



United Nations  
Educational, Scientific and  
Cultural Organization



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# REPORT OF THE DIRECTOR-GENERAL

2008-2009



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Educational, Scientific and  
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# REPORT OF THE DIRECTOR-GENERAL

2008-2009

**Report of the Director-General  
on the activities of the Organization  
in 2008-2009, communicated to  
Member States and the Executive Board  
in accordance with Article VI.3.b  
of the Constitution**



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**PART I**  
**PROGRAMME**  
**IMPLEMENTATION**

# **A. PROGRAMMES**

# MAJOR PROGRAMME I

## EDUCATION

### MAJOR TRENDS AND DEVELOPMENTS

1. The period 2008-2009 marked the first biennium of UNESCO's Medium-Term Strategy 2008-2013 (34 C/4). During these two years, the Education Sector focused its work on consolidating hard-won gains in educational enrolment and outcomes in many countries, and on accelerating further progress. It also responded to key challenges that emerged during the biennium, in particular the severe global economic downturn and uncertainty about the future.
2. Ten years after the World Education Forum in Dakar, Senegal, important advances have been made towards the attainment of Education for All (EFA). More children are enrolled in formal education than at any time in history. Participation in early childhood care and education is rising, the gender gap in primary education is narrowing and literacy is on the increase. However, efforts must be redoubled if we are to reach the EFA goals by 2015. Indeed, some 72 million children remain out of school, 759 million adults – two thirds of whom are women – lack literacy skills, and learning outcomes remain low in many countries. As the EFA *Global Monitoring Report 2010* on "Reaching the marginalized" shows, disparities remain a major problem in many countries, requiring solutions that specifically target disadvantaged groups.
3. The global financial and economic crisis, and concomitant decline in household and government revenues, threatened to jeopardize public and private investment in education. To date, evidence shows that many governments have managed to protect their education budgets, with many adopting counter-cyclical measures such as "stimulus packages" featuring additional investment in education and training. However, in the context of decreased revenue and probable decline in government budgets, it remains necessary to continue monitoring developments in 2010 closely to ensure that education continues to be safeguarded.
4. UNESCO played a major role in maintaining education high on the world's agenda through the organization of four world conferences that brought together ministers, key decision-makers, civil society representatives and stakeholders to share experiences and determine the way forward. These conferences, held on the topics of inclusion, education for sustainable development, higher education and adult learning, were an important step towards developing a shared holistic vision of the EFA agenda that encompasses all the levels and settings of education.
5. Addressing the priorities and needs of Africa has mobilized a large part of the Education Sector's resources, with the aim of supporting the implementation of the Action Plan for the Second Decade of Education for Africa (2006-2015) and the achievement of the EFA goals in the region. Through stronger and more effective partnerships with the African Union Commission and the Regional Economic Communities (RECs), UNESCO provided technical support and developed capacity in the areas of literacy, basic education, technical and vocational education and training (TVET), higher education, teachers' professional development, education management information systems (EMIS), ICTs in education, and HIV/AIDS and education.
6. Within the framework of the Gender Equality Action Plan 2008-2013, UNESCO advocated for girls' education and gender equality, and supported Member States in integrating gender perspectives in education policies and practices. Priority was given to five thematic areas: literacy, teachers, secondary education, technical and vocational education and training, monitoring of the right to education, and HIV/AIDS and education.

## Biennial sectoral priority 1:

Leading education for all (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP)

## MLA 1: Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships

### Achievements

- Coordination among the EFA convening agencies improved and commitment to education enhanced (impact of the financial crisis on education monitored; decision-makers mobilized through advocacy actions; public's awareness enhanced through Global Action Weeks and EFA campaigns, knowledge on multistakeholder partnerships enhanced).
- Global and regional actions in favour of EFA had a greater impact owing to strengthened cooperation with partners (e.g. active participation in the United Nations Girls' Education Initiative (UNGEI), joint activities with the United Nations Children's Fund (UNICEF) on child-friendly school models, participation in FTI and hosting by UNESCO of the Chair of the FTI Board of Directors, reactivation of the Regional Education Project for Latin America and the Caribbean (PRELAC), cooperation with the African Regional Economic Communities (RECs), etc.).
- Good practices shared through South-South cooperation (e.g. creation of a regional framework on education for sustainable development (ESD), interregional exchanges on HIV/AIDS and education); strengthened cooperation with the G77 and China and contacts with UNDP's special unit on SSC have helped raise the visibility of the UNESCO South-South Cooperation Fund in Education.
- Commitment to the Decade of Education for Sustainable Development (DESD) enhanced and a draft strategy for the second half of the Decade developed.

- Support mobilized in favour of literacy at regional and global levels within the UNLD.
- Human rights and intercultural education promoted through participation in the World Programme for Human Rights.

### Challenges/lessons learned

- The Strategic Programme Objectives (SPO) evaluation found that increasing informal contacts between the EFA convening agencies achieved better results than the formal Global Action Plan process.
- While increasing South-South cooperation as an implementation modality of activities in education has been successful, mobilizing additional resources for the South-South Cooperation Fund in Education remains a challenge.
- Defining UNESCO's comparative advantage in the revamped FTI structure.

## MLA 2: Development of a global framework and networks for capacity development in planning and management of education systems

### Achievements

- Progress towards identifying common approaches to capacity development in educational planning and management has been made (development of operational guidelines and methodological guide).
- Technical expertise and practice-oriented tools developed on educational planning and management made available (e.g. through web-based portal (E-MAP) on planning and financing in Asia-Pacific, OpenEMIS and the UNESCO-established Interagency Network on Education Simulation Models).
- Cutting-edge knowledge on educational planning, financing and management widely disseminated.



- Ministry of education staff trained in educational planning and management, including through distance learning.
- Capacities for monitoring education systems performance strengthened (e.g. for mid-Decade assessments and EMIS country studies).

## Challenges/lessons learned

- Work on capacity development approaches should be pursued, to be complemented by the development of resources and guidelines on specific issues in educational planning.
- Identify ways by which such tools can be shared more widely with EFA stakeholders and development partners in order to enhance coherence and harmonization of action and ultimately make a more effective contribution at the country level.

**Biennial sectoral priority 2:** Fostering literacy and quality education for all at all levels and through both formal and non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs, SIDS as well as the most vulnerable segments of society, including indigenous peoples, and education for sustainable development.

**MLA 3:** Promote policy dialogue, research, set norms and standards

## Achievements

- The 48th session of the International Conference on Education (ICE) "Inclusive education: the Way of the Future" (Geneva, November 2008), led to consensus on inclusive education as a key strategy for achieving EFA.
- The World Conference on Education for Sustainable Development, "Moving into the Second Half of the United Nations Decade" (Bonn, March-April 2009) highlighted the need to strengthen links between ESD and Education for All, mobilize greater funding

and re-orient curricula to address sustainability issues, as well as to further sensitize on ESD issues through the media.

- The 2009 World Conference on Higher Education (WCHE): "The New Dynamics of Higher Education and Research for Societal Change and Development" (Paris, July 2009) mobilized Member States to enhance investment in higher education in Africa.
- The Sixth International Conference on Adult Education (CONFINTEA VI): "Learning and Living for a Viable Future: the Power of Adult Learning" (Belém, December 2009) generated renewed commitment and formulated action points for adult education and literacy.
- Policy dialogue promoted in other areas of education, including secondary education, TVET and early childhood care and education, and international legal instruments translated into national policy and legislation.
- Good practices collected, policy briefs prepared and studies published on education and multilingualism, and tools developed to promote literacy in local languages; a Special Account for the International Fund for the Promotion of Languages and Multilingualism was established. Member States are encouraged to make voluntary contributions to this Special Account.

## Challenges/lessons learned

- Transforming the momentum created by the four world conferences into sustained actions in these areas throughout the next biennium is a challenging task for UNESCO. The conferences' recommendations and major outcomes have inspired UNESCO's future work and follow-up action, as reflected in the Education Sector's Programme and Budget for 2010-2011 (35 C/5).
- Strengthening the Sector's function as a laboratory of ideas, both for developed and developing countries, increase UNESCO's global relevance and leadership role in education.

## MLA 4: Provide capacity development and technical support to assist national efforts in achieving the Dakar goals

### Achievements

- Policy-makers mobilized and better informed through the Literacy Initiative for Empowerment (LIFE), preparatory regional conferences for CONFINTEA VI, recommendations of the UNLD mid-term review and the Literacy Portal.
- Resources in favour of literacy increased in five African countries as a result of advocacy efforts.
- Review of progress and challenges in adult learning in Asia-Pacific triggered launch of national initiatives such as a five-year flagship literacy programme in India.
- Access to more reliable information on the non-formal sector increased through development of management information systems (NFE-MIS) in several countries.
- Support provided for the development of professional standards and accreditation instruments, career guidelines and institutional structures for the teaching profession.
- Awareness raised on teacher status and careers through celebration of World Teachers' Day, media campaigns, UNESCO prizes, dissemination of research and sharing of good practices.
- Policy diagnosis tool for the preparation of subsector action plans developed through TTISSA and presented at the Bamako+5 conference.
- National policy reviews on early childhood care and education (ECCE) undertaken in all regions; the Regional Network for Early Childhood (ARNEC) created in Asia-Pacific.
- TVET programmes better adapted to labour market demands in Africa through development of national and regional qualifications frameworks developed in partnership with RECs.

### Challenges/lessons learned

- After four years of implementation, TTISSA coordination will be moved to the Regional Bureau for Education in Africa in order to strengthen country-level impact.
- The newly established UNESCO (category 2) regional centre for ECCE is expected to play a key role in expanding the provision of ECCE in the Arab States.
- UNESCO's new strategy for TVET will be translated into country-level action. The increased emphasis on TVET foreseen for 2010-2011 should support this process.
- UNESCO carried out an evaluation of the Asia-Pacific Centre of Education for International Understanding (APCEIU). The review concluded that APCEIU's programmes and activities (e.g. capacity-building and the development of teaching and learning materials related to EIU) are generally appreciated by the Member States. The workshops are considered relevant and well-conducted and the materials appropriate to classrooms around the region. On this basis, the Organization should envisage strengthening its partnership with the APCEIU, as a category 2 centre under its auspices, and consider the renewal of its agreement with the host country.

## Addressing the needs of Africa

### Achievements

- TTISSA diagnostic tool for understanding and improving teacher issues and policies developed, and validated by Member States and partners.
- Comprehensive reform of basic education systems initiated through the Basic Education in Africa Programme (BEAP); curriculum framework and teacher training identified as entry points to rolling-out of nine-year basic education systems in Africa identified.
- Network of African parliamentarians for education revitalized, with 2nd General Assembly organized in Saly, Senegal, on 5-6 May 2009.

- Regional conference on higher education and studies led to establishment of an international task force and a commitment from Member States and the African Union to update the Arusha Convention.
- National literacy budgets increased in five countries and policies revised to take literacy into account through advocacy, technical assistance and capacity development of ministry staff.
- Advocacy in favour of TVET leads to its identification as a priority in regional strategies.
- Quality of evidence-based education plans improved through support to sector analyses, quality assessments of national statistics systems, and capacity development of government officials and partners.
- HIV/AIDS issues integrated into national education policies and plans.
- Ministries of education and curriculum developers supported to analyse how gender inequality is embedded in the curriculum and methodology guide published.
- Participatory training methodology for designing gender-sensitive reading materials for use in non-formal education developed.
- Handbook for teachers developed on stopping violence in schools, with a strong gender component.
- Twenty-two LIFE countries used a gender-lens perspective in needs assessment exercises to identify strategic gaps.
- International advocacy work undertaken through active participation in UNGEI and the Forum for African Women Educationalists (FAWE).

## Challenges/lessons learned

- Integrating literacy, teachers and HIV/AIDS issues into national education budget frameworks and medium-term plans is difficult in many countries.
- Need to establish effective and coordinated actions at the level of the RECs in TVET.
- Revision of the Arusha Convention will promote coordinated action in quality assurance in higher education.

## Promoting gender equality

### Achievements

- Ministries of education supported through network of gender focal points (GENIA).
- Research on key issues in gender carried out and disseminated.
- Technical support provided to Ministries to introduce gender budgeting into national education plans.

## Challenges/lessons learned

- Strengthened involvement of UNESCO in UNGEI in Asia-Pacific through implementation of joint activities should be extended to other regions.
- The human rights expert workshop held in the Arab region on the legal and policy implications of gender equality was successful in enhancing understanding of these issues and in highlighting ways to integrate gender legislation into education policy; similar initiatives should be facilitated by UNESCO.

## Intersectoral platform: HIV and AIDS

### Achievements

- Clearing house on HIV/AIDS function developed to include more than 200 HIV/AIDS-related tools and publications.
- Booklet on essential characteristics of effective HIV prevention developed to inform programming.
- Joint initiative led in partnership with UNAIDS Secretariat, UNICEF, UNFPA and WHO to produce

voluntary and non-mandatory “International Technical Guidance on Sexuality Education”.

- Capacity of Member States to design, implement and assess efficient education, communication and information strategies and programmes for HIV prevention developed, in particular through EDUCAIDS in 52 countries.

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### Challenges/lessons learned

- Due to sensitivities regarding HIV prevention education in certain countries, it is essential to explore different entry points for HIV/AIDS education. Networks such as the Network of Young TV Producers on HIV/AIDS have provided a forum for collaboration with a wide range of stakeholders.
- Need to strengthen linkages between the health sector and other sectors (including education and culture).

## Intersectoral platform: Education for Sustainable Development (ESD)

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### Achievements

- National capacities strengthened to develop policies integrating sustainable development issues and practices into all levels of education through interdisciplinary work, and ASPnet good practices published.
- Case studies and recommendations for water education developed in regional workshops, Tertiary Water Education Grants Programme launched as a means to strengthen human resources working on water issues, and support provided to Fifth World Water Forum (Istanbul, March 2009).
- ESD policies reviewed from the perspective of cultural diversity and intercultural dialogue in eight countries from different regions and opportunities for future action identified.
- Policy discussions organized on climate change education and awareness of the linkages between gender and climate change enhanced.
- 100+ media professionals trained in responding on sustainable development issues using the UNESCO toolkit “Media as Partners in ESD”.

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### Challenges/lessons learned

- Enhancing the public’s understanding of the complex dimensions of ESD continues to be a challenge that needs to be addressed.

## RESOURCES

7. In managing for results, Major Programme I made use of the following:

- **Regular programme budget: \$109,981,000**

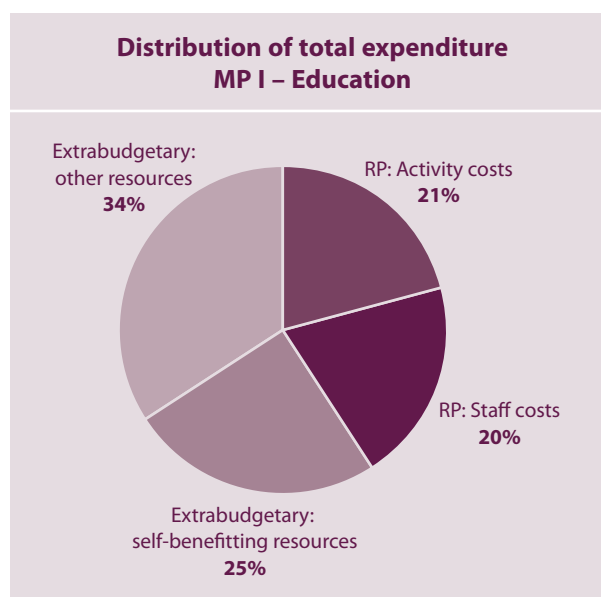
- Activity costs: \$55,672,000
- Staff costs: \$54,309,000

Staff establishment: 257 regular posts, including 200 professionals, 29 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$156,786,000**

- Self-benefiting extrabudgetary resources: \$65,781,000

- Other extrabudgetary resources: \$91,005,000



## CONCLUSIONS AND LESSONS FOR THE FUTURE

8. UNESCO's Education Sector is moving in the right direction. Concrete progress has been made in most countries towards achieving the EFA goals and there is new emphasis on developing holistic education policies, plans and practices that integrate cross-cutting themes (such as education for sustainable development and HIV/AIDS), better targeting excluded populations and expanding provision of education beyond formal primary schooling. This is an important step forward that can be attributed in large part to the momentum created by the Organization through its numerous advocacy actions, high-level world conferences on education and active engagement in country-level coordination processes.

9. As the 2010 GMR demonstrates, UNESCO and its partners are expected to redouble efforts in favour of the hardest-to-reach. The Organization's achievements in 2008-2009, together with the unfavourable global economic context and the recognition that achieving Education for All by 2015 requires a significant scaling up of commitment, has led the Education Sector to review its programming approach. Over the last two biennia, the Sector has taken action to increase its country-level impact by concentrating resources on fewer activities, engaging in "upstream" work and strengthening

capacity-development activities. This has been accompanied by greater decentralization of resources, the attribution of more technical backstopping and programme monitoring responsibilities to the four Regional Bureaux for Education, and the better alignment of activities with national priorities through the development of UNESCO Education Support Strategy (UNESS) documents.

10. Efforts were also made to align extrabudgetary funding with regular programme activities, so as to increase efficiency and impact. Progress was made towards promoting basket funding, in particular through the capacity-building for EFA (CapEFA) programme. This facilitated alignment of extrabudgetary-funded activities with national priorities and needs, in line with the Paris Declaration on Aid Effectiveness.

11. This approach has been successful in increasing UNESCO's credibility and impact on the ground. The adoption of a Programme and Budget for 2010-2011 (35 C/5) that sets out a reduced number of expected results and four clearly defined priority areas for action will enable the Organization to significantly scale up its support to EFA. Furthermore, concentration of additional regular programme and extrabudgetary

resources on 20 out of a total of 36 Member States that have been identified as furthest from achieving the EFA goals will be critical in accelerating progress in countries most in need. In future biennia, and on the basis of results observed during 2010, it may be advisable to extend this additional support to more “EFA-challenged” countries.

**12.** Furthermore, despite the welcome improvements in coordination of EFA partners described in the SPO evaluation conducted in 2009, a new impetus is required. UNESCO will need to step up its efforts and reaffirm its role as global leader of EFA. In particular, it must find ways to revitalize the global and regional coordination mechanisms, better mobilize in-country partnerships and increase participation in United Nations reform processes to accelerate national

progress towards the achievement of EFA. This work will be a crucial part of preparations for the Millennium Development Goals Summit in September 2010.

**13.** Finally, UNESCO will further expand its role as intellectual leader in education. Building on the outcomes of the Ministerial Round Table on Education held during the 35th session of the General Conference, which identified areas for policy development, the Organization is reflecting on how to better respond to and anticipate new challenges – such as the impact of climate change on education – and support Member States to move beyond a narrow vision of EFA. Scaling up work on quality in education would be an important means of demonstrating UNESCO’s relevance to both developing and developed countries.

