 EX/4 Add.). *Inter alia*, UNESCO has chaired a UNDG inter-agency review and task team which elaborated an inter-agency agreement on the future funding of the Resident Coordinator system. The task team's work resulted in the adoption of a first-of its-kind landmark cost-sharing agreement that is now being implemented with the aim of ensuring fair and predictable funding of the Resident Coordinator system as a key pillar of United Nations joint action at regional and country levels.

178. After the United Nations "Delivering as One" initiative had been piloted in 2007, its good practices are now consolidated and taken forward system-wide through "Standard Operating Procedures" for Delivering as One. This responds to the 2012 QCPR, which acknowledged the achievements made through Delivering as One, notably through common programmes and pooled funding mechanisms. As member of a UNDG High-Level Group designated to formulate "standard operational procedures" for countries opting to implement Delivering as One, UNESCO has been involved in developing these tools, and has been co-leading the work in the area of harmonized business operations.

179. In the context of the increasing collective effort of the United Nations system to strengthen its operational transparency, including in response to the International Aid Transparency Initiative (IATI), UNESCO contributes to an inter-agency working group and system-wide reflection on transparency, which aims at enabling increased access by stakeholders to quality information of United Nations system organization.

180. At the regional and country levels, BSP continued to support UNESCO's involvement in Regional UNDG Teams and United Nations Country Teams (UNCTs), including through the provision of dedicated support funds from the 1% share, under its management, of the overall 2% allocation of programme resources of major programmes to support UNESCO's participation in common country programming. Moreover, BSP continued providing guidance and support to field offices in the preparation of the UNESCO Country Programming Documents, in view of achieving the roadmap target 5.

181. By launching the review and updating its partnership agreements with many of its United Nations partners, BSP contributed to strengthening the impact, effectiveness and efficiency of a United Nations system that works and delivers "as One". Four new MoUs have been signed during the biennium: UN-Women, ITU, WMO and UNWTO. A number of other MoUs are currently under negotiation, including with UNV, UNDP, UNEP, ILO, WFP, UNIDO, DPKO and UNFPA.

182. BSP coordinated the preparatory process for the Organization's participation in the **Rio+20** Conference, steered intersectoral cooperation and helped elaborate UNESCO's main message and key publication for Rio+20, "*From Green Economies to Green Societies: UNESCO's Commitment to Sustainable Development"*. The Rio+20 Outcome Document endorsed many of UNESCO's proposals for the global commitment to sustainable development. UNESCO was entrusted by the Secretary-General to host the Secretariat of his Scientific Advisory Board (SAB) to advise him and Executive Heads of United Nations agencies on science for sustainability related issues. BSP, together with SC, IOC and SHS, facilitated the process of establishing the SAB, including by ensuring inter-agency collaboration, liaising with the United Nations Secretariat and preparing the organization of the inaugural meeting of the SAB. BSP has tracked all political follow-up processes to Rio+20 such as on the *High-Level Political Forum* on Sustainable Development and ensured UNESCO's contribution to several reports by the Secretary-General, among which the United Nations *Global Sustainable Development Report*.

183. **Preparation of post-2015 development agenda**: UNESCO's internal Steering Committee on post-2015, chaired by BSP and composed of representatives from all the Organization's units (Headquarters, field offices and category 1 institutes), has helped forge consensus on the strategic contribution expected of UNESCO, and the importance of education, the sciences, culture, and communication and information as critical and strategic drivers for a comprehensive development agenda.

184. Throughout the 2012-2013 biennium, BSP helped ensuring UNESCO's active involvement in and contribution to all important mechanisms and groups engaged in the post-2015 development preparation processes at the global/inter-agency and the intergovernmental levels. The inter-agency fora included the United Nations System Task Team (UNTT) on the Post-2015 United Nations Development Agenda; the UNDG MDG Task Force; UNDG Task Force on Culture and Development as well as the Inter-agency and Expert Group on MDG Indicators (IAEG). BSP has successfully coordinated UNESCO's contribution to: the UNTT Report, "Realizing the Future We Want for All", which was issued in June 2012, and has been since serving as the reference for all system-wide consultations and debates on the post-2015 development agenda (See also 191 EX/6). At the intergovernmental level, BSP contributed to a number of issues briefs through the Technical Task Team (TST) of the Open Working Group on SDGs (OWG), among which the TST Issues Brief on "Science, technology and innovation, knowledge-sharing and capacity-building"; as well as concept notes for high-level events and thematic debates on post-2015. Cooperation between BSP and CLT helped set the course for a post-2015 consultation on culture and development.