## MP I – Examples of major achievements and challenges in carrying out each of UNESCO's five functions

|   |   |
|---|---|
| <b>Laboratory of ideas</b>                    | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Stakeholders have access to cutting-edge research and publications on innovative approaches to education and cross-cutting issues such as peace education; gender equality; human rights, intercultural and citizenship education; ESD; ICTs in education; work and entrepreneurship education</li> <li>■ Decision-makers have better understanding of education issues and ways to address them (e.g. knowledge on factors determining success in primary schooling in Latin America and the Caribbean increased through Latin American Laboratory for Assessment of the Quality of Education and its Second Regional Comparative and Explanatory Study (SERCE).</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Ensuring that research feeds into policy-making.</li> </ul>  |
| <b>Standard setter</b>                        | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Right to education in Member States promoted and better monitored through advocacy, support to the development of coherent and systematic measures for implementing conventions, and development or review of national legislation and policies.</li> <li>■ Progress made towards better implementation of the UNESCO/ILO Recommendations concerning the Status of Teachers following enhanced monitoring and publication of joint UNESCO/ILO studies.</li> <li>■ Recognition of higher education qualifications improved through support to the African Union to revise the Arusha Convention and endorsement of the final draft of the revised 1983 Asia-Pacific Regional Convention on Recognition of Higher Education Qualifications.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Developing Member States' capacity to monitor and report on the implementation of the education-related conventions.</li> <li>■ Reflecting States' obligations in national legal systems and education policies, strategies and programmes.</li> </ul> |
| <b>Clearing house</b>                         | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Policy-makers have easier access to different education simulation models through UNESCO-established Inter-agency Network on Education Simulation Models (INESM).</li> <li>■ Curriculum developers benefit from sharing of best practices through communities of practice (IBE).</li> <li>■ Flagship reports such as the Global Report on Adult Learning and Education (GRALE).</li> <li>■ Wider public has better access to information through education websites on various themes (ESD, ICTs in education, HIV/AIDS education, etc.).</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Work towards consolidating the different clearing houses (websites, databases, knowledge portals) is still required to prevent duplication and increase synergies and coherence.</li> </ul>  |
| <b>Capacity-builder in Member States</b>      | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ National capacities to monitor EFA improved as demonstrated by the completion of regional mid-Decade assessments and reviews in Asia-Pacific and Arab States.</li> <li>■ Progress made towards identification of common approaches to capacity development in educational planning and management.</li> <li>■ National educational planners and managers benefited from advanced training and professional development opportunities offered by IIEP.</li> <li>■ Capacity in all educational subsectors developed, e.g. in literacy, with support to 20 LIFE countries to conduct in-depth situation analyses and development or review of national action plans and policies in 12 LIFE countries.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Translation of common capacity-development approaches in planning into user-friendly tools will continue in 2010.</li> <li>■ Ensuring sustainability and effectiveness of all capacity-building activities requires careful planning and monitoring.</li> </ul>                              |
| <b>Catalyst for international cooperation</b> | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Education specialists, policy-makers and development partners brought together in four world conferences in education to engage in policy dialogue and set the agenda for future cooperation in inclusive education, adult learning, higher education and education for sustainable development.</li> <li>■ South-South Cooperation Fund in education established.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Translating recommendations and declarations into concrete follow-up action and shared responsibilities.</li> </ul>   |



# MAJOR PROGRAMME II

## NATURAL SCIENCES

### MAJOR TRENDS AND DEVELOPMENTS

**14.** During the 2008-2009 biennium, measures addressing the recommendations of the Overall Review Committee for Major Programmes II and III were implemented as the initial phase of a process that would extend through the entire period of the Medium-Term Strategy (2008-2013). MP II reduced the number of its activities, focused on a few select priority areas consistent with the 34 C/5 programme priorities, and set in motion the phasing out of marginal downstream activities. Concurrently, emphasis was placed on upstream work and advocacy in all areas of intervention. Programme actions were mainly directed towards providing policy advice, building related institutional and human capacities, enhancing data collection and analysis, organizing, applying and sharing scientific knowledge, and promoting best practices in a way that helps member countries as well as partners work more effectively towards sustainable development.

**15.** Special attention was given to responding to the needs of Africa, notably through support provided to the implementation of the recommendations of the African Union on science and technology for development (Addis Ababa Summit), and to promoting gender equality, both through a gender mainstreaming approach and through gender-specific actions. With reference to SIDS and indigenous peoples, focus has been increasingly placed on enhancing science policy development through exploration of local strategies

and knowledge on climate change, biodiversity management, and educational processes.

**16.** A major feature of programme implementation was also the stepping up of efforts to mobilize STI in support of the national development objectives set out in United Nations common country programmes (UNDAFs), and more particularly in the framework of the “Delivering as One” approach at the country level. At the regional and global level, the main thrust of programme interventions was on foresight, policy dialogue and normative action to address new and emerging challenges.

**17.** Overall, sound progress was achieved in the pursuit of Strategic Programme Objectives (SPO) 3, 4 and 5, with highlights being the launch of the third United Nations World Water Development Report (WWDR-3), UNESCO’s lead role, together with UNEP, in the start-up phase of the Regular Process for global reporting and assessment of the state of the marine environment, progress in addressing adaptation to global climate change under the intergovernmental and international scientific programmes (IHP, IOC, MAB, IGCP), the launches of the International Year of Planet Earth (IYPE, 2008) and of the International Year of Astronomy (IYA, 2009), the World Science Forum – Budapest+10, and the provision of science, technology and innovation policy advisory services to many countries, notably in Africa.



**Biennial sectoral priority 1:**  
Promoting research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation

**MLA 1: Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses**

## Achievements

- Knowledge base relating to the impacts of global change on river basins and aquifer systems enhanced in all regions.
- IHP HELP seminars on governance responses to climate change organized in three regions.
- The International Conference on Groundwater and Climate (Kampala) contributed to improved understanding of the impact of climate and development on groundwater in Africa.
- The International Conference on Water Scarcity, Global Changes and Groundwater Management Responses (California), convened by UNESCO and the University of California Irvine, issued the Irvine Action Framework indicating key actions needed to address the water-energy-food crises, with emphasis on governance, education, capacity development and groundwater management.
- Lead role entrusted to UNESCO for the water-related adaptation component of the United Nations joint initiative on the China Climate Change Partnership Framework.
- Experimental drought monitor for Africa tested and validated by African users under NEPAD/AMCOW.
- An international conference on integrated water resources management, organized in partnership with key South African institutions, created a platform for developing country practitioners to share experiences and provided an opportunity for dialogue between developing countries' experiences and the developed world as well as donors on the latest lessons and implementation experiences that can shape new concepts or require existing ones to be adopted.
- Integrated Water Resources Management (IWRM) Guidelines at River Basin Level, developed in collaboration with the Government of Japan and other partners, and widely distributed.
- International Sediment Initiative (ISI) global information resource portal and data exchange centre launched by IRTCES, together with the publication of an IHP technical series on erosion, transport and deposition of sediments.
- UNESCO's capacity-building efforts in water sciences in Member States enhanced with the admission of six new centres to the network of water-related category 2 centres under the auspices of UNESCO.
- Five regional workshops on strengthening water education discussed regional strategies and formulated recommendations to enable effective water education at all educational levels.
- Training of trainers workshop on urban water governance conducted at the Fourth World Urban Forum and new approach to foster "green" urban water management developed.
- IHP Water Quality Expert Group established to identify strategies to prevent and control water pollution.
- Capacity-building efforts of developing countries and countries in transition in the fields of water, environment and infrastructure supported through UNESCO-IHE postgraduate and tailor-made training programmes and through applied research focusing on MDG-related topics: four fully accredited 18-months Masters' Programmes offered by UNESCO-IHE, with 190 students graduating in 2008 and 156 in 2009; more than 100 Ph.D. fellows registered at UNESCO-IHE at the end of the 2008-2009 biennium, of which 18 graduated during the period; some 1,300 professionals trained in short courses; and over 500 scientific publications produced, of which a growing percentage (about 50%) in peer-reviewed scientific journals.
- Conclusion of a new cooperation agreement between UNESCO and the Government of the Netherlands, with increased core funding to maintain the UNESCO-IHE Institute for Water Education as a category 1 institute until the end of

2013 for the continued training and re-training of water science specialists from developing countries.

- UNESCO-IHP assistance acknowledged by the 63rd session of the United Nations General Assembly (Resolution A/RES/63/124 on the Law of Transboundary Aquifers) for the valuable scientific and technical assistance rendered to the International Law Commission, thus providing the basis for the elaboration of a convention.
- UNESCO's commitment and leadership role in promoting science, education and capacity-building to address global water challenges reasserted at the Fifth World Water Forum, notably through the launch of the third edition of the United Nations World Water Development Report (WWDR) by the Director-General and the co-coordination of Theme 6 of the Report: Education, Knowledge and Capacity Development.
- Capacities in ecosystem management strengthened through ERAIFT, with 25 African specialists from nine countries trained in integrated land and resources management, and through 20 MAB Young Scientists Research Awards to researchers from 17 countries (of note, women represent three-quarters of award-winners).
- Financial sustainability of ERAIFT for 2009-2013 secured through agreements with the EC and steps for the launch of a similar institute in West Africa initiated, thus enhancing the prospects for increased numbers of trained personnel for forest conservation and management in Africa.
- New educational kits on drylands as well as policy briefs on biodiversity and related issues enhanced awareness related to these issues and advanced the work of conventions (UNCCD and CBD).
- Phase two of the project on Sustainable Management of Marginal Drylands initiated.
- Two category 2 centres on Karst landscapes and space technology for cultural and natural heritage set up in China.
- IYPE and IYA raised awareness of the importance of Earth sciences and astronomy and gave new impetus to efforts to increase interest in science education and enrolments in science programmes, as exemplified by the UNESCO Earth Sciences Education Initiative for Africa.

- UNESCO-space agencies Open Initiative significantly expanded, with the number of national space agencies contributing exceeding 20.
- Enhanced cooperation and coordination of biosphere reserves with existing international programmes and initiatives, and increased use of the WNBR as experimental spaces and learning sites for sustainable development (under the framework of the UNDESD), in line with the recommendations of the Madrid Action Plan.
- New network of coastal and small island biosphere reserves, focusing on climate change and sustainable development, launched under the auspices of Spain and the Republic of Korea.
- Significant financial resources attracted by MAB and IGCP for national ecosystem and natural resources management in the Delivering as One countries, particularly Rwanda and United Republic of Tanzania.
- South-South cooperation agreement on humid tropics ecosystems supported, linking the UNESCO Chair for Sustainable Development in the Federal University of Pará (Belém, Brazil), ERAIFT and the Indonesian MAB National Committee.

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## Challenges / lessons learned

- Increasingly complex in-house publication procedures, leading to publication delays and increased costs.
- Need for improved media coverage of major publications such as the WWDR.
- Lack of competitiveness and gender balance in the job market for water management professionals.
- Shortage of both infrastructure and trained human resources available to accomplish the water-related MDG targets, in many Member States.
- Information and awareness-raising about brain drain to more well-paying fields.
- Enormous power of International Years to galvanize interest and support in international science and science education and UNESCO's role in these.

## **MLA 2: Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services.**

### **Achievements**

- Three-year start-up phase of the Regular Process for Global Assessment of the Marine Environment including socio-economic aspects (Res. UNGA 60/30) jointly conducted with UNEP and concluded with the launch of the “Assessment of Assessments” (AoA) report and its Summary for Decision-Makers (SDM) on 31 August 2009 during the meeting of the Ad Hoc Working Group of the Whole (United Nations headquarters, New York).
- Important contributions made to various global and national assessment and monitoring reports supporting scientific understanding and management of the oceans.
- Immediate gaps in satellite coverage addressed thanks to Member States’ cooperation.
- Policy-relevant information on impacts of climate change on marine ecosystems and coastal zones contributed by UNESCO/IOC through a major science meeting, the second “Ocean in a High CO<sub>2</sub> World” symposium (Monaco, October 2008).
- Support provided to African Ministers within the framework of the African Ministerial Conference on the Environment (AMCEN) for developing a shared vision for future climate change agreements that incorporates both scientific evidence and political consensus, and for their participation in UNFCCC COP-15.
- Knowledge translation interventions tailored for vulnerable coastal communities implemented, notably through a GEF-funded project on Adaptation to Climate Change in Coastal Zones benefiting five neighbouring coastal countries in West Africa and jointly led with UNDP.

### **Challenges / lessons learned**

- Lack of basic infrastructure in programme locations in many developing countries.
- Decline in national contributions to the Global Ocean Observing System (GOOS) that provides essential data for climate modellers, with the possible outcome that initial targets and goals may not be reached; it is critical to revitalize multilateral engagement in support of global ocean observations.

## **MLA 3: Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems**

### **Achievements**

- Indian Ocean and Pacific Ocean tsunami early warning systems coordinated and consolidated: Tsunami National Warning Centres operational in the Indian Ocean, in Australia, India, Indonesia, Malaysia and Thailand.
- Development of similar early warning systems for tsunami and other ocean-related hazards expanded to the West coast of Africa, the South Pacific, the Mediterranean Sea, the North-East Atlantic and the Caribbean.
- Interim regional tsunami advisory services provided for the Caribbean and the Indian Ocean which are scheduled to have in place regional warning centres by 2010-2011.
- Networking and partnerships on the assessment of natural hazards and on risk reduction approaches promoted in the context of the International Strategy for Disaster Reduction (ISDR).

- Support provided to knowledge-sharing among earthquake specialists and to capacity-building for earthquake risk reduction through specialized workshops in the Mediterranean and South Asia regions as well as through the recently established International Platform for Reducing Earthquake Disasters (IPRED).
- The First World Landslide Forum, co-organized by UNESCO, raised attention on a global scale for landslide risk reduction.
- Advocacy work carried out for the integration of disaster risk reduction into educational programmes in countries vulnerable to natural hazards and for the safe construction and retrofitting of school buildings to withstand natural hazards.
- Active participation in the process of preparation and launch of the first Global Assessment Report on Disaster Risk Reduction (GAR), a collaborative biennial effort undertaken by ISDR system partners to guide policy formulation.

## Challenges / lessons learned

- Continuous support for a small, efficient yet dispersed secretariat needed to develop and maintain regional stakeholder and local community buy-in in tsunami mitigation programmes.
- Further collaboration deemed desirable between Headquarters and field offices to increase regional and national capacity development, and also between MPs I and II to enable the mainstreaming of disaster risk reduction into education systems.
- Partnerships with authoritative regional institutions are critical for strengthening regional networks and capacity for disaster risk reduction, but extrabudgetary fundraising to foster such partnerships remains a challenge.

**Biennial sectoral priority 2:** Strengthening national and regional research and innovation systems, capacity-building, the use of technologies and scientific networking, and encouraging the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication.

**MLA 4:** Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering

## Achievements

- Twenty two Member States (seventeen in Africa and five in Europe) supported in STI policy formulation, implementation and monitoring<sup>1</sup> and related capacities enhanced.
- A UNESCO workshop under the umbrella of the One United Nations Programme in Rwanda identified achievements and gaps concerning STI and its contribution to the MDGs in Rwanda and formulated recommendations that will guide the Government to re-programme national S&T activities under the UNDAF in support of national development strategies.
- First field research project under the Climate Frontlines project documenting local climate change observations and adaptation strategies initiated.
- Dialogue fostered among diverse stakeholders in the Arctic (from indigenous peoples to scientists and policy-makers) by the international expert meeting on Sustainable Development of the Arctic in the Face of Global Climate Change (Monaco).

<sup>1</sup> Including two Delivering as One countries: proposals formulated by UNESCO for the reform of the entire science sector in the United Republic of Tanzania were endorsed by the Government and integrated into the One UN Programme; STI system of Albania was reformed and a new STI Strategy for 2009-2015 adopted.

- Participatory governance of S&T systems promoted through two regional forums of scientists, parliamentarians and civil servants (Brazzaville and Mombasa), resulting in the creation of a network of parliamentarians, the Eastern Africa Parliament for Science and Technology for Development Network, as a means to secure the leverage of parliamentarians in mobilizing STI for development.
- Regional Plan of Action for Science and Technology for the Arab States elaborated in partnership with ALECSO.
- Member States supported in their efforts to improve their statistical and analytical capacities through regional workshops in Africa (Botswana, Kenya), South-East Asia (Cambodia) and the Arab States (Egypt) (in cooperation with UIS).
- Capacities built for the development, management and governance of S&T parks through two national training workshops (Algeria and South Africa) and an international training workshop (Republic of Korea), in collaboration with the International Association of Science Parks.
- Three pilot projects launched in Egypt, Kenya and Indonesia to build capacity for promoting science-industry partnerships.
- Multistakeholder reflection and dialogue on STI policies and strategies promoted and enhanced, notably on the occasions of the World Science Forum – Budapest+10 and the World Science Day for Peace and Development.
- South-South cooperation supported through the G77+China Ministerial Round Table on “Structure, Organization and Funding of Scientific Research: the Role of the State”.
- ICGEB-TWAS-UNESCO/IBSP Joint Project in Basic Molecular Biology launched to increase capacities in cutting-edge molecular biology and genomics on problems of general relevance to developing countries and to stimulate South-South and North-South-South cooperation in research.
- SESAME building officially handed over to the Centre in a “soft” inauguration in the presence of the Director-General, and first step towards the installation and testing of the unique research facilities of the Centre with the installation of the microtron.
- Fourth Frontiers of Chemical Sciences meeting on science and education with a concomitant focus on science for peace hosted by SESAME was attended by scientists from 13 Middle Eastern countries and other nations, including seven Nobel laureates.
- UNESCO life sciences programmes recognized as the foundation for capacity-building in health-related professions at the Global Ministerial Forum on Research for Health in Bamako (co-organized in partnership with WHO, the World Bank and other partners), the outcome of which was a call for action on research needs underpinning health.
- Access to scientific data under the CERN/IBSP partnership for the establishment and networking of electronic libraries and repositories for African universities and scientific institutes improved through training.
- Education in physics and mathematics improved at national level through training activities undertaken in collaboration with regional networks, including ICPAM-CIMPA, ICTP, ICMI-IMU and IUPAP, and publication of the second edition of the Active Learning in Optics and Photonics Training Manual.
- Knowledge-sharing in renewable energy reinforced in Asia through lectures broadcast to regional universities and specialized research networks.
- Development of regional/national renewable energy policies promoted through four regional/national expert meetings in Africa and the Arab States.
- One Member State, the Comoros, supported for the development of a national renewable energy policy.
- Support provided to the 2008 World Engineers’ Convention.
- International workshop on Innovation for Development organized in partnership with OECD.
- Policy work relating to research and innovation for development and engineering education carried out with the UNESCO Chair on Problem-Based Learning in Engineering.
- Chair on Research Management and Innovation Systems established at Lund University, Sweden.



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## Challenges / lessons learned

- Requests for STI policy assistance largely exceed the resources available for this purpose within UNESCO; determined efforts are needed to secure more external funding to complement regular programme resources.
- The success of the conference, “Sustainable Development of the Arctic in the Face of Global Climate Change” belied the challenge of the underlying geopolitics. The event’s main lesson learned was its unifying intersectoral capacity and the growing recognition of the global implications of changes anticipated in the Arctic region, giving UNESCO a clear mandate for work in this area, bringing to bear all its fields of competence.

## Addressing the needs of Africa

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## Achievements

- UNESCO Action Plan developed and implemented in response to the AU action platform for science and technology, in full consultation with major stakeholders, thus facilitating a participatory process.
- Policy advice provided to 17 Member States out of 22 which have submitted formal requests to UNESCO through their governments to assist them in carrying out national science policy reviews or formulation.
- More than 100 policy-makers trained in S&T policy formulation, including in the use of S&T indicators.
- More than 50 parliamentarians introduced to the issues of STI policy legislation in training sessions conducted both in the continent and at the International Centre for South-South Cooperation in Kuala Lumpur.
- Decision to create a network of science parliamentary committees adopted.
- Elaboration of an African S&T indicators facility supported through capacity-building, in cooperation with UIS.
- UNESCO-OECD-IDRC international workshop on “Innovation for development: Converting knowledge to value” examined the role of innovation in development and the ways in which knowledge and R&D, especially in science, engineering and technology, contribute to innovation, with particular reference to social and economic development addressing basic needs and the MDGs, notably in Africa and LDCs.
- Conference of Vice-Chancellors, Provosts, Deans of Science Engineering and Technology (COVIDSET 2009) on the theme “Science, Engineering and Technology Research and Deployment for Development in Africa” (Kampala) supported jointly with ANSTI.
- Regional project on “Engineering Needs and Numbers in Africa” initiated to help develop indicators and policy regarding more precise needs for engineering in the Southern African Development Community (SADC).
- Development of a UNESCO toolkit on “Asset Management in Engineering”.
- Nine advanced workshops organized in collaboration with specialized partners in life sciences and biotechnology.
- International Brain Research Organization (IBRO), with support from UNESCO, conducted capacity-building activities in six African countries in areas such as neurodegenerative diseases and behavioural neuroscience, as part of a programme to build capacity in the neurosciences in Africa.
- Advanced Training School programme on the molecular and cellular basis of infection, in partnership with the International Union of Biochemistry and Molecular Biology (IUBMB), the International Centre for Genetic Engineering and Biotechnology (ICGEB) and UNCTAD, reinforced capacity in biochemistry and molecular biology (Cape Town).
- Practical science education promoted through five microscience workshops in several countries in Africa, and adaptation of UNESCO microscience teaching and learning materials to suit national needs.
- Regional workshops on leadership, proposal-writing and team-building organized in coordination with regional subsidiary bodies (IOCEA – Central

Eastern Atlantic Ocean Region; IOCWIO – Western Indian Ocean Region, and IOCINDIO – Central Indian Ocean Region) for scientists and directors of national marine science institutes.

- Training conducted in the use of decision support tools for coastal management, resulting in seven projects implemented in IOCWIO, one of which is an EU-funded project in the United Republic of Tanzania addressing sustainable coastal livelihoods through participatory management.
- Training aimed at inundation mapping and natural disasters risk assessment and management provided in IOCWIO through COAST-MAP-IO.
- Support to African ministers and negotiators in preparation for UNFCCC COP-15, including expert advice and coordination of a team of African experts at COP-15.
- Four-year project on Adaptation to Climate Change in Coastal Areas of West Africa (ACCC) initiated with training of experts in mangrove and dune restoration and in climate change in coastal zones in the five participating countries, contributing to better understanding and management of shoreline change induced by climate variability.
- Network concerned with “Harmful Algae in North Africa” initiated, and training conducted in marine biotoxins.
- Network of National Oceanographic Data and Information Centres strengthened with 40 institutions from 25 countries, African Marine Atlas developed, training on OceanDocs African e-repository conducted, as part of the ODINAFRICA project under the IODE programme.
- Development of the African Sea Level Network included establishment of 15 stations, also contributing to the Global Ocean Observing System in Africa (GOOS-AFRICA) which supports international networks such as GEO, and GCOS for Climate Change.
- Coordination of the Indian Ocean Tsunami Warning and Mitigation System, involving countries from IOCWIO, through inundation modelling, implementation and testing of tsunami warning and emergency response systems, and seismic monitoring implementation.
- Three field projects on youth and HIV/AIDS in SIDS completed under the Youth Visioning programme in the following countries: Guinea-Bissau, Madagascar, United Republic of Tanzania (Zanzibar), with support from UNAIDS-UBW.
- Concept note drafted and shared with ICHARM for regional project: “Enhancing the resilience of sub-Saharan African countries against hydro-climate disasters”.
- Preparation of methodologies and guidelines for flood-mapping in West Africa, in collaboration with AGRHYMET.
- Experimental drought monitor on Africa developed to provide near-real-time monitoring of land surface hydrological conditions based on modelling, supported by observations.
- Results of remote sensing capacity-building projects in TIGER compiled, reviewed and edited for publication, serving as a showcase of how satellite information can help in water management in Africa.
- Research network of hydrogeologists of volcanic areas in three countries of East Africa strengthened.
- Development of case studies, best practices and recommendations, and enhancement of South-South and North-South-South networking and cooperation through: the Second African Regional Meeting of the IHP National Committees (South Africa); the Third International Conference on Managing Shared Aquifer Resources in Africa (Libyan Arab Jamahiriya); the International Conference on Groundwater and Climate Change (Uganda); the UNESCO Regional Workshop on Water Education in Africa (Sudan); geophysics and field work in the Kenya Rift Valley; groundwater management (Benin); water-related programmes at the Kenya Water Institute; Water and Climate Risk Management: Managing Hydroclimatic Risk in the Water Sector (Ethiopia); and Water and Sanitation (Ghana).
- Regional and national expert meetings organized in Togo and Guinea to share experiences and best practices on the use and application of solar energy systems in Africa, benefiting 55 participants.
- First session of the African annual summer school on solar energy held in Mali, benefiting 20 participants.

- Development of national renewable energy policies and strengthening of related capacities promoted through the organization of national workshops in Nigeria and Niger.
- Renewable energy policy for the Comoros finalized.
- Pilot project on the use of renewable energy sources for development implemented in Zanzibar.
- African Congress on Biotechnology, jointly organized with the Libyan Biotechnology Research Centre (Tripoli, Libyan Arab Jamahiriya), promoted links and networking in biotechnology in Africa and addressed capacity-building needs of the region.
- Special issue of the *Asian Biotechnology and Development Review* entitled: Biotechnology in Africa published with UNESCO support.
- ERAIFT trained 25 Africans specialists at MA and Ph.D. levels and secured funding for its operations up to 2013 with a grant in the amount of €4.22 million from EC.

## Challenges / lessons learned

- Need to keep parliamentarians engaged in STI issues, which will require recurrent information sessions due to turnover of personnel and conflicting priorities between ministries.
- Similar awareness-raising also planned in the next biennium in relation to African coastal zone management.
- Decline in science education enrolments is a serious concern, hence the proposal for two new initiatives for Africa, both dependent upon extrabudgetary funding, one in Earth science education and one in engineering education.
- IOC intends to address the paucity of data in Africa through simple techniques of collecting adequate data.
- IHP intends to address the scarce funding for water management by forging new partnerships and developing existing ones.
- “Strengthening African Science” will be granted a flagship status for extrabudgetary funding in the next biennium.

## Promoting gender equality

### Achievements

- Fifteen international UNESCO-L’Oréal Fellowships awarded yearly to doctoral and post-doctoral women to allow them to pursue their research in host laboratories outside their home countries.
- The L’Oréal-UNESCO Awards for Women in Science recognized outstanding women researchers who have contributed to scientific progress and provided them with the means to pursue their engagement.
- Training Manual on Gender and Climate Change.
- Increased enrolment of women in UNESCO-IHE courses.
- Increased participation of women in all training activities in the sciences.

## Intersectoral platform: Science education

### Achievements

- Identification of priority science education needs under way in the regions through consultations, workshops, regional expert meetings, and via review of literature and major reports.
- Activities addressing policy guidance issues and capacity-building in science and technology education carried out (e.g. Earth Science Education for Africa), as well as activities concerned with the promotion of basic sciences and engineering, ecological sciences, ethics education and science journalism.



## Intersectoral platform: Contribution to the implementation of the Mauritius Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

### Achievements

- New edition of the *Sandwatch* manual developed, focusing on practical field exercises demonstrating climate change impacts, adaptation and sustainable development options in coastal areas.
- First meeting on climate change-related migration organized for the SIDS of the Pacific by the Asia-Pacific Migration Research Network, jointly with UNESCO.
- Twenty field projects on youth and HIV/AIDS in SIDS completed with support from UNAIDS-UBW under the Youth Visioning programme.
- Technical assistance provided to the Mauritius with respect to sustainable development policies and practices, in the context of *Maurice île Durable*.
- Intersectoral approach to education for sustainable development (ESD) in the Pacific, developed with emphasis on strengthening curriculum relevance in SIDS, endorsed by the Pacific Education Ministers; work on ESD mapping initiated.
- New World Heritage sites in SIDS Member States inscribed or nominated during the current biennium, and Intangible Heritage Convention ratified by several SIDS.
- Training events to strengthen scientific understanding of climate processes among media professionals held in SIDS, including training of 40 journalists in the Pacific.

## Intersectoral platform: UNESCO action to address climate change

### Achievements

- Emerging collaboration on a Global Framework for Climate Services supported jointly with WMO as co-conveners of the United Nations cross-cutting area on knowledge base and presented at UNFCCC COP-15.
- Mitigation of and adaptation to climate change promoted through enhanced education and public awareness, including the first UNESCO International Seminar on Climate Change Education held in close collaboration with the ISPs on SIDS and ESD, through support from Denmark.
- Significant progress made in assessing UNESCO's greenhouse gas emissions and evaluating options for emission reductions and offsets.

### Challenges / lessons learned

- Climate change will be granted flagship status for extrabudgetary funding in the next biennium to overcome the challenge of the limited resources available for the operations of the platform.
- Climate change work at the international level is embedded in UNFCCC processes that are sometimes very complex.

## RESOURCES

18. In managing for results, Major Programme II made use of the following:

- **Regular programme budget: \$58,496,000**

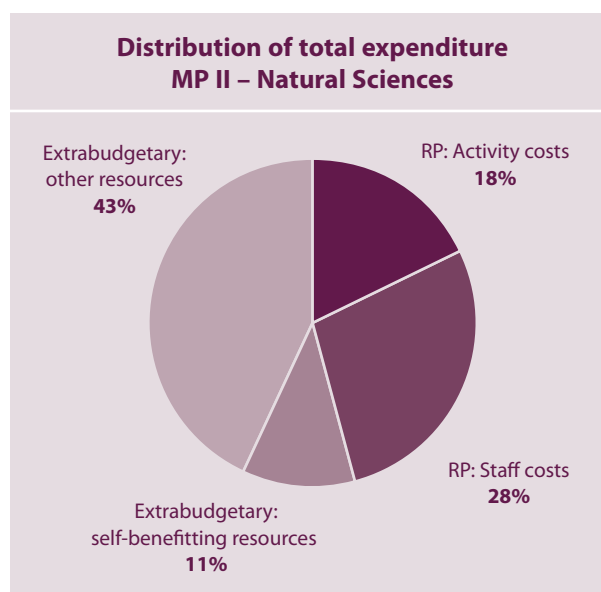
- Activity costs: \$22,773,000
- Staff costs: \$35,723,000

Staff establishment: 167 regular posts, including 113 professionals, 11 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in the UNESCO education institutes and in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$70,872,000**

- Self-benefiting extra-budgetary resources: \$14,797,000

- Other extrabudgetary resources: \$56,075,000



## CONCLUSIONS AND LESSONS FOR THE FUTURE

19. In conclusion, sound progress was made towards achieving MP II strategic objectives during this first biennium. Under SPO 3, “Leveraging scientific knowledge for the benefit of the environment and the management of natural resources”, all expected outcomes, including the global monitoring reports on the state of freshwater and of the oceans, are on track. Under SPO 4, “Fostering policies and capacity-building in science, technology and innovation”, several Member States have been assisted with STI policy and with renewable and alternative energy policy, particularly in the Africa region, while global monitoring of S&T capacities is on track. With regard to renewable energy, given the very limited resources available for this programme, including in terms of workforce, activities in this area have been redirected to concentrate on policy work (global policy dialogue, policy formulation and related capacity-building) to

achieve maximum impact. Additionally, IBSP activities were streamlined and focus now on a limited number of priority actions undertaken on a cost-sharing basis with partners such as IAEA, IBRO, ICGEB, ICTP, TWAS and national institutions participating in the IBSP projects. Finally, under Strategic Programme Objective 5, “Contributing to disaster preparedness and mitigation”, excellent progress has been made in relation to tsunami early warning systems, while the recent devastating earthquake in Haiti demonstrates how relevant IPRED is, along with the need to expand the regions it covers. UNESCO continued also to play its part in the implementation of the Hyogo Framework for Action on Disaster Resilience (2005-2015), with emphasis on raising awareness and advocating for consideration of school safety and disaster risk reduction integration as part of school curriculum in disaster-prone countries.

## MP II – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

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|-----------------------------------|---|
| <p><b>Laboratory of ideas</b></p> | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Raising awareness of civil society and policy-makers on innovative issues such as transboundary water issues, and integrating cultural diversity in Integrated Water Resources Management (IWRM).</li> <li>■ Deepening the understanding of the likely impacts of global changes and resulting adaptation options in river basin and aquifer systems, including coordination across IHP Programmes on developing such strategies.</li> <li>■ Articulation of the concept of biosphere reserves as learning laboratories for sustainable development as part of the Madrid Action Plan for Biosphere Reserves (2008-2013).</li> <li>■ The World Science Forum (Budapest + 10) focused on “Knowledge and Future” with reference to the critical role of science regarding the formation of our future. The Forum not only marked the tenth anniversary of the first World Conference on Science, organized in partnership with the Hungarian Academy of Sciences and the Hungarian Government and ICSU to promote the quality of the dialogue on the new roles and challenges of scientific knowledge, but also looked forward to give a strategic vision of the future of science in the global society of the twenty-first century. A “retrospective” plenary surveyed the achievements both in the field of science and that of science policy since the 1999 World Conference on Science. The “moving forward” plenary looked into the long-term prospects of science and concurrent policy challenges during the coming years. In both sessions, leading scientists (including Nobel Laureate scientists), science policy-makers and decision-makers from all over the world delivered the keynote lectures.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ In the area of water, a main challenge is the necessary focus on targeted information to improve understanding, measurement, simulation, and management of data.</li> </ul>  |
| <p><b>Standard-setter</b></p>     | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ The IOC twenty-fifth Assembly adopted the TEOS-10 formulation of the Thermodynamics and Equation of State of Seawater to replace the existing EOS-80 UNESCO standard. The conductivity method, or “Practical Salinity Scale”, has been used by marine scientists since 1978. UNESCO incorporated the scale into the 1980 equations for calculating the density of seawater. Now, a more accurate way of identifying “Absolute Salinity” has been devised and incorporated into a Thermodynamic Equation of Seawater. The new equation is set to become the next oceanographic standard as of 2010, after becoming an industrial standard in 2009 for building seawater desalination plants. The thermodynamic equation will also make climate models even more accurate than at present.</li> <li>■ UNESCO-IHP advisory role for the elaboration of the Law of Transboundary Aquifers adopted by the 63rd General Assembly of the United Nations in December 2008 acknowledged in Resolution A/RES/63/124 on the Law of Transboundary Aquifers: scientific and technical assistance rendered to the International Law Commission provided the basis for the elaboration of the convention.</li> <li>■ Integrated Water Resources Management (IWRM) Guidelines at River Basin Level produced as a contribution towards the World Water Assessment Programme (WWAP). The principles and concepts of IWRM have been widely recognized, but the implementation of IWRM is not satisfactorily progressing in many basins. The Guidelines should be seen as an instruction manual that synthesizes practical methodologies for IWRM to help implement IWRM at the river basin level.</li> <li>■ Substantive inputs provided to global conventions dealing with biodiversity, climate change and desertification, and active participation in current United Nations dialogues concerning the establishment of an Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES).</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ With regard to IWRM, main challenges are the receptiveness of diverse water sectors concerned and the optimization of the impact of the initiative with regard to reaching the media and government actors.</li> </ul> |
| <p><b>Clearing house</b></p>      | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Thirty-two ministers as well other national delegations and participants from multilateral organizations attended the first Ministerial Round Table on Oceans, during the 35th session of the UNESCO General Conference, to discuss and highlight the vital role of oceans in understanding climate change, in providing ecological services to human well-being, notably coastal communities, as well as the role of UNESCO IOC in supporting global governance of the oceans.</li> <li>■ World Water Development Report (WWDR), a flagship product of UN-Water, prepared by the UNESCO-led and hosted WWAP.</li> </ul>   |

- Groundwater Resources Map of the World (1:25 000 000) published under the World-wide Hydrogeological Mapping and Assessment Programme (WHYMAP).
- Compendium of the major floods around the world with a focus on their magnitude, meteorological causes and socio-economic impact developed by the International Flood Initiative (IFI), in cooperation with IAHS.
- Partnership with Nature Publishing Group pursued on "Nature Education", a free-of-charge online facility of quality science learning resources.
- *Atlas of Great Apes* issued in French-language version.
- Launch of the Internet forum: "On the Frontlines of Climate Change: A global forum for indigenous peoples, small islands and vulnerable communities". The Climate Frontlines forum explores the climate change experiences of communities living in small islands, the circumpolar Arctic, high-altitude zones, desert margins and other vulnerable environments. The Frontlines Forum builds upon the success of the Small Islands Voice global Internet forum, which engaged people interested in small island issues in an online debate, reached more than 50,000 people worldwide over a period of six years, and connected islanders from the Caribbean and the Atlantic, Indian and Pacific Oceans.
- Sandwatch is a grassroots network of schools and community groups working together to monitor and conserve local beach and nearshore environments and to build resilience to climate change. Sandwatch contributes to UNDES, providing a practical "hands-on" approach for integrating the values inherent to sustainable development into all aspects of learning. Sandwatch groups in the Caribbean Sea, Indian Ocean, Pacific Ocean, Africa, and other regions share their experiences and data through the Sandwatch website or through *The Sandwatcher*, which is published several times a year in English, Spanish and French language editions. A Sandwatch climate change database, presently under design, is intended to provide an inventory of beach data against which climate change impacts can be assessed from 2010 onwards.