185. More recently, during the 37th session of the General Conference, BSP organized the Leaders' Forum on the theme "UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information", and prepared the substantive concept note. The Leaders' Forum provided a platform for Member States' representatives to express their countries' priorities and share their views and vision for the emerging post-2015 development agenda as well as for UNESCO's role (cf. 37 C/INF. 5).

Field office implementation of decentralized programmes

Over the reporting period, the Bureau for field coordination (BFC) achieved results in the following areas:

(i)   Decentralization reform

186.   The Bureau of Field Coordination continued to coordinate the strategy for UNESCO's field presence, ensuring that field offices have the best possible interface with Headquarters sectors and programme-related and corporate services, particularly in the areas of planning and programme delivery.

187.   The General Conference at the 36th session approved the revised implementation plan proposed by the Director-General aimed at optimization of the financial resources and endorsed her proposal to concentrate the implementation of the first phase of the field network reform on Africa. As announced by the Director-General in her DG/Note/14/2 of 3 January 2014, the implementation of phase 1 of the reform that focused on Africa has been completed by the end of 2013 and the new UNESCO field network in Africa is now largely in place.

188.   Five multisectoral regional offices were established in Abuja, Dakar, Harare, Nairobi and Yaoundé. During the process of field offices' transformation cluster functions of offices in Accra, Bamako, Dar-es-Salaam, Libreville and Windhoek were abolished and these offices serve now as national offices. Two new national offices were established in Juba (South Sudan) and Abidjan (Côte d'Ivoire).

189.   Expanded delegation of authority to field offices, revised reporting lines and clarified interaction between Headquarters and field offices have been introduced as per DG/Note/14/3 of 3 January 2014.

190.   In order to ensure best possible cost/benefit and efficiency ratio for the individual field offices, host country agreements have been analysed and when appropriate renegotiated.

(ii)   Backstopping field offices

191.   BFC acted as the main interface in communication with and between Headquarters and field offices. While the monitoring of the operational budgets of field offices has been passed on to BFM as part of the overall reform of the financial services, BFC has in close cooperation with BFM contributed to improving the management and administration of these funds. Together with ERI and MSS/BKI, BFC has also worked for enhanced information platforms and communication structures, which allowed for better contact and a higher visibility of UNESCO's activities in the field. On many occasions BFC has been instrumental in securing the right level of contact between Headquarters and the field office in order to ensure sufficient backstopping.

192.   Being in charge of the performance assessment of all Directors and Heads of field offices, BFC maintained close contact with these colleagues and led the recruitment process of new Directors and Heads.

(iii)   Improving safety and security of personnel and premises

193.   BFC ensured in a sustainable manner that UNESCO field offices reached acceptable levels of security and safety standards. In the framework of the United Nations Security Management System safety and security of UNESCO personnel and assets was ensured through application of recommendations/policies and practices established by UNDSS, and by maintaining the required level of security protection commensurate with the security conditions in the duty stations and compliant with prevailing risk mitigation actions. Effective and pro-active support and backstopping was provided to field offices and field staff in crisis situations. One of the major achievements was an effective advocacy for maintaining sufficient level of funding to preserve a sustainable level of security environment and respond effectively

to security emergencies. As a result, all field security requirements of the field offices were met from allocated financial resources following continuous monitoring and assessment of actual needs.

(iv)   Coordinating response to post-crisis situations

194.   BFC continued to coordinate UNESCO's response to the needs of crisis-affected countries and provided operational support to field offices in PCPD situations. UNESCO took part in 18 humanitarian appeals and a number of assessment frameworks, receiving funds from various multi-partner trust funds, including MDG-Achievement Fund, Peacebuilding Fund and CERF. Several project offices were set up and functioned on the principle of full cost recovery, making fundraising their central role. BFC, together with BSP/CFS has contributed to these successes by facilitating headquarters procedures related to fundraising, project implementation, and donor relations.

195.   UNESCO field offices participated via humanitarian project submissions in 18 OCHA Humanitarian Appeals: for South Sudan, Syria, the Syria Regional Refugee Response, Palestine, Kenya, Cuba, Central African Republic, Pakistan and Somalia. These projects are addressing UNESCO's fields of competence in education, water and sanitation, and early recovery and livelihoods, notably in the fields of TVET, psychosocial support, cultural heritage (Syria) and education under attack.