**Challenges:**

- The main challenge with respect to the World Water Development Report is the optimization of its impact by reaching the media in order to enhance the dissemination and awareness of its findings.

**Capacity builder in Member States**

**Achievements:**

- UNESCO-IOC capacity-development efforts reach all strata of society, from directors of marine science institutes to tsunami-prone communities in SIDS. IOC programmes are implemented in all developing regions, with special emphasis on Africa and SIDS when so applicable. Capacity-development initiatives include: training workshops in fundraising and decision support tools; robust networking and the training of data and information managers, with a long-term commitment through ODINAFRICA; training of scientists in identifying threats from harmful algal incidents; monitoring of sea level for routine and long-term climate change studies and for identifying ocean-based hazards; and training of institutions and civil society in monitoring, informing, or acting on warnings from tsunami service-providers.
- The thrust of UNESCO-IHP capacity-building interventions is on IWRM and groundwater; water and global change, including climate risk management; erosion and sediment management; water and sanitation; rainwater harvesting; conflict resolution and transboundary water management; sustainable urban water management; and water quality.
- Water education capacities of 1,518 teachers and facilitators of 7 Member States enhanced via training under the UNESCO-IHP/WET joint programme, "Water and Education for the Americas and the Caribbean".
- UNESCO Tertiary Water Education Grants Programme developed and launched to raise capacities of water professionals in developing countries, to foster related research and to further strengthen the links between UNESCO-IHE and IHP.
- ERAIFT trained 25 M.Sc.- and Ph.D.-level African specialists in integrated land and resource management for humid tropical regions.
- Within the new strategy of IBSP, focusing on cost-sharing partnerships, Africa and gender issues, launching of a series of advanced courses in the basic sciences in various African countries, in partnership with ICSU Scientific Unions, CERN, ICTP, ICGEB, TWAS and other partner organizations, with emphasis on participation of women scientists.
- UNESCO organized the First African Biotechnology Conference (Tripoli, Libyan Arab Jamahiriya) that led to recommendations addressing capacity-building needs of the region. These recommendations for follow-up action were later presented and adopted at the AU's First African Biotechnology Congress in Nairobi.

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|  | <ul style="list-style-type: none"> <li>■ Over 1,400 scientists attended ICTP training programmes.</li> <li>■ Training and re-training of officials in ministries of S&amp;T in Africa regarding national STI policy review and reformulation.</li> </ul> <hr style="border-top: 1px dashed #000;"/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ A challenge to IOC capacity-development efforts is often the severe lack of basic infrastructure to run programmes on site.</li> <li>■ Shortage of trained human resources for water-related MDG targets. Even if funding for infrastructure is available, investments in water infrastructure are often not followed by the needed investments in water education and training.</li> </ul>   |
| <p><b>Catalyst for international cooperation</b></p> | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ The implementation of the open ocean module of the Global Ocean Observing System (GOOS) at 61% was reported to the UNFCCC. UNESCO-IOC coordinated the full deployment of the Argo and drifting buoy arrays by the end of 2009. Immediate gaps in satellite coverage have been addressed as well. Putting in place these ocean observing systems required high-quality international cooperation.</li> <li>■ Global real-time high resolution rainfall estimates from satellite data developed by G-WADI and CHRS (University of California) with support from NASA and NOAA. Such data is extremely critical for analysis of atmospheric and climatological conditions to produce forecasts and warnings, notably for extreme events (e.g. floods, etc.), and is increasingly being used, particularly in developing countries.</li> <li>■ First assessment of Transboundary Rivers, Lakes and Groundwater carried out under the auspices of the UNECE Water Convention, in cooperation with various partners. The assessment aims to inform, guide and stimulate further action by Parties and non-Parties to the Convention to improve the status of transboundary waters.</li> <li>■ The International Year of Planet Earth (2008) and the International Year of Astronomy (2009) were both major platforms for international cooperation. Both MAB and IGCP stimulated international events. The International Geopark Conferences were a major success. The Third World Congress for Biosphere Reserves in Madrid brought together, for the first time, more than 250 biosphere reserve managers and coordinators and over 500 scientists, NGO and private sector representatives, from 105 countries.</li> <li>■ The “soft” inauguration of SESAME Centre (Allan, Jordan, 3 November 2008) marked the handing over to SESAME of its building, as well as the installation of the “microtron”, the first part of the main SESAME machine. Following an effort supported by UNESCO, Daresbury Laboratory (United Kingdom) donated five beamlines to SESAME. Over 200 scientists from 20 countries benefited from the training programme in the use of synchrotron radiation.</li> <li>■ The World Science Fora Series organized biannually in Budapest is a unique endeavour to provide scientists, science policy-makers and political leaders from all over the world with a global platform for discussing vital issues of common interest. Over 400 scientists, political leaders, policy-makers and journalists from more than 90 countries had participated in each Forum. As it is a tradition of the World Science Fora, each Forum attracts several global science events, taking place in its venue in conjunction with the World Science Forum. At the World Science Forum 2009 in Budapest, such events included the annual meeting of the Third World Academy of Science (TWAS), a meeting of science and education ministers of the G77+China, a symposium on human dignity organized by the International Union of Academies, the governing board meetings of the World Academy of Young Scientists, the Israeli-Palestine Science Organization (IPSO) and the International Science, Technology and Innovation Center of the G77+China group, and a meeting of members of parliamentary research, science and education committees.</li> </ul> <hr style="border-top: 1px dashed #000;"/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Fifteen years after the first concept of a global ocean observing system was developed, thanks to the successful implementation of major GOOS elements (including sea-ice extent, sea-level and surface primary productivity monitoring from space, complemented by in situ networks of drifting buoys, Argo floats and tide gauges), IOC can now genuinely take claim for a working, sustained global ocean observing system. However, a decreasing level of additional contributions to the global system from national entities is being witnessed, with the potential impact that the initial targets and goals may not be reached. It is therefore critical to revitalize multilateral engagement in support of global ocean observations.</li> </ul> |

# MAJOR PROGRAMME III

## SOCIAL AND HUMAN SCIENCES

### MAJOR TRENDS AND DEVELOPMENTS

**20.** The impact of the global financial and economic crisis increased the need for social sciences to produce an informed understanding of the complexities of the situation and the changes occurring in local and national settings. The outcome document of the conference of the United Nations General Assembly on the World Financial and Economic Crisis and Its Impact on Development in June 2009 calls for "... independent technical expertise and analysis, which would contribute to informing international action and political decision-making and fostering constructive dialogues and exchanges among policy-makers, academics, institutions and civil society".

**21.** Mitigating the adverse social impact on people in the most vulnerable situations has therefore become the priority of the MOST Programme, which seeks to advance informed understanding of the local and national settings and to enhance research-policy linkages in the field of social transformations. MOST contributed to fostering policy responses to mitigate the negative social consequences of the financial crisis through a series of high-level fora: first, through a parallel event jointly organized by MOST and the Human Science Research Council of South Africa within the framework of the World Social Science Forum (Bergen, Norway, May 2009); secondly, through the thematic sessions addressing the issue at the Seventh Regional Forum of Ministers of Social Development for Latin America and the Caribbean (Quito, Ecuador, August 2009); and thirdly during the ninth session of the MOST Intergovernmental Council, on 29 September 2009. During these fora, participants analysed national and international policy responses to the financial crisis, outlined policy proposals to stem the worst social effects, and emphasized the importance of continued social protection and social safety nets as well as of human rights-based approaches and cooperation among stakeholders. The ninth session of the Intergovernmental Council of the MOST Programme (September 2009) recommended

supporting research networks on the impact of the crisis on the most vulnerable groups in order to provide comparative policy options and to exchange best practices concerning social policy responses. The future MOST Fora of Ministers of Social Development will compare these national responses in the framework of the Social Protection Floor initiative that figures among the nine joint crisis initiatives of the CEB of April 2009. These experiences indicate that it has become ever more pertinent to foster such participative governance, as advocated and sustained by the SHS Sector, with a view to promoting sustainable and effective responses to the crisis.

**Biennial sectoral priority 1:**  
Promoting principles, practices and ethical norms relevant for scientific, technological and social development

**MLA 1: Promoting the ethics of science and technology, with emphasis on bioethics**

### Achievements

**22.** Awareness was raised among policy-makers in Member States, higher education institutions, national research systems, and the wider public on issues related to the ethics of science and technology through:

- UNESCO's International Bioethics Committee (IBC) and Intergovernmental Bioethics Committee (IGBC), which made a significant contribution to raising public awareness through their reflection and debates on human cloning and international



governance, and on the principle of social responsibility and health.

- The organization of the sixteenth ordinary session of the International Bioethics Committee (IBC) (Mexico City, November 2009), which focused on finalizing the IBC Report on Social Responsibility and Health, elaborating the principle of respect for human vulnerability and personal integrity, and preparing the IBC Report on Human Cloning and International Governance.
- The expansion of the Global Ethics Observatory (GEObs), which received numerous Internet hits, searches and views, and serves over 1,800 individuals and 500 institutions worldwide.
- The translation of the principles of the Universal Declaration on Bioethics and Human Rights into educational materials through the UNESCO Bioethics Core Curriculum, which is being tested in universities in all regions.
- The work of COMEST, which helped to put the ethical implications of climate change firmly on the international agenda, and developed new concepts that have convinced Member States of the relevance of conducting a study on the desirability of preparing a declaration of ethical principles in relation to climate change, as requested by 35 C/Resolution 36, and has raised awareness with respect to the ethical challenges of nanotechnologies.

**23.** International cooperation and national institutional capacities in the field of bioethics were enhanced through:

- The establishment of 10 new National Bioethics Committees (Colombia, El Salvador, Gabon, Ghana, Guinea, Jamaica, Madagascar, Malawi, Oman and Togo);
- The organization of the international conference “Joint Action for Capacity-Building in Bioethics” (Mexico City, November 2009), where participants exchanged knowledge and experience on establishing and operating National Bioethics Committees (NBCs) and reflected on ways to improve collaboration in the future.
- Providing support for the establishment of regional networks so as to strengthen cooperation and networking among institutions and researchers on bioethics-related issues.

- The Interagency Committee on Bioethics, whose objective is to enhance the coordination of capacity-building activities among United Nations bodies in the field of bioethics (UNESCO is the permanent secretariat for this Committee).

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## Challenges/lessons learned

- It is a continuous challenge for UNESCO to identify issues and areas where the formulation of commonly shared ethical principles is feasible, and to develop the appropriate follow-up initiatives.
- Efforts made to better correlate the work of IBC and IGBC through the organization of a joint IBC/IGBC session allowed for constructive interaction, thus enhancing the impact of IBC’s work in Member States.
- Effective responses to the range of issues raised by nanotechnologies require strong linkages between ethical approaches and science policies. These linkages are currently inadequate and need to be strengthened.

**Biennial sectoral priority 2:**  
Strengthening national and regional research systems in order to provide policy-oriented research on social and ethical issues

**MLA 2:** Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports

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## Achievements

- Strengthened the link between social science research and policy-making, so as to address poverty and social policy issues through the organization of Regional Fora of Ministers in Latin America, SADC, ECOWAS, East African Community, Southern Asia and the Arab States region.
- Enhanced evidence-based policy-making through the MOST online tool that allows for comparison

of policy-relevant research results from worldwide sources, which not only capitalizes on research results from some 100 research reports produced by the UNESCO Forum on Higher Education, Research and Knowledge, but at the same time has five new thematic collections relating to MOST priority themes: "Research-policy linkages", "Regional integration policies", "Poverty eradication", "Gender equality" and "Prevention of youth violence".

- Strengthened national research systems to provide policy-oriented research on social and ethical issues through the framework agreement with the International Social Science Council (ISSC), 2008-2013, notably through the organization of a World Social Science Forum in Bergen, Norway (2009), and the production of the *World Social Science Report* that will be published in 2010.

- Stimulated the commitment to policies for poverty eradication, through the publication of the *Freedom from Poverty* collection in four volumes, and through the implementation of several research projects in Africa, which focused on the elaboration of human rights-based decision-making tools for national poverty reduction strategy papers.

- Strengthened efforts to address the social and human dynamics of climate change through an initiative aimed at enhancing the understanding of the impact of climate change on migration, by collecting data and learning from the actual increasing cases of environment-induced migration. (Results of such interdisciplinary research will feed policy-making and help draft sound and effective responses to the challenge).

- Strengthened efforts to enhance youth participation in decision-making, civic engagement and social inclusion (including youth violence), notably through the development of a global strategy on youth; the organization of the tenth Youth Forum during the 35th session of the General Conference; and the implementation of projects in El Salvador, Guatemala, Honduras and Nicaragua to promote youth development and gang-related youth violence prevention.

- 130 States became parties to the International Convention against Doping in Sport, 2005, making it the most successful convention in the history of UNESCO in terms of the speed of its development and entry into force.

- Strengthened efforts to eliminate doping in sport through the implementation of 11 projects, and through contributions received from the Fund for the Elimination of Doping in Sport (over US \$2 million received thus far).

- Enhanced linkages between research and policy at local levels for social sustainability in historic districts and the social and spatial inclusion of migrants in urban settings through the United Nations HABITAT-UNESCO project "Urban policies and the right to the city, rights, responsibilities and citizenship".

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## Challenges/lessons learned

- The major challenge ahead appears to be the possibility of initiating and sustaining dialogue between researchers and policy-makers, fully embracing all stakeholders of civil society in a genuinely participatory framework. The results of this endeavour cannot be measured within the short time frame of two year programmes.

- Inter-agency cooperation (United Nations HABITAT, UNDESA, IOM) provides excellent opportunities to disseminate research results. Similarly, support of UNESCO chairs and international associations of local authorities can be used to increase the impact of UNESCO's actions.

- MOST Online Research Policy Tool may need to be upgraded, so as to allow more partners to tap into this resource, and to add an online peer review mechanism.



### Biennial sectoral priority 3:

Contributing to the dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights, and the fight against discrimination

### MLA 3: Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism

#### Achievements

- Strengthened efforts to promote respect for human rights in UNESCO's fields of competence through the mobilization of all partners to join UNESCO in celebrating the sixtieth anniversary of the Universal Declaration of Human Rights in 2008, which concluded with the signature ceremony establishing the International Centre for the Advancement of Human Rights in Buenos Aires, Argentina.
- Strengthened human rights actions related to advancing academic reflection on the normative content and the obligations of States to respect, protect and fulfil the right to take part in cultural life, and the right to enjoy the benefits of scientific progress and its applications through joint activities organized with the Office of the High Commissioner for Human Rights (OHCHR) and the United Nations Committee on Economic, Social and Cultural Rights (CESCR), and by working to further elucidate the right to access to safe drinking water and sanitation with dedicated experts.
- In implementing the Integrated Strategy to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance, efforts to combat racism and discrimination were strengthened through the launch of an international coalition of cities against racism and discrimination at the Third World Forum on Human Rights in Nantes, France, in 2008, linking the six regional coalitions. UNESCO's important role and work in this area was reflected in the Outcome Document of the Durban Review Conference, Geneva, 2009.

- Within the Intersectoral Strategy on Philosophy, the teaching of philosophy was promoted through regional high-level conferences organized in Africa, Latin America and the Caribbean, Asia-Pacific and the Arab States, which resulted in the publication and widespread dissemination of recommendations for improving the teaching of philosophy in each region to all concerned stakeholders.
- Efforts to foster philosophical debate in civil society on key issues in UNESCO's fields of competence were strengthened through the organization of high-profile international events to celebrate World Philosophy Day.
- Contributions to the intersectoral platform pertaining to the dialogue among civilizations and cultures and a culture of peace focused on dialogue in civil societies, namely between Israeli and Palestinian researchers and universities and the Greater Horn Horizon Forum in the Horn of Africa, which offers a novel framework for exchange among researchers and intellectuals from the region and the Diaspora, as well as policy-makers, members of civil society, business people and opinion leaders concerned by the future of the populations in the region. Furthermore, the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights, launched in 2008 in Cairo by UNESCO and the National Council for Human Rights of Egypt, will contribute to a rapprochement of the cultures in the two regions, as well as to the enhancement of South-South cooperation.

#### Challenges/lessons learned

- A major challenge ahead is the further integration of a human rights-based approach into all UNESCO activities and projects. Mainstreaming of human rights requires intensified in-house coordination and training. The increased cooperation with United Nations bodies, while offering immense opportunities, also raises the challenge of thorough consultations and coordination.
- Limited government attention to youth issues and engagement of young people in decision-making processes.

## Addressing the needs of Africa

### Achievements

- Major advancements have been made in capacity-building with a view to reinforcing research capacity in the social and human sciences in the region through the approval, by the 35th session of the General Conference, to establish the West Africa Institute in Praia, Cape Verde, for International Research on Regional Integration and Social Transformation.
- Within the framework of the IP Platform on the strengthening of national research systems, country studies with a view to integrating social and human science perspectives in science policies have been launched in Madagascar, Zimbabwe and Côte d'Ivoire.
- The General Conference also endorsed, pending final approval by the Executive Board, the proposal to establish a research and documentation centre for women, gender and peacebuilding in Kinshasa, Democratic Republic of the Congo, which will seek to increase South-South cooperation with a view to producing knowledge from the countries concerned by international policy recommendations and assisting in the sharing of experience and the shaping of social policies.
- Within the programme on bioethics, special emphasis was put on providing technical assistance to the African region for the establishment of National Bioethics Committees in Gabon, Ghana, Guinea, Madagascar, Malawi and Togo.
- In line with the increased international and regional efforts to promote youth development in Africa, the Social and Human Sciences Sector, in consultation with the Africa Group at UNESCO and regional organizations, including the African Union, has developed a Strategy on African Youth that contributes to fostering an enabling policy environment with three strategic objectives: youth participation in policy development, entrepreneurship, and regional integration through support to the consolidation of youth networks.

### Challenges/lessons learned

- Need to strengthen cooperation between the Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region

(GLR) and ministries, universities, and other relevant institutions in the GLR, so as to strengthen the linkages between research and policy formulation at national and regional levels.

## Promoting gender equality

### Achievements

24. In line with the Gender Action Plan for 2008-2013, action focused on the impact of globalization on women's socio-economic, political and cultural conditions and rights through:
- The operationalization of the Women's Studies and Gender Research international network, which includes scholars and departments at universities in Africa, Asia, Latin America and the Caribbean, North America, Europe, and Oceania.
  - The launching of a global policy-oriented research project entitled: "Gender and the financial crisis" under the general coordination of the UNESCO Gender Studies Chair of Lancaster University, United Kingdom.
  - Support for research studies by the Palestinian Women's Research and Documentation Centre, which resulted in various publications.

## Intersectoral platform: Strengthening national research systems

### Achievements

- The Platform is working to provide recommendations and science policies on the contribution of national research capacities in the natural and social and human sciences to sustainable development through the national research system review processes, which are currently in progress in four pilot countries: Côte d'Ivoire, Jordan, Madagascar and Zimbabwe. In each case, both the natural sciences as well as the social and human sciences are reviewed with a view to providing support to Member States in implementing a coherent science policy for development.

## Challenges/lessons learned

- The need for reinforcement of social and human science research in national research systems has been recognized and the Sector will have to continue to put strong emphasis on this issue.

- The opportunities and contribution of ICTs to providing access to information in the context of the national research system should be included in the review processes.

## RESOURCES

25. In managing for results, Major Programme III made use of the following:

- **Regular programme budget: \$29,645,000**

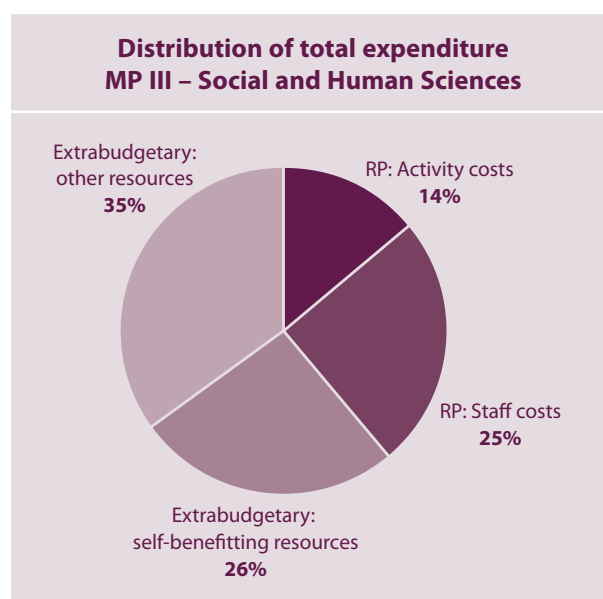
- Activity costs: \$10,872,000
- Staff costs: \$18,773,000

Staff establishment: 85 regular posts, including 62 professionals, 5 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$47,045,000**

- Self-benefiting extrabudgetary resources: \$20,258,000

- Other extrabudgetary resources: \$26,786,000



## CONCLUSIONS AND LESSONS FOR THE FUTURE

- In accordance with the Social and Human Sciences Sector's mission to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity, the Sector needs to work as a true laboratory of ideas, where thinking, foresight and innovation interact daily. The challenge is to keep up with cutting-edge developments, while also remaining attuned to urgent social and human needs and observing rigour and excellence in knowledge production.
- In a period of multiple crises (economic, food, climate change, environmental), research-policy linkages

must be strengthened so as to develop informed policies that will be effective in addressing today's complex, multidisciplinary, global challenges.

- Traditionally, the Sector is able to build on a large partnership base of policy-makers, members of the scientific community, research institutions and civil society actors. These partnerships are becoming ever more indispensable to co-produce knowledge, results and programmes on the basis of shared goals, complementary know-how and productive division of labour.

## MP III – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

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|---|--|
| <b>Laboratory of ideas</b>                    | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Contribution to the clarification of the content of the right to take part in cultural life and the right to enjoy the benefits of scientific progress and its application in cooperation with the United Nations Committee on Economic, Social and Cultural Rights.</li> <li>■ Permanent Forum of Arab-African Dialogue on Democracy and Human Rights and Greater Horn Horizon Forum.</li> <li>■ <i>World Social Science Report</i> in cooperation with the International Social Science Council.</li> <li>■ Publication of the <i>Freedom from Poverty</i> collection that analyses poverty within the framework of human rights.</li> <li>■ Within IBC, development of the ethical and legal dimensions of responsibility and its relation to health, and report on human cloning and international governance.</li> <li>■ Development of the concept of “migration without borders”.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ To initiate and sustain dialogue between researchers and policy-makers, fully embracing all stakeholders of civil society in a genuinely participatory framework.</li> </ul> |
| <b>Standard-setter</b>                        | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ 130 States Parties to the International Convention against Doping in Sport.</li> <li>■ Analysis of the ethical issues in relation to climate change by COMEST resulted in the Resolution by the General Conference at its 35th session requesting the Director-General to prepare a report on the desirability of preparing a draft declaration on this matter.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ UNESCO needs to continue to identify issues and areas where the formulation of commonly shared ethical principles is feasible, and be prepared to start initiatives in this direction.</li> <li>■ Human rights mainstreaming within UNESCO to be enhanced.</li> </ul>   |
| <b>Clearing house</b>                         | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Continuous development of the Global Ethics Observatory.</li> <li>■ MOST Online Research Policy Tool further enhanced.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ To cope with increased resource needs as databases grow.</li> </ul>  |
| <b>Capacity builder in Member States</b>      | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Country studies with a view to integrating social and human science perspectives in national science policies.</li> <li>■ Establishment of the West Africa Institute for International Research on Regional Integration and Social Transformations in Praia, Cape Verde.</li> <li>■ Establishment of the International Centre for the Advancement of Human Rights in Buenos Aires, Argentina.</li> <li>■ Establishment of national bioethics committees in 10 countries.</li> <li>■ Bioethics core curriculum for universities launched.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Continuous reinforcement of social and human sciences research in national research systems.</li> </ul>  |
| <b>Catalyst for international cooperation</b> | <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>■ Partnership strengthened with OHCHR and human rights organizations on the occasion of the celebration of the 60th anniversary of the Universal Declaration of Human Rights.</li> <li>■ Regional Fora of Ministers of Social Development held.</li> <li>■ International Coalition of Cities against Racism launched.</li> <li>■ Increased inter-agency cooperation in the fields of youth and urban development.</li> <li>■ Training in the human rights approach to programming with United Nations country teams.</li> <li>■ Coordination of the Inter-Agency Committee on Bioethics.</li> </ul> <hr/> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>■ Increased cooperation and coordination within United Nations bodies.</li> </ul>  |

# MAJOR PROGRAMME IV

## CULTURE

### MAJOR TRENDS AND DEVELOPMENTS

**26.** Throughout the past period, UNESCO has endeavoured to promote cultural diversity and intercultural dialogue and thus demonstrate that culture plays a crucial role *in* and *for* development. Owing to involvement in common country programming exercises, culture has been included in a number of UNDAFs. A “backstopping” team put in place at Headquarters has assisted the decentralized bodies, *inter alia*, to implement the 18 joint programmes funded under the “culture and development” thematic window of the UNDP-Spain MDG Achievement Fund under which UNESCO is the lead agency for 13 Goals. UNESCO has thus reaffirmed its commitment to reforming the United Nations system and has accordingly begun to devise a system-wide pilot “culture and development” knowledge management scheme that will also be based on the revised framework for cultural statistics adopted by the General Conference at its 35th session.

**27.** The first UNESCO World Forum on Culture and the Cultural Industries was held in Monza, Italy, in September 2009 on the theme of creativity, excellence and innovation. The Forum was attended by representatives from the private sector, academia, policy decision-makers and artists from all over the world, and its purpose was to become a key meeting for everyone interested in the theme of “culture and development”.

**28.** The UNESCO World Report *Investing in Cultural Diversity and Intercultural Dialogue* was completed at the end of August 2009. The English version of the report and the Executive Summary in six languages were presented to UNESCO Member States on 20 October 2009. Intersectoral consultations on the draft report were held throughout the process and permanent delegations were also consulted. Owing to a shortage of human and budgetary resources its production and completion were delayed and the report can be printed and used only now, in the new biennium.

#### MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

**29.** The 32nd and 33rd sessions of the World Heritage Committee were held in Quebec, Canada, July 2008 and Seville, Spain, June 2009. The General Assembly of States Parties also met during the biennium, and two workshops were held on the future of the Convention in the light of its forthcoming fortieth anniversary. The progressive increase in the number of state of conservation reports examined during the World Heritage Committee (166 in 2008 and 178 in 2009) reflects the importance attributed to conservation, the Convention’s primary goal. The representativity of the World Heritage List was improved by the inclusion of six sites from non-represented countries, seven from under-represented regions, and four from under-represented categories. Action was undertaken to remove properties from the World Heritage List in Danger. One European site was removed from the World Heritage List. National capacities for the management and conservation of properties were strengthened through conservation and training activities in Africa, Asia and the Caribbean, and the setting up of a network of category 2 centres dedicated to World Heritage activities in several countries and regions. Cooperation was expanded with United Nations missions in post-conflict countries and countries in post-disaster situations. The protection of Historic Urban Landscapes was pursued by the decision of the General Conference at its 35th session regarding the preparation of an international Recommendation in this domain. Advocacy and support to World Heritage were strengthened through private partnerships, such as Jaeger Le Coultre for the marine programme and Trip Advisor and Google for World Heritage at large. The successful reinstallation of the Aksum Obelisk in its original location in Ethiopia became a genuine “high

visibility” endeavour. Progress in scientific knowledge for the benefit of World Natural Heritage was obtained through a policy document on the Impact of Climate Change on World Heritage Properties, pilot projects for climate change adaptation at specific World Heritage sites, and fundraising for adaptive forest management in the Tropical Rainforest Heritage. In line with the recommendations of the 2009 management audit, a new structure for the World Heritage Centre was put in place during the biennium.

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## Achievements

- The representativity, balance and credibility of the World Heritage List were improved.
- Support was provided for improving the state of conservation of World Heritage sites, especially in post-conflict and post-disaster situations.
- Capacities for conservation and management of sites were strengthened, and a support network of regionally based category 2 centres established.
- The network of public and private partners to support World Heritage work was expanded.

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## Challenges/lessons learned

- The large number of decisions taken annually during Committee sessions (289 in 2009) and the corresponding lack of adequate resources hamper effective follow-up.
- The security situation in certain post-conflict countries has caused delays in the implementation of activities.
- The number of sites on the World Heritage List is increasing by more than 20 sites per year with no parallel increase in the resources of the World Heritage Fund; hence, most conservation projects at World Heritage sites are undertaken through extrabudgetary funding.

## MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

**30.** Almost all the expected results defined for the biennium have been achieved. With 118 States Parties by the end of 2009, the Convention is becoming the major, worldwide impetus for safeguarding intangible cultural heritage. Its impact is reflected not only in the development of measures taken at the national level, but also in the participation of States Parties in its international safeguarding mechanisms. Another major contribution to enhancing awareness of intangible heritage is the interactive edition of the *Atlas of the World's Languages in Danger*, including more than 2,500 languages, launched in February 2009. Capacities in Member States have been strengthened thanks to the development and implementation of safeguarding plans, the sharing of good practices and the training of governmental and non-governmental stakeholders. In 2008, the Intergovernmental Committee incorporated the Masterpieces of the Oral and Intangible Heritage of Humanity on the Representative List, and in 2009 inscribed 76 new elements. In 2009, the Intergovernmental Committee also inscribed 12 elements on the Urgent Safeguarding List and selected three proposals for programmes and projects that best reflect the principles and objectives of the Convention. The number of requests for assistance from the Intangible Cultural Heritage Fund granted by the Committee in 2009 (14 for a total amount of US \$414,000) also shows the active participation of States Parties to the Convention in its international implementation. Cooperation among Headquarters and all field offices has been essential for the strengthening of capacities of Member States and communities in implementing the Convention, and about 80 activities financed with regular and extrabudgetary funding have almost all been decentralized.

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## Achievements

- The impact of the Convention on the development of measures at the national level and on the participation of States Parties was reflected in its international safeguarding mechanisms.
- Ninety elements were inscribed on the Representative List in 2008, 76 in 2009; 12 elements



were inscribed on the Urgent Safeguarding List, and three programmes best reflecting the principles and objectives of the Convention optimally were selected.

- Fourteen international assistance undertakings were launched for a total amount of US \$ 414,000 and over 80 activities were financed with regular and extrabudgetary funding, almost all implemented by field offices.
- The interactive edition of the *Atlas of the World's Languages in Danger* was launched in February 2009.

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## Challenges/lessons learned

- The long-term results of ratifying and implementing the Convention for the Safeguarding of the Intangible Cultural Heritage cannot be measured within a single biennium.
- The budget at Headquarters originally allocated to strengthening Member States capacities, enhancing coordination between the 2003 and 1972 Conventions, or specifically dedicated to Gender and Africa, has of necessity been re-programmed to bolster services of the governing bodies of the Convention.
- National capacities in implementing the Convention – particularly in developing countries – need to be dramatically strengthened in order for the Convention to become fully operational and to enable States Parties to set their strategies and priorities.

### **MLA 3: Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries**

**31.** Museum development was pursued through capacity-building programmes in documentation, collections management, conservation and museum management in all regions. Practical tools for preventive conservation were created in partnership with ICCROM and disseminated and tested through training in Africa and in Asia. New local language versions of the *UNESCO Cultural Heritage Protection*

*Handbooks* were produced. A Palestinian museum policy was formulated, community museums were developed in Asia, and a regional museum network dedicated to youth was established in Europe. The effective implementation of the 1954, 1970 and 2001 international Conventions was ensured, notably through focused training programmes, educational outreach materials and sensitization efforts. Thirty-two new States Parties have adhered to the respective Conventions (1954 and Second Protocol, 1970, and 2001). Following the entry into force of the 2001 Convention on the Protection of the Underwater Cultural Heritage, two General Assembly sessions were held in 2008 and 2009 respectively. The Rules of Procedure were adopted, a Scientific and Technical Advisory Body was created (Statutes adopted, members elected), and the procedure for submitting to the General Assembly a Draft of the Operational Guidelines was also adopted. The fight against illicit trafficking included the successful development of the Cultural Heritage Laws Database with 80% of all Member States' legislation online, training and outreach activities, and the development of inventories of museum collections. Activities for the return of cultural property were also pursued, notably in Afghanistan.

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## Achievements

- Five new States Parties to the 1954 Hague Convention, three new States Parties to the 1954 (First) Protocol, and eight new States Parties to the 1999 Second Protocol.
- Three new ratifications of the 1970 Convention, raising the number of States Parties to a total of 119. An important publication was made available on the return of cultural objects, and numerous oral and written interviews were undertaken with local and international media on UNESCO's action in the fight against illicit trafficking.
- Capacity-building activities were undertaken for decision-makers, lawyers and museum staff, customs and police officials for heritage protection in the fight against illicit trafficking in selected countries, and several regional workshops were held on protection and basic security measures as well as the strengthening of the institutional and legislative frameworks.
- Thirteen new ratifications of the 2001 Convention in 2008/2009, allowing the Convention to enter into force on 2 January 2009. By December 2009

the Convention had been ratified by a total of 29 States Parties. Effective awareness-raising and information-sharing activities were undertaken internationally.

- Development of the Database of National Cultural Heritage Laws (currently 2,258 legislation from 177 countries); at present it receives more than 2,000 page views (website) per month.
- Numerous museum development activities were undertaken, especially with regard to the establishment of inventories and the provision of different kinds of substantial assistance to museums in a wide variety of countries across regions. Volume 4 of the *Cultural Heritage Protection Handbooks* was published and presently exists in 13 language versions.

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## Challenges/lessons learned

- A major challenge continues to be the high cost of the statutory obligations for the implementation of the Conventions, in particular the translation and interpretation obligations.
- The security situation has caused some implementation delays in certain countries and legal obstacles to the return of cultural property have been encountered in others.
- Alternative means of dispute resolutions for conflicts linked to cultural property have been emerging in line with the objectives set out in document 34 C/4, benefiting from UNESCO's recognized position among international, governmental and non-governmental decision-making bodies.
- Innovative action frameworks aiming to encourage intercultural dialogue in museums as a vector for social cohesion and peace were initiated.

### **MLA 4: Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries**

32. Priority was given to implementing the Convention, the Parties to which increased from 77 to 104. At the end of the sessions of the Intergovernmental

Committee, the Conference of Parties adopted in June 2009 the operational guidelines on nine Articles, in particular Article 16 on preferential treatment for developing countries. In regard to complementary mechanisms, a new strategy for the Global Alliance for Cultural Diversity was formed to encourage tri-sectoral partnerships, while eight development projects were implemented concomitantly in Africa, the Arab States and Latin America. The UNESCO-Aschberg Bursaries for Artists programme was continued, while the World Observatory on the Social Status of the Artist conducted research on the role of women in enhancing the mobility of artists. The World Anti-Piracy Observatory reached the test phase. Expected results have largely been achieved with respect to the Convention itself and measures to strengthen the complementarity of other mechanisms with the Convention. A very high level of support was provided for extrabudgetary projects. In regard to other activities aimed at enhancing cultural and creative industries for development, the revision of the UNESCO cultural statistics framework, carried out with UIS, was completed and initiatives were taken to produce methodological tools and cultural indicators drawing on extrabudgetary funds. The Creative Cities Network was significantly widened from nine to 19 members. As to the book industry, languages and translation, support was provided to Member States in revising their national publishing policies, textbooks were printed, training activities were carried out and, owing to considerable effort, more than 200,000 bibliographic records were entered into the *Index Translationum*. The recognition of excellence in crafts and design-related activities has been broadened, both geographically and by new partnerships and activities in support of craftworkers.

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## Achievements

- At the end of the sessions of the Intergovernmental Committee, the Conference of Parties adopted in June 2009 the operational guidelines on nine Articles, in particular Article 16 on preferential treatment for developing countries.
- Eight development projects were carried out in Africa, the Arab States and Latin America and the Caribbean as part of the Global Alliance for Cultural Diversity parallel to its revision process.
- The revision of the UNESCO Framework for Cultural Statistics was approved by the General Conference at its 35th session.



- Procedures for admission to the UNESCO Creative Cities Network were strengthened and membership strongly increased.
- Over 200,000 bibliographical notices were entered into the *Index Translationum* and the number of countries which supply national data sharply increased.
- The recognition of excellence in crafts was extended from all of Asia to several countries in Latin America, Africa and the Arab States.

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## Challenges/lessons learned

- The Convention was implemented rapidly and in a satisfactory manner thanks to the smooth running of the statutory bodies and despite clearly insufficient resources.
- The coherence of activities was confirmed both by enhanced information on cultural and creative industries and by new partnerships with the public and private sectors and with civil society.