Internal oversight

196.   The Internal Oversight Service (IOS) provides a consolidated oversight mechanism which covers internal audit, evaluation, investigation and other management support to strengthen the functioning of the Organization. It is charged with providing assurance that programmes and plans are delivered efficiently and effectively, that strategic management information is reliable and timely, and that continuous improvements are fostered in methods, procedures and accountabilities so as to enhance the quality and impact of UNESCO's operations. In regard to the expected results of IOS for 2012-13 (36 C/5), the following are the key achievements:

Risk management, control, compliance and value-for-money mechanisms strengthened

197.   The 30 internal audit engagements completed during the biennium have directly improved risk management, control and operational performance in UNESCO. Specific results of audit recommendations implemented during 2012-13 include: (i) better management of partnership risks and programme delivery for UNESCO Chairs and category 2 institutes and centres, (ii) improved financial control through re-configured access to critical treasury authorizations in IT systems, (iii) more systematic evaluation of extrabudgetary projects to enhance learning and demonstrate results, (iv) improved management control and budget transparency of staff cost savings, (v) more effective IT governance as well as better controlled IT acquisition and development, (vi) increased efficiency by combining the administrative functions (e.g., for meetings, conferences and cultural events at Headquarters), (vii) increased resources by strengthened compliance with standard rates for Project Support Costs and (viii) improved reporting of programme results (e.g., UNESCO's category 1 science institutes).

Strategic management of the Organization, policy and programme development, and programme delivery informed by evaluations and audits

198. Key evaluation activities have informed and contributed to the improvement of, *inter alia*, the following reform efforts, strategies and policies in UNESCO: (i) the implementation of UNESCO reform efforts (follow-up of the Independent External Evaluation); (ii) the new Operational Strategy for Priority Africa and the Gender Equality Action Plan II (evaluations of Priority Africa and Priority Gender Equality); (iii) processes of institutional and strategic reform in education category 1 institutes and Prizes (review of UNESCO's category 1 education institutes and evaluation of UNESCO Prizes); and (iv) improvements in working methods, operational processes and policy guidelines for Culture conventions and evaluation processes of extrabudgetary activities (Phase I evaluation of standard-setting work of the Culture Sector and diagnostic study of evaluations of UNESCO's extrabudgetary activities).

Accountability and adherence to rules and regulations in UNESCO strengthened

199. During the reporting period, enhanced compliance and accountability were achieved through systematic enquiry and resolution of allegations of fraud and misconduct. Investigations were completed for 93 allegations during the biennium resulting in 19 disciplinary actions including nine separations.

Challenges

200. The current resources of IOS and the current number of staff and the mix of skills and experience is the minimum that UNESCO requires to maintain an effective oversight service. In order to address these challenges, IOS has undertaken several initiatives, for example: (i) it raised extrabudgetary funds, (ii) engaged an increased number of associate experts and interns, (iii) developed online tools and guidelines, (iv) increased usage of cost-effective ICT modalities and (v) facilitated secondments from within and outside the house.

International Standards and Legal Affairs

201. During the 24 months of the 2012-2013 biennium, the Office of International Standards and Legal Affairs (LA) continued to focus on the protection of UNESCO's interests and on the coordination of the monitoring of the Organization's standard-setting instruments. LA effectively defended the Organization's interests (providing protection against any unauthorized use of its name and logo and all unjustified legal claims, recalling the privileges and immunities of the Organization, etc.) and continued to provide ongoing legal assistance to the sectors and field offices, in particular to verify and improve a broad range of draft agreements/contracts to be concluded by the Organization. Moreover, the Office provided legal support to the corporate services, in particular to the Bureau of Human Resources Management (HRM) in the drafting of Administrative Circulars and its opinions in matters of disputes with staff members. Furthermore, LA participated actively in the work of the intergovernmental bodies in charge of the implementation of conventions, namely the 1954, 1970, 1972, 2003 and 2005 Conventions, by providing many legal opinions to the convention secretariats. In regard to the coordination of standard-setting activities, the Office continued to ensure, in the context of the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), implementation of the monitoring procedures adopted in 2007 by the Executive Board (applicable to the 1960, 1970 and 1989 conventions and to

the 11 recommendations identified as priorities by the General Conference in 2007). The Office also continued to provide numerous legal opinions at the 189th, 190th, 191st, 192nd and 193rd sessions of the Executive Board and prepared several documents for the Board in the context of the work of its CR Committee. Moreover, the Office continued to give many legal opinions to the General Conference at the 37th session and compiled several documents relating to the proceedings of its CRE and LEG committees for its attention. In conclusion, LA dealt with many requests for legal opinions in a context of insufficient human resources, while maintaining the quality of its legal opinions and legal services at a satisfactory level.

External relations and public information

202. In the course of the last biennium, the Division of Member States and International Organizations has striven to strengthen the cooperation between the Organization, its Member States and international organizations.

203. UNESCO relations with the United Nations were reinforced during this biennium. In close cooperation with Programme Sectors and BSP, ERI contributed actively to the collective efforts to further enhance UNESCO's profile and involvement in the United Nations system. This included prominent roles of the Director-General in sectoral activities such as her designation as the Executive Secretary of the Global Education First Initiative (GEFI) Steering Committee and the lead of the new Secretary-General's Scientific Advisory Board (SAB). In addition, at the request of the United Nations Secretary-General, the Director-General co-chaired (with UNFPA Executive Director) the second phase of the CEB review on its role and functioning and led this exercise to its successful conclusion.

204. New Memoranda of Understanding were signed with ITU, UN Women, UNHCR, WMO and UNWTO outlining the main areas of cooperation between UNESCO and these organizations in order to avoid duplication. New agreements with several IGOs, including ASEAN, EC, ISESCO, CARICOM and the Ibero-American Youth Organization were also signed.

205. The open-ended tripartite working group was set up by the Executive Board and worked out an action plan for enhancing cooperation with **National Commissions** and was adopted by the General Conference at its 37th session. Numerous activities with and for National Commissions have been implemented over the last two years, including regional consultations on C/4 and C/5, seminars and workshops for officials of this network, conferences and meetings. Communication with this network was also much improved via monthly letters and the UNESCO website dedicated to Member States (www.unesco.int)

206. Further to the adoption by the General Conference of the Directives concerning UNESCO's partnership with **NGO**s, the measures and initiatives taken in the 2012-2013 biennium enabled to revitalize communication between the Secretariat, Member States and NGOs, to encourage a new mobilization of NGOs in their collective action, a new geographical representativeness of the UNESCO-NGO Liaison Committee and a reinforced participation in the 37 C/4 and 37 C/5 consultation process and finally to move forward towards a greater geographical diversification in the network of NGOs in official partnership, with a better representation of Africa, Asia and Latin America.

207. Throughout the concerned period the **Participation Programme** management and administration were significantly improved. This was confirmed in the External Auditor's report in April 2013. The communication between the Secretariat and Member States was substantially improved and the six subregional training seminars organized for more than 110 National Commissions with specific sessions on the PP rules and regulations and new developments were very much appreciated by the participants.

Moreover, a number of new modalities aimed at enhancing the whole PP process were proposed by the Secretariat and approved by the General Conference.

208. The Division of Public Information's strategy for 2012-13 had the objective of maximizing the visibility of UNESCO in mainstream media, social media, on the Internet and the production of special events. Through this work, both the general public and key stakeholder groups became familiar with the Organization's mission and mandate. DPI implemented the strategy through the design and delivery of integrated communication activities to promote and explain UNESCO's International Days, the work of the Secretariat and the vision of the Director-General. Integrated communication combined several communication channels to produce a higher level of visibility than could be achieved by using them separately.

Human resources management

209. During the period under consideration, the Bureau of Human Resources Management (HRM) pursued the priority actions outlined in the Action Plan of the HR Management Strategy for 2011-2016. While some of the priority activities listed in the Plan had to be paced in line with the financial resources available, the following actions were successfully completed, which mainly focused on streamlining and developing IT tools and reviewing and updating related HR policies and processes:

● A new E-recruitment system was introduced in July 2012, and despite limited recruitment for the period concerned, the system is already demonstrating its capacity to streamline the process, particularly by reducing the time taken to recruit a post;

● A new single online Consultant and Support Staff Roster was developed and introduced in January 2013 as part of UNESCO's recruitment tool;

● A single database to track individuals on various types of temporary assistance contracts was introduced in 2012;

● Web-based tools were purchased to support planning, mobility, career development, performance and learning, for implementation in 2013; the first two modules – competencies and learning – were launched in mid-September (MyTalent);

● HRM was realigned with a view to exploiting economies of scale principles and to align its structure to support the objectives of the HR Strategy;

● A new HRM website was launched in collaboration with DPI to meet the communication/transparency objective, as detailed in the HR Strategy;

● A fixed-term contractual tool, in line with ICSC's Contractual Framework guidelines to maintain the flexibility required in the implementation of extrabudgetary activities, was developed;

● A number of automated workflows for personnel transactions were developed and implemented;

- The issuance of HR policies/procedures including:
  - Geographical mobility review and dedicated website – Nov./Dec. 2009
  - Disability – Oct. 2010
  - Classification – Dec. 2010
  - Guidelines on secondments/loans funded by governments/institutes were issued – Oct. 2010
  - Volunteers – Dec. 2012
  - Individual consultants and other specialists – Feb. 2012
  - Redeployment – Jan. 2013
  - Updated geographical mobility policy – Oct. 2013
  - Revised standards of conduct for the international civil servant – Oct. 2013
  - Amendment to Mandatory Age of Separation for new staff coming on board as of 01/01/2014, as approved by the General Conference – Nov. 2013
  - Introduction of the short-term contract (Temp. Asst.) – Dec. 2013.

- A Voluntary Mutual Separation Programme was launched with an effective date of separation as at 31 January 2012. Forty-five staff left the Organization under this Programme.