### MLA 5: Promoting the understanding and development of intercultural dialogue and peace

**33.** The final volumes of the *History of Humanity*, the *General History of Latin America*, and the *General History of the Caribbean* (in press) were published and added to already completed collections (*General History of Africa* and the *History of Civilizations of Central Asia*). This monumental work involved the intellectual cooperation of more than 1,800 eminent specialists from all over the world, a representative sample of whom attended a closing symposium held at UNESCO on 5 October 2009. Digitization of these collections for their publication on the website began. The project “The Pedagogical Use of the *General History of Africa*”, supported by the African Union, was launched in February 2009 and a scientific committee was established to supervise the development of common content for primary and secondary schools. At the same time, UNESCO implemented the “cross-referenced reading of the *History of Humanity*” aimed at showing the enrichment and interaction among civilizations and cultures. Short-term projects were implemented under the Arabia Plan and the “Intercultural Vademecum programme”, such as the

project on the image of the Other in Arabo-Islamic and European textbooks. The sixth South-East Europe Heads of State Summit held in June 2008 and the seventh Summit held in June 2009 both attested once more to the importance of culture in cooperation and regional stability. Efforts to raise awareness of interreligious dialogue also continued through the UNESCO network of Chairs and cooperation with the Alliance of Civilizations (AoC), in particular in the context of the various fora and international conferences. UNESCO also supported many partners such as ISESCO, OIF, the Council of Europe and the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures. A new strategy was adopted to revitalize the Slave Route Project, extend its activities to other regions in the world and broaden its range of themes.

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## Achievements

- The finalization (publication) of several volumes under UNESCO’s “Histories project” has been a major achievement of the biennium.
- The project “The Pedagogical Use of the *General History of Africa*” was launched in March 2009 and the related Scientific Committee established.
- A survey was undertaken to assess the state of the art of the debate on intercultural competencies across regions with a view to analysing the prerequisites for intercultural dialogue.
- Research was launched for the publication of “A scientific, philosophical, literary and artistic anthology of the Arab Islamic world and its contribution to the renewal of Western thought and culture”.
- The youth workshop held during the Parliament of the World’s Religions 2009 (Melbourne, Australia) formulated recommendations for a UNESCO plan of action in the area of interreligious dialogue.

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## Challenges/lessons learned

- The distribution (online in particular), popularization and use of the *General* and *Regional Histories* pose legal problems for which a new UNESCO strategy is required to facilitate the public’s access to these works.

- It is important for UNESCO to promote this monumental and unique work that could be used to contribute to the improvement of mutual understanding.
- UNESCO must better capitalize on and publicize the experience and expertise in intercultural and interreligious dialogue that it has gained through various projects, particularly under cooperation agreements signed with its partners.

### MLA 6: Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development

**34.** A new policy framework, along with practical implementation guidance, was developed to provide an approach for both the cultural sector and other development-related sectors. Expertise was provided to Member States to formulate, revise and update their cultural policies through the “Cultural Diversity Programming Lens”, a programming tool tested in United Nations joint programming workshops. Similarly, UNESCO contributed to the goals set for the United Nations Decade of Education for Sustainable Development (DESD) – in regard to the revision of education policies to integrate the principles of cultural diversity and intercultural dialogue – by developing a draft “DESD and Culture” training module. Those principles were also reflected in programmes aimed at indigenous peoples, such as the annual sessions of the Permanent Forum on Indigenous Issues, UNESCO fellowships, and in the meeting held at UNESCO in September 2008 of the Inter-agency Support Group on Indigenous People’s issues and the United Nations Permanent Forum on Indigenous Issues.

### Achievements

- A new Cultural Policy Framework was developed to provide guidance in translating into policy options UNESCO’s principles of cultural diversity and intercultural dialogue in development processes and in the enhancement of mutual understanding.
- Training sessions on the “Cultural Diversity Programming Lens” were organized with United Nations staff and government officials in the context of One United Nations and UNDAF processes.

- A Review of Education for Sustainable Development Policies from a Cultural Diversity and Intercultural Dialogue Perspective was prepared and prototype training on the cultural dimension of ESD carried out in six countries.
- An inter-agency paper on the theme “Development with Culture and Identity in Light of the Declaration on the Rights of Indigenous Peoples” was prepared based on input from 14 agencies for presentation at the ninth session in 2010 of the United Nations Permanent Forum on Indigenous Issues (UNPFII).
- Training tools were developed and tested on the application of culturally sensitive approaches to HIV/AIDS prevention, and policy and stakeholder reviews were carried out to identify innovative ways of integrating cultural approaches to HIV/AIDS prevention and care in national policies.

### Challenges/lessons learned

- Continued efforts are required to disseminate and use the New Cultural Policy Framework in policy advice provided to Member States, as well as the exchange of information on experiences in revising and updating cultural policies.
- The workshops with development partners and government officials on “cultural diversity programming” have proved to be a successful way of integrating culture into development programmes.
- The integration of the principles of cultural diversity and intercultural dialogue into policy areas such as HIV/AIDS and Education for Sustainable Development has filled a persisting gap and efforts should be pursued.

### Addressing the needs of Africa

**35.** National capacities for the management and conservation of properties were strengthened through various conservation and training activities and the setting up of the African World Heritage Fund as a category 2 centre dedicated to World Heritage capacity-building activities in Africa. More than one third of all activities related to the promotion and implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage directly benefited African States. Practical tools for preventive conservation

were prepared in partnership with ICCROM and disseminated and tested through training sessions. Assistance was provided to strengthen community, national and regional museum networks and organizations in the region in order to strengthen the capacity of all stakeholders to protect cultural heritage and develop more sustainable museums. Twenty-five African countries have ratified the 2003 Convention and 24 African countries the 2005 Convention. Projects to develop cultural and creative industries were also implemented in the region and several regional promotion and integration activities were carried out. Since 2008, substantial extrabudgetary funding has been provided for the project on the pedagogical use of the *General History of Africa*. A scientific committee was established to supervise the development of common content for primary and secondary schools. Various activities were carried out to combat cultural, ethnic and religious prejudice, in particular under the Slave Route Project. UNESCO also supported several events to commemorate the abolition of the slave trade, and several publications and information/educational materials were completed or initiated for that purpose, including an interactive atlas on the African Diaspora in the world and a project for the preservation of the heritage of African liberation. Expert advice was also provided to African countries to formulate, revise and update their cultural policies by means of the “Cultural Diversity Programming Lens”.

## Achievements

- Four African properties were inscribed on the World Heritage List, three countries submitted their first Tentative List, and nine countries revised their Tentative Lists.
- More than 100 African professionals were trained in the field of heritage management or traditional conservation techniques. Conservation activities contributed to the preservation/restoration of the integrity of sites inscribed on the List of World Heritage in Danger in several African countries.
- “The pedagogical use of the *General History of Africa*” project was formulated in coordination with the African Union; the common content which will be developed under the project can change the way in which African history is taught by shedding light on Africa’s contributions to the progress of humanity.

## Challenges/lessons learned

- The potential Outstanding Universal Value of nomination files under preparation must be assessed very carefully along with the strengthening of capacity-building activities in regard to the World Heritage nomination process.
- Regular coordination and cooperation with the African Union must be ensured in the implementation of the *General History of Africa* project.
- Political commitment on the part of education ministers to the incorporation of the common content developed under this project into school curricula is important.

## Promoting gender equality

**36.** National capacities for the management and conservation of properties were strengthened through conservation and training activities in Africa, Asia and the Caribbean, with the active participation of women in training communities. Gender-related aspects were an essential element in the preparation and implementation of all activities linked to the promotion and implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage. Owing to the recognition of excellence in crafts and design-related activities, there was an increase in support initiatives for women craftworkers and designers whose professionalization and promotion were encouraged through specific training workshops and the showcasing of some 100 examples of new talent at international festivals. Gender equality was explicitly addressed in Viet Nam’s Gender Analysis conducted at museums in three provinces. Special attention was paid to needs identified by NEPAD in regard to gender equality and action to combat HIV/AIDS through subregional workshops. An action plan to strengthen the role and contributions of women in intercultural dialogue is being drawn up on the basis of experience gained from activities carried out with women’s organizations.

## Achievements

- Projects were implemented with the participation of local communities, including women, in several countries in Africa and Asia, notably in the context of

the development and/or promotion of sustainable tourism.

- Gender-related aspects were taken into account in the preparation and implementation of all activities, and in particular in safeguarding projects focusing on transmission of knowledge and practices related to intangible cultural heritage.

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## Challenges/lessons learned

- Initiatives in line with the Gender Equality Action Plan (GEAP) encountered difficulties, which seem to be rooted in the way gender equality is integrated into programmes during the preparation of work plans.
- No targeted research or specific pilot project was developed during the period under consideration.
- Participation of women in training related to World Heritage is uneven and very low at the managerial level (with consequences for benchmarks). Figures concerning the community training component are not available.

### Intersectoral platform: Languages and multilingualism

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## Achievements

- Most efforts under the languages and multilingualism intersectoral platform were concentrated on the implementation of the International Year of Languages 2008 and on the publication of reports, the first of which was published in February 2009 on the occasion of International Mother Language Day celebrations and was updated in June 2009.
- As follow-up action on the Year, particularly in terms of language-related data, an initial compilation of national language policies was produced, the *Atlas of Endangered Languages* published in February 2009. A third edition is being finalized and the *World Bibliography of Translation (Index Translationum)* is being updated.

- Operational activities on multilingual education were carried out, including promotion, information, and training workshops. Strategic advice on national book policies in Africa and Latin America and the Caribbean, consistent with national language policies was provided, and data on the status of and trends in the number of indigenous language-speakers was collected as bases for recommendations and guidelines for a standardized methodology for the safeguarding of endangered languages.

- In the field of multilingualism and cyberspace, stakeholders were mobilized through consultation meetings, held in May 2008 and 2009, on the World Summit on the Information Society (WSIS). Cooperation with the Internet Corporation for Assigned Names and Numbers (ICANN) has been initiated in the field of Internet access for non-Latin languages and scripts and publications on this specific topic have been finalized.

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## Challenges/lessons learned

- The celebration of the International Year of Languages demonstrated the key role played by the creation/development of appropriate awareness tools.
- Civil society and local associations proved highly responsive and active during the celebration of the International Year; the concrete impact will need to be assessed during the forthcoming biennium and beyond.
- One of the key challenges will be to continue, in the long term, to provide quality information for the high visibility of the *Atlas of Endangered Languages*.

## Intersectoral platform: Contributing to dialogue among civilizations and a culture of peace

### Achievements

- The cross-reading of the *History of Humanity* was the key thematic focus of the first round table organized on the occasion of the completion of the *General and Regional Histories* (UNESCO, Paris, 5 and 6 October 2009).
- All volumes of the *History of the Civilisations of Central Asia* as well as Volumes 3 to 5 of the *History of Humanity* (in French) were placed on the UNESCO Histories website.
- The preparation of common pedagogical content for use by African primary and secondary students has been undertaken and a related regional conference scheduled for mid-2010. Forty-two African ministers of education have designated focal points within their ministries and support has been extended from different African Union bodies.
- The preparation of the report "Status and Prospectus on Intercultural Skills" has advanced; two out of the five planned regional studies were completed with the final version of the comparative analysis foreseen for March 2010. The related questionnaire on "intercultural skills" was launched online in June 2009.
- The *Stopping Violence in Schools* guide for teachers was published in autumn 2009 and widely distributed, including on the occasion of World Teacher's Day (5 October 2009).
- An interregional and interfaith study has been undertaken with a view to analysing present interreligious dialogue practices among youth worldwide (November 2009). The youth workshop held on 6 December 2009 in Melbourne at the Parliament for the World's Religions will form the basis for the elaboration of a UNESCO Plan of Action.
- The second Global Forum on the Power of Peace was held in Bangkok, Thailand (28-30 October 2009) and attended by 170 participants, including NGOs,

academics, the private sector, government officials, activists and students.

- The Preferred Partnership Agreement between UNESCO and Rhodes University (Grahamstown, South Africa) was established with a view to collaborating with its pilot programme, a centre for conflict-sensitive reporting, which is foreseen to be replicated in different parts of the world.
- The media literacy training material and an educational resource kit for teachers prepared under the "World Heritage in Young Hands" initiative were completed at the end of December 2009.

### Challenges/Lessons learned

- The cross-reading/reference history approach should be applied to other *General and Regional Histories* with the parallel setting up of an editorial committee and identification of appropriate funding.
- The "Intercultural Skills" report and related questionnaire has profited considerably from dynamic and frequent intersectoral exchanges and collaboration, but has also suffered some delay due to internal decision-making procedures (Platform vs. Programme).
- The PPN initiative is highly dependent upon extrabudgetary funding; the sustainability of the media literacy training components will depend upon their introduction in related curricula.

## RESOURCES

37. In managing for results, Major Programme IV made use of the following:

- **Regular programme budget: \$56,478,000**

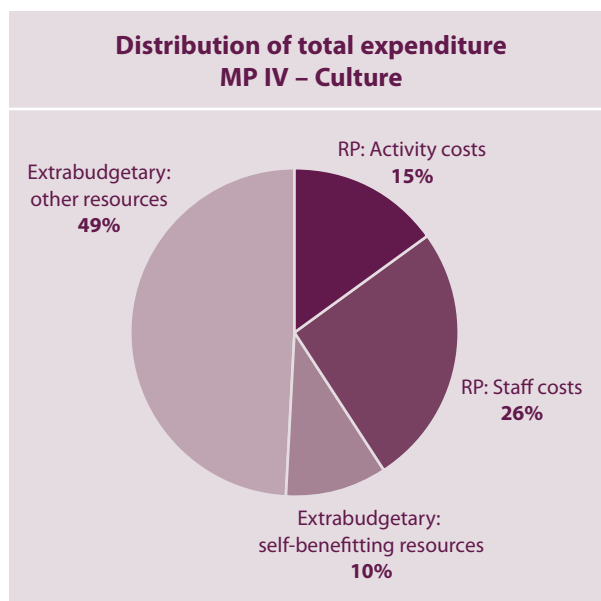
- Activity costs: \$20,964,000
- Staff costs: \$35,514,000

Staff establishment: 164 regular posts, including 115 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$78,752,000**

- Self-benefiting extrabudgetary resources: \$12,968,000

- Other extrabudgetary resources: \$65,784,000



## CONCLUSIONS AND LESSONS FOR THE FUTURE:

38. During the biennium, the Culture Sector faced two challenges. The first concerned the significant imbalance between its regular programme resources and those linked to extrabudgetary funding. The latter have increased considerably, in particular for action in support of the integration of culture into national development strategies and into United Nations joint programming. One noteworthy example is a contribution of \$96 million for the cultural thematic window of the UNDP-Spain MDG Achievement Fund, including \$38 million administered by UNESCO. The Culture Sector's considerable standard-setting machinery, which is one of UNESCO's unique functions in terms of setting international cultural standards, is not provided with sufficient extrabudgetary resources to discharge the Conventions' statutory operational workload and still relies largely on the good will of the States Parties. If the International Assistance Funds

for the 1972, 2003 and 2005 Conventions do not receive sufficient voluntary contributions, the effective operation of these Conventions at the national level will be jeopardized.

39. The second challenge concerned action to raise awareness and integrate the cultural dimension as an essential component to sustainable development at the national level in the context of United Nations joint programming exercises. Great efforts were made in the last biennium, in particular by providing additional financial and human resources to several field offices involved in joint programming exercises, and the development of operational tools to that end. The major challenge ahead will be to ensure a systematic and reactive field presence in view of the growing number of countries taking part in the preparation of UNDAFs in years ahead.



## MP IV – Examples of major achievements and challenges in carrying out each of UNESCO's five functions

|   |                     |  |
|---|---------------------|--|
| <b>Laboratory of ideas</b>                    | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ A reflection process has been launched on the future of the World Heritage Convention in the context of its coming fortieth anniversary in 2012.</li> <li>■ The international debate about the nature and value of intangible cultural heritage has expanded substantially and alternative means of dispute resolution for conflicts linked to cultural property are emerging.</li> <li>■ UNESCO developed a new “Cultural Policy Framework” to provide guidance in translating cultural diversity and intercultural dialogue principles into policies for development processes.</li> </ul>  |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ The evolving nature of the concepts related to the protection and conservation of World Heritage.</li> <li>■ The development of convincing evidence in support of mainstreaming ICH in development strategies.</li> <li>■ Broadening cultural policies so that they embrace not only the culture sector per se, but also the integration of culture in other policy and development areas.</li> </ul>   |
| <b>Standard-setter</b>                        | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ Recommendation concerning the conservation of Historic Urban Landscapes under development.</li> <li>■ Parties to the 2005 Convention increased from 77 to 104 and the operational guidelines for nearly all of its articles were approved.</li> </ul>   |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Development of an instrument, which allows investment in World Heritage cities without compromising their Outstanding Universal Value.</li> <li>■ Rapprochement between the 2005 Convention and other complementary international mechanisms.</li> </ul>  |
| <b>Clearing house</b>                         | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ Development of a global database containing all statutory documents, World Heritage processes and publications.</li> <li>■ Inclusion of a further 200,000 entries in the Index Translationum and expansion of the pool of State contributors.</li> <li>■ Preparation by UNESCO of an inter-agency paper on the theme “Development with Culture and Identity in Light of the Declaration on the Rights of Indigenous Peoples” (ninth session of UNPFII).</li> </ul>  |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Proper maintenance of the information management system, strengthening of its functionality and expansion of its scope.</li> <li>■ Articulation of the United Nations Declaration on the Rights of Indigenous Peoples with UNESCO international standard-setting instruments in the field of culture.</li> </ul>  |
| <b>Capacity-builder in Member States</b>      | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ A network of category 2 centres dedicated to World Heritage activities has been created in order to build regional capacities.</li> <li>■ Improved conditions in support of Member States’ strategies, owing to the revision of UNESCO’s framework for cultural statistics.</li> <li>■ Building capacities of United Nations staff, government officials and social actors to apply culturally sensitive approaches to HIV/AIDS prevention and care through the development and use of training tools.</li> </ul>   |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Capacity-building is a long-term investment and its benefits are often realized in ways that may not be directly identifiable within a given intervention.</li> <li>■ An interdisciplinary approach will be required so as to identify and acquire the skills needed in these new fields of action, in particular with the assistance of the “Cultural Diversity Programming Lens” tool.</li> </ul>   |
| <b>Catalyst for international cooperation</b> | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ UNESCO’s position at the centre of an international network of international, national and non-governmental actors dedicated to the fight against illicit trafficking of cultural property and problems of its restitution has enabled fruitful inter-State collaboration.</li> <li>■ US \$1 million has been pledged for the future International Fund for Cultural Diversity and for partnerships with research centres and organizations in the area of international cultural cooperation.</li> <li>■ International cooperation has advanced with regard to the management of multicultural societies, in particular concerning the memory related to the slave trade and slavery.</li> </ul> |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ The growing demand for new cooperation agreements and new UNESCO Chairs on dialogue among cultures raises conceptual, logistical and financial problems.</li> </ul>   |



# MAJOR PROGRAMME V

## COMMUNICATION AND INFORMATION

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### MAJOR TRENDS AND DEVELOPMENTS

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**40.** During the reporting period, UNESCO stepped up its efforts to attain the overarching objective of building open, inclusive and participatory knowledge societies, by enhancing universal access to information and knowledge and fostering pluralistic free and independent media and infostructures. The Programme pursued a two-fold strategy articulated through two biennial sectoral priorities: Fostering free, independent and pluralistic communication and universal access to information and Promoting innovative applications of ICTs for sustainable development.

**41.** Overall, progress has been achieved in raising awareness about freedom of expression as a basic human right and in the application of related internationally recognized legal, ethical and professional standards. Freedom of expression and freedom of information are increasingly recognized by the international community, serving as a policy framework for numerous media and ICT development

strategies and for projects implemented in Member States, in collaboration with professional organizations, media NGOs, regional bodies, donors, and the larger United Nations system. These principles and standards are also laid out in work in the context of the follow-up to the World Summit on the Information Society (WSIS).

**42.** UNESCO's contribution to the WSIS follow-up – both as implementing agency of the Declaration of Principles and Plan of Action and as coordinator and facilitator of six of the WSIS Action lines – has yielded positive results during the course of the biennium. Keeping up the momentum gained in the first two phases of the Summit, particularly in times of economic crisis and depleting budgets, remains a key challenge, but the Organization has continued its commitment to support Member States through policy advice and capacity-building in bridging not only the digital divide, but also the more complex “knowledge divide” which is at the very core of its mandate.

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### GLOBAL PRIORITIES: AFRICA AND GENDER EQUALITY

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**43.** Guided by WSIS outcomes and African Union (AU) priorities for the continent, new partnerships have been established with regional organizations and networks and the private sector to allow increased mobilization, input and resources for the development of media and infostructures. Collaboration with the AU and the European Union (EU) has led to the recognition of media as an important factor in the achievement of sustainable development and joint activities continued in the run-up period to the 2010 EU-AU Summit. UNESCO's Gender Equality Action Plan provided the

road map for action seeking to empower women through access to information and knowledge and promote their equal share in economic, social, cultural and political development. A strong commitment to ensuring gender-responsive approaches in national information policies, media development projects and capacity-building activities helped to increase learning opportunities for women, improve gender-sensitive reporting, and broaden the participation of women in decision-making processes, especially at the community level.

## MLA 1: Promoting an enabling environment for freedom of expression and freedom of information

**44.** Freedom of expression and press freedom were bolstered through the worldwide celebrations for the World Press Freedom Day and the award of the UNESCO/Guillermo Cano World Press Freedom Prize. These events were widely covered by international media, as were the international conferences held on “Freedom of Expression, Access and Empowerment” (Mozambique, 2008) and “Media, Dialogue and Mutual Understanding” (Qatar, 2009) and the High-Level Symposium on Freedom of Expression” (UNESCO, Paris, 2008), giving high visibility to UNESCO’s efforts in this respect.

**45.** Providing policy advice to Member States on legal and regulatory frameworks for fostering public service media – both broadcast media and the Internet – was a key component of the programme. UNESCO continued to advocate the free flow of information with regard to new digital Internet media, and this is also an essential part of the WSIS follow-up. At the 2009 Internet Governance Forum (IGF) in Egypt, UNESCO attracted substantial attendance and backing for events focusing on freedom of expression and the freedom of information. In many countries, the approach followed combined the policy level with the facilitation and coordination of concrete implementation in the form of institutional capacity-building, working together with national authorities, judiciaries, civil society and professional organizations. The adaptation of standards and guidelines suggested by UNESCO is a litmus test of their practical utility.

**46.** The promotion of the safety of media professionals remains a critical concern. The Organization has become one of the main interlocutors of governments and journalist associations to ensure better safety for media professionals through advocacy and institutional capacity-building, paying tribute to over 100 journalists killed while exercising their profession over the last two years. Action has also been taken through the oversight mission newly assigned to the IPDC Intergovernmental Council to reduce impunity in cases of crimes against journalists. Work on the development of ethical and professional standards for media professionals has expanded. The establishment of media accountability systems based upon self-regulation was underlined by UNESCO as crucial in providing fair and accurate information to the public.

## Achievements

- Awareness of freedom of expression and press freedom increased among decision-makers, media professionals and the public at large.
- Policy advice, advocacy and capacity-building provided to Member States on legal and regulatory frameworks, including for the transformation of State broadcasting into public service broadcasting, helping to ensure educational, scientific and culturally diverse programming.
- Institutional capacity-building supported through dissemination of key texts in many languages; regionally updated repositories on freedom of information, ethical and professional standards and self-regulation-based media accountability systems; and an online manual for investigative journalists.
- Protection of journalists consolidated as an integral part of the overall United Nations humanitarian programmes; safety guides for journalists translated and distributed in all regions.
- More than 20 media organizations worldwide supported to reinforce ethical and professional standards for media professionals; codes of ethics adopted by five professional organizations; media accountability systems promoted in five countries.

## Challenges/lessons learned

- The free flow of information is an inherent feature of the Internet, but this is a complex issue that UNESCO is exploring, in particular with regard to privacy, security, and social networking tools. UNESCO’s efforts in this area are coordinated with the Office of the High Commissioner for Human Rights, as part of its ongoing collaboration with the Special Rapporteur on Freedom of Opinion and Expression.
- The Accra Agenda for Action and the collaboration between the AU and the EU have contributed to the recognition of the media as an important factor for development and their inclusion in the international development agenda. Efforts should be pursued to ensure that free and pluralistic media are placed more centrally in development programmes.

- A global culture of safety in journalism is a prerequisite for any media development programme, requiring institutional backing and donor support. Collaboration with both the International Federation of Journalists and the International News Safety Institute is key if these activities are to have a successful impact.

## MLA 2: Fostering universal access to information and the development of infostructures

**47.** UNESCO's support to the strengthening of policy frameworks for access to and the preservation of information has reaped positive results. Cooperation among stakeholders was enhanced at the third international Memory of the World (MoW) Programme Conference in 2008, which also led to concrete recommendations for best practices for the preservation of documentary heritage. Initiatives such as the World Digital Library launched in cooperation with the United States Library of Congress, helped to increase the availability of culturally diverse and multilingual information, in line with the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.

**48.** Ethical dimensions of the Information Society were debated at a series of regional workshops held in Africa, Asia and the Pacific, Latin America and Europe, which examined, *inter alia*, a proposal for a code of ethics. The Asia-Pacific meeting agreed on a set of priorities for the region. The importance of universal online access to public and government-held records has been further promoted and a comparative analysis was conducted in Latin America and the Caribbean to assess the application of the "Policy Guidelines for the Development and Promotion of Governmental Public Domain Information".

**49.** Overall, progress has been achieved in the implementation of the WSIS Action Plan. Resources devoted to meeting the WSIS goals were increased and a renewed dynamic was provided by the new WSIS Forum format, allowing for more interactive exchanges among stakeholders, to include topics such as ICT and climate, ICT and the financial crisis, the launch of the open-source based community online platform,<sup>2</sup> and the enhanced cooperation of facilitators. UNESCO's participation in the Multistakeholder Advisory Group of the Internet Governance Forum (IGF) has allowed

increased recognition of the principle of "openness" and the need for adequate mechanisms to ensure multilateral, transparent and democratic Internet governance. UNESCO is also working closely with the Internet Corporation for Assigned Names and Numbers (ICANN) following the cooperation agreement to provide linguistic expertise for the implementation of country code Internet domain names in non-Latin scripts.

**50.** The outreach of the Information for All Programme (IFAP) was enhanced through policy advice and through the establishment of IFAP National Committees, the first Consultation Meeting of IFAP National Committees taking place in Moscow in 2009. The Information Society Observatory launched by IFAP provides building blocks for the development of national policy frameworks and strategies, allowing online access to up-to-date information on the five IFAP priority areas.<sup>3</sup> Partnerships were essential in increasing the impact of activities aimed at fostering universal access to information. Similarly, international partnerships for youth have been enhanced through community youth-oriented initiatives, paying particular attention to youth in conflict and post-conflict situations and to persons with disabilities.

**51.** Overall, access to ICTs has improved in many parts of the world with greater affordability driving ICT penetration even in the least developed countries. However, ICT integration in education continues to face numerous challenges, including the lack of appropriate policy frameworks, lack of access to infrastructure, insufficient local language content and capacity among teachers. Few countries have adopted a holistic approach to integrating ICT at all levels of education and governments often lack the necessary resources to deploy ICT in education systems. Private-sector engagement is therefore indispensable to envisage large-scale and nationwide deployment of ICT infrastructure and services.

## Achievements

- Ten new MoW National Committees and one Regional Committee in Africa; 38 new inscriptions included in the MoW register; the World Digital

<sup>3</sup> The five priorities of the Information for All Programme are: information literacy, information preservation, information ethics, information for development and information accessibility.

<sup>2</sup> [www.wsis-community.org](http://www.wsis-community.org)

Library provides online access to material from 19 countries in more than 40 languages.

- Regional assessment meetings were held in Africa and the Arab States to monitor progress in the implementation of the WSIS Action Plan; increased advocacy for principles of openness and freedom of expression and multilingualism in the context of Internet governance.
- IFAP impact and outreach increased; five new National Committees set up, of which two in Africa; toolkit for the formulation of national Information Society policy frameworks made available to policy-makers; information literacy indicators developed; 10 “training-the-trainers” workshops on information literacy supported; capacities of 500 librarians, archivists, teachers and information professionals enhanced worldwide.
- The UNESCO ICT Competency Framework for Teachers provides a basis for students to develop ICT skills, while improving teacher skills to enhance the learning experience for students.
- Access to quality digital learning resources and tools for teachers and students was enhanced through the Open Education Resources (OER) initiative. The UNESCO Open Access (OA) to Scientific Information initiative has contributed to enhancing access to high-quality digital scientific resources, which is critical for sectors such as education, health and environmental sustainability.
- Major ICT initiatives were undertaken in the Arab States, including the national ICT project for capacity-building in the Libyan Arab Jamahiriya, and cooperation with the category 2 regional centre for ICT in Manama, Bahrain. New cooperation platforms have been launched to enhance capacities of information managers and infostructure-building in ICTs. New alliances were also built for increased use of digital technologies in Central Asia.

## Challenges/lessons learned

- Cooperation with a variety of partners including with the private sector and IT industry, is essential given the level of investments required for large-scale deployment of ICT infrastructure nationwide. To ensure ICT integration in education, UNESCO’s action should focus on three key areas: policy advocacy; access to educational resources;

and provision of benchmarks and guidelines for establishing ICT adoption standards within education systems.

- Experience gained in implementing policies for the use of ICTs for development (ICT4D) has highlighted the importance of low-cost computers being tailored to specific users’ needs.

### MLA 3: Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media

**52.** Progress was achieved, through the International Programme for the Development of Communication (IPDC) with regard to the development of free, independent and pluralistic media in all regions, especially in LDCs and SIDS. The number of contributors and the size of contributions to the Programme have increased since the last biennium, enabling the launch of far more projects than the initial benchmarks.

**53.** The introduction of the UNESCO Media Development Indicators (MDIs) endorsed by IPDC in 2008 enabled the Organization to set global standards for media development. Covering both new and traditional media, and embodying all key Action Lines of the WSIS Action Plan, the MDIs provide a key tool for multistakeholder assessments on the progress made in this respect, while identifying gaps. Jointly with UIS, an MDI pilot data-gathering exercise has been launched in 20 countries with a view to producing an annual statistics report (as of 2011) to monitor media development trends at global and national levels. Further standard-setting action was undertaken to improve the quality of journalism training through the widely acknowledged UNESCO Model Curricula for Journalism Education.

**54.** Communication for sustainable development was promoted further through inter-agency collaboration at both global and country levels, including efforts to integrate C4D components in national development plans and joint initiatives on science communication and HIV/AIDS. Considerable interest was witnessed at the first International Conference on Broadcast Media and Climate Change (2009), organized in partnership with the United Nations Environment Programme (UNEP). The Conference led to the adoption of the Paris Declaration for an Increased Public Awareness of Climate Change and a commitment by all stakeholders,

including major broadcasting associations and unions, to improve the quality and quantity of content related to climate change through capacity-building, networking and programme exchanges.

**55.** The ability to understand and critically evaluate the functions and conditions of media in a democratic society was considered as a demand-side capacity-building need. UNESCO contributed to the 2008 consultation which led to the adoption by the European Parliament of a resolution recognizing the importance of media literacy and UNESCO's role in promoting media education.

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## Achievements

- Development of free, independent and pluralistic media supported in 71 Member States through IPDC, including 26 regional and 107 national media development projects totalling US \$3.7 million; 43 national and 2 regional projects implemented in Africa totalling US \$1,321,800, and 19 projects in 18 SIDS totalling US \$498,700.
- MDIs are increasingly recognized by all partner organizations and United Nations agencies and used in CCA and UNDAF documents, making them an integral part of inter-agency and multistakeholder collaboration on media, democracy and good governance programmes; comprehensive assessments based on these indicators have been carried out in 4 countries.
- Fifty-four journalism school institutions in 44 countries assisted in the adaptation of the UNESCO Model Journalism Curricula; capacities of 12 potential centres of excellence in journalism education in Africa and 9 potential centres upgraded; training of more than 1,300 media professionals and trainers – including some 600 women – in Africa, Asia and the Pacific and Latin America and the Caribbean supported.
- Opportunities for community access and participation were expanded by setting up and strengthening community radio and Community Multimedia Centres (CMCs) in 34 countries.
- Capacities of 230 media trainers in 56 countries built, using the UNESCO manual, *Media as Partners in Education for Sustainable Development: A Training and Resource Kit* (2008), to create a core group of media trainers in this field. Production skills, content

and capacities improved within the framework of UNESCO's Global Network of Young TV Producers on HIV/AIDS, enabling the production of more than 100 short documentary films on HIV/AIDS from 74 countries.

- Media and information literacy (MIL) capacities of more than 75 teacher educators from 45 teacher training institutions were enhanced in three regions; *Guidelines for broadcasters on Promoting User-Generated Content and Media and Information Literacy* were produced; a publication entitled *Mapping Media Education Policies in the World*, highlighting best practices in this regard was produced in partnership with the United Nations Alliance of Civilizations and the European Commission.
- The eleventh United Nations Inter-Agency Round Table on Communication for Development (2009), co-organized by UNESCO, emphasized the need to position institutionally C4D in the United Nations system and strengthen monitoring and evaluation of C4D activities; studies conducted in five countries explored the possibilities of integrating C4D approaches and practices into CCA and UNDAF documents.

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## Challenges/lessons learned

- While new technologies have provided significant change in societies, traditional media continue to be the principal shared space for inclusive national dialogue. Efforts to foster free, independent and pluralistic media with high professional standards, therefore remain extremely relevant.
- Limited regulatory policies for broadcasting remain a challenge for the development of free, pluralistic and independent media, and significant reorientation is needed in many countries in order to introduce policies that empower community radio and community media.
- More advocacy is needed for C4D to become an integral part of national development plans.



## MLA 4: Strengthening of the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas

**56.** Over the last five years, UNESCO has built a comprehensive strategy for assistance to media in conflict and post-conflict areas, which was translated, in the second half of 2009, into assistance programmes in several conflict countries. Most of these were financed through extrabudgetary funds and building on local capacity and joint United Nations collaboration. Action focused not only on traditional and digital media, but also on the consolidation or restructuring of libraries and archives, as well as on online-based educational services in this environment.

**57.** Efforts were stepped up to support stabilization, reconstruction, reconciliation and peace-building challenges. The programme has increasingly focused on youth groups and women's networks and this has proved to be efficient in local rural communities. Following the Power of Peace Network (PPN) Conference in Bangkok, in 2009, a large number of youth and peace organizations joined the network and contribute regularly to its activities. The Organization's assumption that media, and increasingly ICTs, can serve as platforms for cultural self-expression, mutual understanding and tolerance has proved correct and the ongoing activities have been linked with those of the Alliance of Civilizations led by the United Nations.

**58.** Work has continued to develop a strategy for the role that local media can play in disaster prevention and immediate post-disaster situations, where access to information plays a critical role. Building the preventive capacities of local and community media to contribute to the provision of life-saving information is essential because of their knowledge of the languages of the affected populations and their familiarity with the cultural and political setting. The Organization is in close contact with the United Nations humanitarian cluster system, including CEDAC, to see how this can be integrated into future Flash Appeals and Early Recovery programmes.

### Achievements

- Media in open- and post-conflict situations were supported in Afghanistan, Central African Republic, Côte d'Ivoire, Democratic Republic of the Congo,

Iraq, Lebanon, Liberia, Nepal, Palestinian Territories, Rwanda, Sierra Leone, Somalia, Sudan and Uganda, including through contributions to CCA and PRSP.

- Capacity-building activities for conflict-sensitive reporting undertaken; specific training curriculum developed in conflict-sensitive reporting; pilot projects established in Bangladesh and in the Caribbean region to build the prevention capacities of local media; joint programmes for conflicting groups developed.
- Role of media and ICTs strengthened as platforms for dialogue and peace-building; Boundless Prize supported in collaboration with several European, Middle-Eastern and North African broadcasters; the Power of Peace Network (PPN) supported.

### Challenges/lessons learned

- The United Nations Delivering as One initiative has provided UNESCO with a good opportunity to assert its leadership in the areas of media development and freedom of expression, especially in conflict and post-conflict situations. A useful and flexible system of collaboration with the main United Nations organizations active in this field (OCHA and UNDP), as well as international, regional and local media development and press freedom organizations, has enabled the Organization to be active in many countries despite limited resources. A new and positive development in this field is the growing application of the triangular South-South-North model for capacity-building.
- Increasingly UNESCO is invited to participate in the immediate action in post-disaster and post-conflict situations, where information plays a critical role. Building the prevention capacities of local media is critical in this regard.

### Addressing the needs of Africa

**59.** Partnerships with regional organizations and networks to enhance the role of media and ICTs as levers for sustainable development were strengthened, especially during the preparatory process of the 2010 African Union Summit, "ICT in Africa: Challenges and prospects for Development". Awareness-raising of the importance of freedom of expression and freedom of information has resulted in recognition in the Accra

Agenda for Action, as well in the outcome documents of the meeting on media and development held jointly by the AU and the European Commission, in Burkina Faso in 2008, of the important role that free media plays in development, democracy and dialogue.

**60.** Efforts were pursued to support free, independent and safe reporting in the post-conflict environment. In partnership with the International Conference for the Great Lakes Region and International Media Support (IMS), UNESCO commissioned media assessments in the 11 Great Lakes countries to draw up regional media capacity-building strategies. Capacity-building initiatives were also undertaken as a follow-up to the 2007 study, *Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa*. The Science and Technology Commission of the AU welcomed UNESCO's initiatives in this area and the preparation of a Memorandum of Understanding is under way to establish further cooperation.