- A second Voluntary Mutual Separation Programme was launched on 9 September 2013 within the context of the reductions in staff costs required by the Expenditure Plan. The date of separation was no later than 31 December 2013. Seventy-four staff accepted the agreed separation offer.

210. The following policies/processes have been developed and are ready for issuance and/or are in the final process of development and will be issued shortly:

- A revised Performance Assessment Policy in tandem with the development of the performance management tool foreseen to be launched in 2014 for the biennial performance cycle;

- Roll-out of the e-recruitment tool to the field offices;

- Re-design of the internships application tool and updated policy;

- Implementation of a new governance structure of the MBF, as decided by the General Conference at its 37th session (Nov. 2013).

211. HRM actively participates (DIR/HRM is Co-Chair of HR Network representing all specialized agencies) in all HR-related meetings, working groups, networks. HRM will continue to concentrate its efforts on the ICSC's ongoing review of the Compensation Package of the United Nations Common System, foreseen for completion by end 2015;

212. HRM was the lead on the HLCM harmonization of business practices' pilot project "*Harmonization of vacancy announcements at country level for general service and national officer posts*", approved by the CEB and funded by extrabudgetary funds. The project began in December 2012 and was successfully completed as of December 2013; the CEB has asked that the scope of the project be further expanded to include a pilot project with the UNDG – *Operating as One.*

Financial management

213. BFM is responsible for strengthening financial management by providing strategic advice on risk; monitoring performance and providing analytical reporting thereon; improving management and internal controls through the development and monitoring of policies; providing accounting services; and preparing IPSAS complaint financial statements for external audits and reporting to Member States thereon. Despite the increased workload relating to reporting, forecasting and financial austerity controls, BFM delivered on its core responsibilities in each area.

214. In the context of the 36 C/5 $188 M deficit following the suspension of United States funding on 31 October 2011, there were two areas of focus for 2012/2013:

- Improving financial reporting in order to better support financial management and programme delivery

- Ensuring that financial commitments remained within the cashflow available.

215. A SMT financial management dashboard was developed to provide a global view of resources and expenditure and to identify risks related to unbudgeted, and therefore unfunded, costs.

216. Based on Member States' request, the six monthly financial reports on performance achieved (EX4) was redeveloped to provide greater analytical content relating to key financial issues, an integrated view across funding sources and historical trends. Summary presentations circulated to Member States before meetings provided better support for discussions held by the Ad Hoc Preparatory Group and the Executive Board. BFM provided advice on austerity measures and implemented mechanisms for managing cashflow. This included coordinating the UNESCO-wide efficiency working group, which included staff associations, (November 2011-January 2012), and provided recommendations on how to reduce costs, and TASCO Phase 1 (January to September 2012) for longer-term solutions, as reported in the roadmap. Expenditure was reduced by $136 M from the 36 C/5 approved budget and the biennium closed without a cashflow deficit.

217. Availability, capacity development and retention of human resources are still a concern, particularly for field offices where there are significant gaps in staffing of Administrative Offices. Several internal and external audits of field offices have underlined the need to ensure a sound field financial management structure.

218. BFM has designed a long-term structure for field office AO units, putting in place team requirements based on the field network structure and on the size and complexity of offices. The matrix defines staffing levels required to ensure the appropriate level of support and to ensure the maintenance of internal controls.

219. BFM's core business of providing accounting and budget services are both high-volume and time-sensitive. The increased requests received from colleagues for guidance, support, reporting and analysis, combined with almost 18% of approved posts within the Headquarters team remaining vacant for all or part of the year have meant that a key challenge is to maintain service levels. A particular concern is the lack of resources for training in financial management and for investment in process simplification.

Management of support services

220. UNESCO's IT infrastructure and applications were ensured without major interruptions while minimizing reliance on external support. Newly developed strategies, policies, guidelines and best practices in records management, information security and ICT procurement have been implemented. Applications were updated and difficulties resolved through helpdesk and training sessions for staff to improve knowledge of current IT systems. Considerable time was invested in the UNESCO Knowledge Management and ICT project portfolio; benefits analysis available in 2014. UNESDOC has been enriched leading to an increase of visitors to the platform of 39.5% with approximately one million pdf documents being downloaded each month. Extrabudgetary funding was received for transparency, knowledge management to support the Africa field reform and for a pilot project on digitization.

221. Challenges are at many levels, from the inability to replace an obsolete hardware (telephone system), posing risks to the Organization, to not being able to invest in software or services that can significantly improve the support of our business processes and access to information or to improve conditions for preservation of the Organization's historical archives. Staff is under considerable strain due to shortages and there are no resources to provide them with training on new technologies, which could be a mitigating measure to aide in the redistribution of tasks to ensure that core functions can be carried out. Possibilities for partnerships with public and private sector to address this issue will be further explored.

222. The project to improve the presence of the Arabic language in UNESCO through the Prince Sultan bin Abdul Aziz Saud's programme has been extended until 31/12/15. Structures were reorganized in line with roadmap targets, including the fusion of the conference and cultural events units and mail and distribution services. Budgetary savings and efficiency gains have enabled delivery of quality translation, documents, conferences and interpretation services. Reductions were realized in printing and paper distribution and e-distribution enhanced. With the sale of the offset printing equipment, the new digital printing equipment was installed. Costs of sessions of the governing bodies were reduced and outsourcing of services increased in translation, print production and interpretation. Energy was focused on reviewing procedures and administrative reforms, stabilizing structures and clarifying responsibilities to provide a serene work environment for staff.

223. Maintenance and further development is needed on IT tools, including clarification of roles, responsibilities and management between MSS/CLD and MSS/BKI. There is a serious concern on how to deliver services at acceptable levels with the lack of personnel. Many staff have taken on additional work, which is not sustainable in the long term. Training is essential to maintain staff skills at required levels in a rapidly evolving environment.

224. The concerned Sections endeavored to provide, within the budgetary and human resources available, adequate levels of support services to ensure life safety, environment and health conditions for staff and to mitigate risks that could affect business continuity for programme execution and the governing bodies of the Organization. The day-to-day operational activities were maintained by the services, but the impact of the budget reductions were hard felt and activities were suspended to make savings. Priorities were reviewed and evaluated regularly to contend with the available budget and staff and were reflected in updated work plans. Within the funds available, building conservation/maintenance, hygiene and safety and security works were programmed and successfully completed, in line with the CMP priorities, the Medium-Term Security Plan and host country requirements.

225. Confronting staff cuts and the lack of recourse to temporary assistance will remain a stumbling block, as its effects on delivering services related to safety, security and maintenance of premises, facilities and installations will continue, even in spite of measures taken to lower costs and raise efficiency. Key posts essential to the safety and security at Headquarters remain vacant.

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226. With the creation of MSS/OPS (June 2013) recourse was made to broaden the use of long-term agreements (LTA) for the procurement of common goods and services, further aggregation of spending and standardization. Staff efficiency and cost-effectiveness has improved, however, to sustain the targeted improvements, a skills development and capacity-building plan should be developed. Property management was strengthened with a full physical verification of all UNESCO assets and property at Headquarters. As a corollary, the insurance portfolio for the Headquarters premises was aligned with UNESCO's contracting rules and other corrective measures for the optimization of the insurance portfolio identified. The recommendations by the External Auditor concerning the Commissary and the Restaurant Services are fully under way. The intermediary management of the service has been instrumental in redressing past practices and errors and corrective measures have been identified.

227. Work has started on all fronts, but much is to be achieved in terms of providing skills development and capacity-building to strengthen the performance of remaining staff, and to provide staff involved in procurement the possibility to receive the United Nations certification in public procurement.

The way forward

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Comments by the Internal Oversight Service

Introduction

228. The Executive Board invited the Director-General to "renew the past practice of providing validation from the Internal Oversight Service [IOS] on the results achieved in the previous biennium, and to present in the C/3 document the findings and conclusions of the Internal Oversight Service that are relevant for the reinforcement of results-based monitoring and reporting" (189 EX/Decision 4 paragraph 14). In line with this decision, IOS conducted an internal exercise comparing evidence from relevant audits and evaluations with the information reported in the Draft 38 C/3 document.

229. In the past biennium, three evaluation and audit exercises were conducted by IOS which explicitly focused on the processes underlying UNESCO's results-reporting as well as the nature and quality of information feeding into the EX/4 and C/3: the Audit of UNESCO's Project and Activity Monitoring, the Diagnostic Study of Evaluations of UNESCO's Extrabudgetary Activities, and the Formative Evaluation of UNESCO's Results-Reporting.[5] On the basis of these exercises and also taking into account other evaluations, such as on UNESCO's Standard-Setting Work of the Culture Sector, and Education Category 1 Institutes, IOS concludes the following:

- There are some improvements in the coverage of reporting on UNESCO's work. Increasingly, UNESCO is delivering on its mandate through its extrabudgetary activities and its extensive network of Institutes, Chairs, Committees and other associated entities. However, while some of this work is reflected in the results-reporting, there is scope for further improvement.

- No major discrepancies were found between the activities and outputs presented in the C/3 and IOS evaluations. The Organization managed to remain active in key areas of work despite severe financial constraints.

- Nevertheless, given the structural weaknesses in UNESCO's results-reporting (and underlying mechanisms) as discussed below and identified in past IOS validation exercises, the C/3 does not provide sufficient evidence on the achievement of programmatic objectives and how UNESCO's work has made a difference for its intended beneficiaries.

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5   This evaluation is discussed below.

Looking forward

230. The past biennium (2012-2013) marks the end of the biennial programming cycle as the Organization now moves into a four-year programming cycle with the new document 37 C/5 (2014-2017). This transition certainly poses new challenges but at the same time also provides a critical window of opportunity to reflect on the Organization's results-based management practices and to introduce improvements. A key element of such a reflection concerns the way the Organization reports on the implementation of its programme and the achievement of its results.

231. At the brink of a new programming cycle, the following aspects lie at the heart of a reflection and revision of UNESCO's results-reporting:

- While noting progress made in the Organization's reporting over time, the Executive Board in a number of decisions has repeatedly expressed the need for further improvements in the format and content of reporting.

- Member States and donors increasingly expect UNESCO to provide evidence of the outcomes (and impact)[6] of its interventions. Several external reviews have highlighted the need for strengthening the Organization's ability to do so.

- With the transition to a four-year cycle in response to the quadrennial comprehensive policy review of operational activities (QCPR) of the United Nations system, United Nations system-wide coherence and harmonization have become more relevant.

- The Organization is moving to apply the principles of results-based budgeting, with a transition phase, for expected results of the 37 C/5 (2014-2017).

232. To address these issues and to strengthen the results-reporting model towards the future as UNESCO moves into a new cycle, the Internal Oversight Service (IOS) and Bureau for Strategic Planning (BSP) have undertaken a joint formative evaluation of UNESCO's results-reporting,[7] principally looking at the Organization's six-monthly EX/4 and biennial C/3 reporting. The main purpose of the evaluation was to analyze the strengths and weaknesses of the current results-reporting model used in the UNESCO system and, on the basis of the analysis, develop a proposal for improved results-reporting. The evaluation was conducted in consultation with Member States.[8]

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6   Outputs are changes in skills or abilities, or the availability of new products and services that result from the completion of activities (within the control of the organization). Outcomes are institutional and behavioural changes in actors, which ultimately contribute to changes in society (=impact). The latter refers to the positive or negative long-term effects produced by an intervention, directly or indirectly, intended or unintended (see UNDG RBM Handbook, 2012: 7). Expected results in UNESCO, in principle, should refer to the outcome level. Impact, societal change (at institutional and beneficiary levels) is very difficult and costly to evaluate given challenges of attribution.

7   Results-reporting includes the reporting on UNESCO's activities, outputs and outcomes (see also previous footnote).

8   The evaluation was conducted by a team of IOS and BSP staff in collaboration with an external expert. The evaluation essentially followed a top-down perspective, i.e. assessing the format and content of UNESCO's statutory results report (EX/4 and C/3) and subsequently the underlying information mechanisms feeding into the report. A set of criteria for good results-reporting was applied as a framework for the assessment. The evaluation employed inter alia a comparative perspective; interviews and desk study reviews were conducted with regard to UNESCO (Headquarters and Field Offices) and four selected United Nations organizations (UNDP, UNICEF, FAO and ILO). Finally, interaction with Member States, the principal users of UNESCO's results reports, was ensured through a series of informal meetings with delegations, and a short survey on results-reporting sent out to all delegations to elicit their views. The evaluation report is available online.

Findings of the evaluation of UNESCO's results-reporting

233. The expectations of Member States, the main users of the EX/4 and C/3 reports, have been repeatedly expressed in decisions of the Executive Board. The findings of a short survey, which had a satisfactory response rate (34 percent of Executive Board Members and 20 percent of all Member States), allowed for a more detailed analysis of expectations. The findings of the survey are broadly in line with previous Executive Board decisions but highlight the following two main points: the need for (i) an analysis of strategic challenges in the implementation of the Organization's programme and (ii) more synthesized and aggregated results information to present a comprehensive and balanced overview of UNESCO's areas of work. Moreover, results-reporting should be analytical, strategic, concise and forward-looking. Finally, there is an expectation for a clearer distinction between output and outcome reporting.

234. The following *achievements* have been identified by the evaluation:

● UNESCO has a long experience of implementing RBM principles informed by United Nations standards.

● The system and practices of self-reporting on results in UNESCO have been subject to continuous updates and improvements.

● Training and guidance materials on self-reporting in SISTER have been produced.

● Staff awareness of and compliance with self-reporting requirements (in SISTER) have improved.

235. There is a gap between where the Organization currently stands with results-reporting and the identified expectations by Member States. Overall, the evaluation identified three key areas of *challenges*:

(i) Reliability of data and evidence on results:

● Activity and output reporting are fundamentally different from reporting on expected results (at outcome level). While the former can be relatively easily observed or captured, the latter requires resources, time and explicit data collection at the level of the target group(s).

● Recent EX/4 and C/3 reports include substantive reporting on implementation and output delivery. However, there is scope for improving the synthetic and strategic analysis of these dimensions including the analysis of challenges and achievement of targets.

● Self-reporting on outcomes of UNESCO's work is fragmented and weak. Overall, staff members do not have the time, resources and data to present unbiased and reliable data on expected results at outcome level. Consequently, this affects negatively the scope for aggregate reporting on expected results in the EX/4 and C/3.

(ii) Efficiency of reporting:

● The frequency of statutory reporting to the governing bodies is considerably higher in UNESCO than in other selected United Nations organizations. Moreover, the number of pages of the statutory reports (EX/4 and C/3) is rather high compared to the reports of these same organizations.

● Within the UNESCO results-reporting system, the self-reporting workload (due to the frequency of reporting and the small unit of analysis of reporting) is too high.

● Taking into account the previous two elements, the overall conclusion is that the value for money of self-reporting practices in the UNESCO system is rather low.

(iii)   Linkages between planning, self-reporting and evaluation:

● Expected results are formulated on the basis of a political and participatory process, which at times can be cumbersome and lead to an excessively high number of mandated results and performance indicators. Other United Nations organizations tend to have considerably fewer and more consistently formulated results.

● Expected results in the C/5 (and EX/4 and C/3), as well as corresponding performance indicators, are inconsistently formulated: they interchangeably refer to activities, outputs and outcomes.

● Evidence from audits and evaluations show an inconsistent use of the results terminology (output, outcome, impact) in UNESCO's reporting (e.g. in SISTER and to donors).

● Given the nature of UNESCO's work, e.g. advocacy, policy advice and standard setting, it is often quite difficult and costly to capture and explain how change is brought about as a result of UNESCO's interventions. This increases the need for a clear articulation of causal assumptions linking activities to results. However, in most areas of UNESCO's work the causal logic underlying activities is not sufficiently clear. As a result, aspects such as the causal analysis, the choice of indicators, or the scope and coverage of monitoring and reporting, are weak or incomplete.

● The limitations of self-reporting (especially on expected results) can only be partially resolved through strengthening validation and self-assessment at higher levels. It also requires reconsidering the role of evaluations as they do not systematically feed into the self-reporting processes and consequently into the EX/4 and C/3 documents.

Towards a new model for results-reporting

236.   In order to respond to the multiple challenges identified in the evaluation, the future EX/4 and C/3 documents should be based on the following principles of good results-reporting:

● A clear distinction between reporting on activities and output delivery and reporting on expected results.

● A change in the frequency of reporting allowing for more rigorous analysis and reporting.

● A recalibration of self-reported and evaluation information feeding into the results-reporting.

237.   A concrete proposal – which would fit these and other principles specified in the evaluation report, bringing UNESCO closer to good practices in other United Nations organizations, and supporting the successful implementation of RBB – is that the current model of six-monthly reporting in the EX/4 and biennial reporting in the C/3 would be replaced by:

● **An annual report on implementation of the programme (activities and output delivery)**, presenting aggregate strategic analysis on implementation of activities and output delivery, including indications on the extent to which programme delivery is on track, cross-cutting challenges in implementation as well as proposals for corrective action, and;

● **A quadrennial report on results (achievement of outcomes)**,[9] which would report on the extent to which expected results have been achieved and how the Organization is making a difference for its intended beneficiaries.

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9   There are good examples of organization-wide reports on results with cycles of four years or longer (e.g. the Global Environment Facility (GEF) Overall Performance Study; the UNDP Evaluation of the Strategic Plan).

238. Implications for the role of self-reporting and evaluation. The annual report on programme implementation would be supported by the current self-reporting in SISTER, with some simplifications at activity and project level and a strengthened process of self-assessment of implementation at country and programme level. In principle, the human resources that would be freed up with the reduction in frequency in reporting and a simplification of reporting at lower levels of intervention could be used at higher levels (country and programme) to strengthen programme implementation monitoring, analysis, strategic assessment and reporting. The quadrennial report on results (achievement of outcomes) would be largely informed by evaluations carried out by Sectors and by IOS and supported by a quadrennial self-assessment exercise.

239. Implications for the implementation of RBB and the basis for strategic decision-making. The results report (achievement of outcomes) would present a more comprehensive evaluative analysis of the UNESCO's programmes (including the relevance, comparative advantages and effectiveness of UNESCO's work). The principal idea would be that through a better coordination of evaluative activities and a review of evaluative evidence at the end of the quadrennium, more reliable comparative data would be presented to the Governing Bodies to support decision-making on strategic directions and the allocation of human and financial resources of the Organization.