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## Achievements

- Public awareness of the importance of freedom of expression and press freedom increased through WPFD and WFPF celebrations in more than 20 African countries.
- Following the study on media legislation in Africa, workshops and seminars were held on legal requirements for press freedom and policy advice was provided for national media legislation resulting in improved press acts, broadcasting standards and policies.
- Capacities were built in conflict-sensitive reporting, including through the African Reporting for Peace programme.
- Comprehensive assessments of national media landscapes conducted through UNESCO MDIs; MDIs promoted in Mozambique, Rwanda, Uganda and the United Republic of Tanzania to support the integration of C4D in CCA and UNDAF documents.
- ICT competency standards for teachers were applied and capacity-building initiatives enabling institutions to provide high-quality journalism training were undertaken.
- Community access and participation were expanded through IPDC support for a further 19

CMCs, bringing the total number of CMCs in Africa to 79. In 2008-2009, IPDC supported 45 projects in 20 countries for a total amount of US \$1,321,800.

- Policy-makers advised on legislation, transparent licensing and discounted tariffs for licensees for community radio at two regional meetings.

## Promoting gender equality

**61.** In line with the WSIS Declaration of Principles and UNESCO's Gender Equality Action Plan, activities focused on the identification of the gender equality dimensions of media and ICTs and on ensuring the full participation of women in achieving sustainable development. Community media was particularly effective in giving voice to women and girls while ensuring their active participation at all levels of the development of society, especially decision-making. During the biennium, particular attention was paid to ensuring the maximum participation of women in all training workshops supported by UNESCO.

**62.** Targeted actions were taken to raise women's awareness of freedom of information. Special attention was given to women in situations of global tension and armed conflicts by promoting their involvement in conflict resolution, peace-building, and reconstruction. Gender equality dimensions in the media were further addressed through two major conferences: the international Conference on Ethics and Gender (2009) which focused on bringing equality in the newsroom; and the International Conference on Broadcast Media and Climate Change which underlined the role of women on the front line of climate change and urged further action for targeted science communication policies.

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## Achievements

- Guidelines on gender equality in media organizations and gender-sensitive reporting were disseminated and ground-breaking global research was produced examining the structure of the news media industry from a gender perspective in 66 countries.
- The involvement of women and women's rights organizations and networks in activities related to freedom of expression and freedom of information legislation and policies in relation to women's



empowerment and human rights was actively promoted, including through specific country case studies.

- Management capacities of women community media workers were enhanced – in Africa, almost 100 workers were trained.
- Cooperative approaches were supported to promote the safety of female journalists, especially in conflict and post-conflict environments.

### **Intersectoral platform: Fostering ICT-enhanced learning**

**63.** The Platform facilitated the integration of ICTs into the teaching and learning process by supporting the formulation of new approaches to knowledge dissemination and utilization, including new models of open and distance learning (ODL) and the development of standards, strategies and best practices, resources and capacities.

## **Achievements**

- Capacity of ministries and quality of teacher-training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards.
- Access to education and learning in Member States expanded through ICT tools; information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres.
- Education/training “communities of practice” formed to build knowledge and access to open and diverse educational resources at all levels.
- Digital libraries of open educational resources developed for quality life-long learning (e.g. open courseware and digital learning objects); role of ICTs in support of Education for All (EFA) goals reinforced.

## RESOURCES

64. In managing for results, Major Programme V made use of the following:

- **Regular programme budget: \$31,817,000**

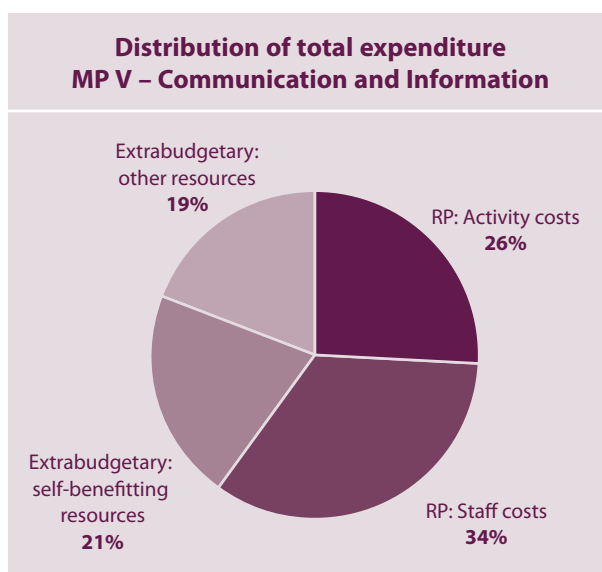
- Activity costs: \$13,809,000
- Staff costs: \$18,008,000

Staff establishment: 89 regular posts, including 64 professionals, 13 of whom are National Professional Officers (NPOs) located in field offices (excluding staff working in UNESCO-affiliated category 2 centres).

- **Extrabudgetary funds: \$21,756,000**

- Self-benefiting extrabudgetary resources: \$11,544,000

- Other extrabudgetary resources: \$10,212,000



## CONCLUSIONS AND LESSONS FOR THE FUTURE

65. Communication and information are at the core of the development of learning societies, empowering individuals to fully exercise their rights and benefit from their fundamental freedoms, to enhance development, democracy and dialogue. UNESCO should highlight this by supporting countries in yielding the benefits of communication and information through a concerted action within the United Nations system and in close collaboration with the donor community and the major regional development organizations, to work

towards a rich and diverse media landscape, high professional and ethical standards, and the widespread use of information and communication technologies, from radio to mobile media and the Internet.

66. The free flow of information is as important as ever, and the Organization should continue to ensure that every citizen has access, targeting in particular the marginalized and vulnerable, to enable societies to explore opportunities and to reap the benefits.

## MP V – Examples of major achievements and challenges in carrying out each of UNESCO’s five functions

|   |                     |  |
|---|---------------------|--|
| <b>Laboratory of ideas</b>                    | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ Building on the potential of media and ICTs for promoting peace and tolerance, the Power of Peace Network (PPN) provides an innovative platform for interactive exchange on peace-building initiatives.</li> </ul>  |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Ensuring the sustainability of the network.</li> </ul>  |
| <b>Standard setter</b>                        | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ Media development indicators (MDIs) are recognized as a main standard-setting tool and applied to monitor and assess media development trends and gaps in national media systems.</li> <li>■ Setting standards through the model curricula for journalism education at the tertiary level and for media and information literacy (MIL) to enrich teacher-training curricula.</li> </ul>   |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ MDIs should play an increased role in helping to assess gaps in media development.</li> <li>■ More resources are required for building capacities of journalism educators in higher education institutions.</li> </ul>  |
| <b>Clearing house</b>                         | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ The International Freedom of Expression Exchange (IFEX) is the lead documentation centre for all kinds of violations of press freedom and freedom of expression with correspondents in 175 countries.</li> <li>■ The WSIS Community Online Platform provides a forum discussion, exchange of ideas and networking, with contributions from a wide range of stakeholders and individuals from all regions.</li> <li>■ UNESCO’s role recognized in three integrated open thematic areas of Open Educational Resources, Open Access, and Free and Open Source Software.</li> </ul>   |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Finding the resources to continue to strengthen the IFEX network.</li> <li>■ Ensuring active participation of stakeholders in WSIS processes, activities and initiatives, including the common development of projects among the multistakeholder team for each Action Line.</li> <li>■ Identifying national stakeholders, partners and resources to jointly promote Open policies and implement dynamic and sustainable repositories, including associated capacity-building and support programmes.</li> </ul>  |
| <b>Capacity-builder in Member States</b>      | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ The IPDC supported 26 regional and 107 national media development projects in 71 countries. These relate to freedom of expression, community media and training of media professionals, amounting to a total of US \$3.7 million.</li> <li>■ Opportunities have been expanded to improve access to information and empower marginalized communities through community radio and CMCs.</li> <li>■ Institutional capacities built in many Member States on issues related to media law, regulatory frameworks, professional and ethical standards, conflict-sensitive reporting and overall issues related to the role media can play for dialogue, reconciliation and peace-building.</li> </ul> |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Further efforts are needed for CMC fundraising initiatives, partnership-building, and preparation and implementation of projects.</li> <li>■ Media development should be better integrated into the overall United Nations development and peace-building programmes by establishing a global campaign on the role of media and ICTs for the three Ds, development, democracy and dialogue.</li> </ul>  |
| <b>Catalyst for international cooperation</b> | <b>Achievements</b> | <ul style="list-style-type: none"> <li>■ Multistakeholder cooperation of broadcast media to report and raise awareness on climate change through the organization of the first International Conference on Broadcast Media and Climate Change (Paris, September 2009).</li> </ul>  |
|   | <b>Challenges</b>   | <ul style="list-style-type: none"> <li>■ Broadcast media in many developing countries does not have sufficient financial and human resources to produce quality content regarding climate, environment and other relevant science-related issues.</li> </ul>   |

# UNESCO INSTITUTE FOR STATISTICS (UIS)

**67.** UIS continues to reinforce efforts to improve data quality at the international and national levels. This entails a range of different initiatives, including: the preparation of “data plans” in close consultation with national statisticians to facilitate international reporting; the implementation of a new internal Data Quality Monitoring Framework; and the regular review and refinement of survey instruments and indicator frameworks.

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## Achievements

- As a result of these diverse activities, the timeliness of UIS education data has improved. In 2009, more than 65 countries reported data ahead of the current reference year. Education data are also more complete, especially in terms of global tertiary data and education finance statistics in sub-Saharan Africa.
- UIS continues to be the main education data source for international reports, such as the *EFA Global Monitoring Report*, *The Millennium Development Goals Report* and the *Human Development Report*. In addition to providing statistical tables and analysis, UIS takes a leading role in maintaining and improving education monitoring frameworks and indicators for the MDGs and EFA.
- The UIS presented an interim report to the 35th session of the General Conference on the revision of the International Standard Classification of Education (ISCED), which was positively received. UIS will continue to work with international experts and national statisticians to improve ISCED and its implementation in order to improve the comparability of its data.

- The Institute is now preparing the main assessment of the Literacy Assessment and Monitoring Programme (LAMP) after completing pilot tests in five countries. A second wave of countries, notably Jordan, Paraguay and Viet Nam, are actively implementing LAMP.

- UIS presented the 2009 UNESCO Framework for Cultural Statistics to the General Conference, and it was favourably received. The Institute is working at the national and regional levels to begin implementing the framework.

- Based on consultation with international experts, UIS produced a *Guide to Measuring Information and Communication Technologies (ICT) in Education*. This guide is a key element in a set of pilot survey instruments, which will be tested by a group of diverse countries in 2010.

- UIS also finalized a methodology for measuring research and development (R&D) in developing countries, which will be published as an annex in the OECD's *Frascati Manual*, which is considered to be the standard for reporting data in this field.

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## Challenges / lessons learned

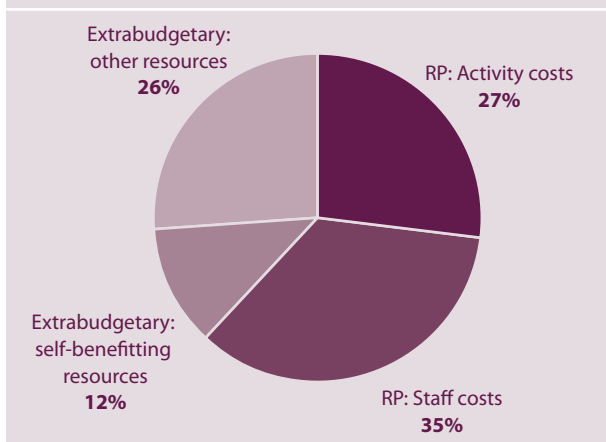
- It is important to note the trade-offs between improving data quality and completeness: higher standards can imply less available data.

- Through its regional advisers and field staff posted in UNESCO field offices, UIS has expanded its field presence in order to work more closely with national statisticians. Nevertheless, the growing demand for data on fragile States poses a major challenge.

## **B. BUDGETARY EXECUTION**

# BUDGETARY EXECUTION OVERVIEW

## Distribution of total expenditure



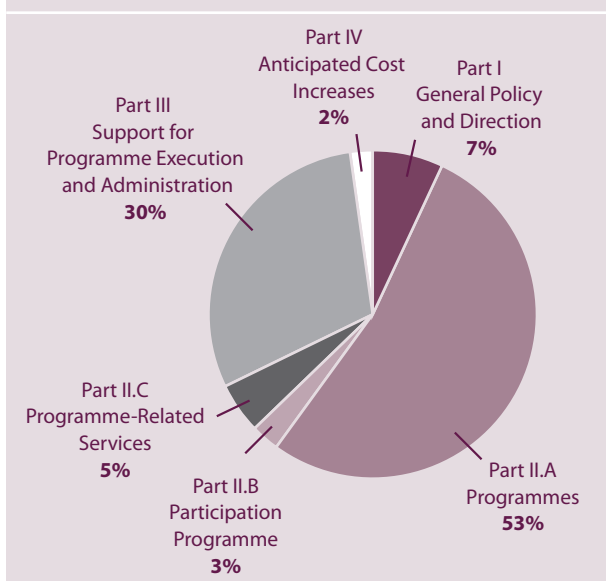
*Staff costs:* Costs for staff on established posts.

- ▶ *Activity costs:* Costs associated with an activity and included in the financial provisions made specifically for that activity.
- ▶ *Self-benefiting extrabudgetary resources:* Funds outside Member States' assessed contributions and intended for the implementation of activities for the benefit of the funding source.
- ▶ *Other extrabudgetary resources:* Funds outside Member States' assessed contributions and intended for the implementation of activities benefiting recipients other than the donor.

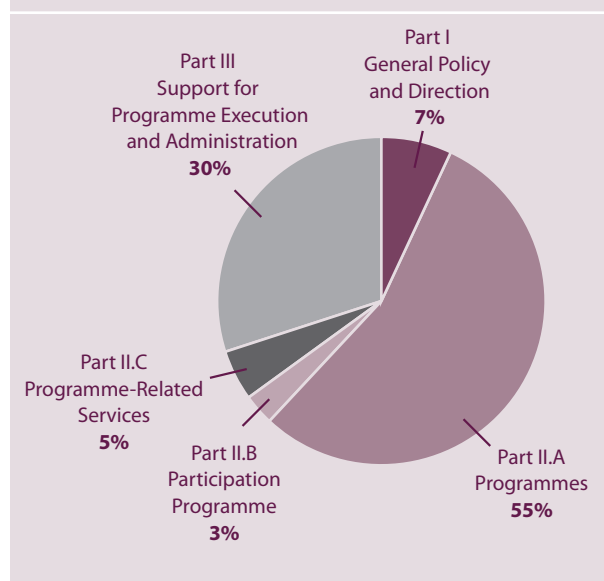
## Regular programme execution by parts of the budget 2008-2009

| Part of the budget |  | 34 C/5 Approved              |              | Expenditure as at 31 December 2009 |              |
|--------------------|--|------------------------------|--------------|------------------------------------|--------------|
|                    |  | (in thousands of US dollars) | %            | (in thousands of US dollars)       | %            |
| <b>Part I</b>      | General Policy and Direction                       | 44,213                       | 7.0          | 46,234                             | 7.2          |
| <b>Part II.A</b>   | Programmes   | 332,236                      | 52.7         | 350,262                            | 54.6         |
| <b>Part II.B</b>   | Participation Programme                            | 18,800                       | 3.0          | 18,829                             | 2.9          |
| <b>Part II.C</b>   | Programme-Related Services                         | 32,398                       | 5.1          | 34,314                             | 5.3          |
| <b>Part III</b>    | Support for Programme Execution and Administration | 189,622                      | 30.0         | 192,254                            | 30.0         |
| <b>Part IV</b>     | Anticipated Cost Increases                         | 13,732                       | 2.2          | –                                  | –            |
| <b>Total</b>       |  | <b>631,000</b>               | <b>100.0</b> | <b>641,892</b>                     | <b>100.0</b> |

## Regular programme execution by parts of the budget 34 C/5 Approved



## Regular programme execution by parts of the budget as at 31 December 2009



**PART II**  
**SUMMARY AND**  
**CONCLUSION**



# SUMMARY AND CONCLUSION

## INTRODUCTION

**68. Background:** This part of the report contains the findings of the verification exercise undertaken by the Internal Oversight Service (IOS). These findings include key issues emerging from the analysis of the implementation of the programme and budget and the results achieved during 2008-2009 (34 C/5) as presented in Part I. It also includes a brief analysis of progress made in addressing the key challenges highlighted in the previous C/3 document. Finally, the report presents suggestions for improving C/3 reporting in the future. Part II is thus divided into three main sections: (i) verification findings; (ii) progress in addressing key challenges identified in document 35 C/3; and (iii) conclusions.

**69. The verification process:** The main purpose of the verification process was: (i) to verify that the information submitted for the 36 C/3 document by

sectors and services was accurate; and (ii) to determine whether the expected results of document 34 C/5 were achieved. The methods employed during the verification process included a desk review of the submissions made by sectors and services, discussions with staff involved in producing the submissions, and a review of relevant empirical evidence from external evaluations completed during the biennium.

**70. Sampling:** The verification was undertaken on the basis of a random sample selected from all MLAs contained in document 34 C/5 with a view to ensuring that the sample included at least: one MLA for each Major Programme, one Category 1 institute, one Central Service and one Intersectoral Platform. Under two Major Programmes, activities addressing UNESCO's two global priorities, Africa and gender equality, were also selected for verification.

## MAIN FINDINGS

**71.** Results-based orientation of the C/5 document continues to improve. With each successive C/5 document, overall RBM practice has been improving as demonstrated by more clearly articulated expected results, performance indicators and benchmarks. The C/5 document (Programmes and programme-related services – Part II of 34 C/5 Approved) contains 25 Main Lines of Action, 313 expected results and 461 performance indicators. These figures include Priority Africa, Intersectoral Platforms and all category 1 institutes. Ninety-three percent of all expected results have performance indicators and 40% of the performance indicators have benchmarks. A few sectors in particular have been successful in developing benchmark targets, e.g. more than 75% of the indicators have benchmarks in Communication and Information, Culture and Natural Sciences. In comparison, document 33 C/5 contained 80 MLAs, 585

expected results, with only approximately 50% of the expected results having performance indicators.

**72.** As part of the ongoing improvements in RBM practice, the expected results are now a good reflection of UNESCO core functions. The verification found ample examples of results related to capacity-building, policy development and clearing-house function.

**73.** RBM training and self-help tools are helping to strengthen RBM practice. BSP offers RBM training as part of UNESCO's institutional training for new staff and also continues to deliver targeted training to Headquarters and field office staff. In the 34 C/5 period, a significant number of Headquarters and field office staff received RBM training. As a result of ongoing RBM training, a number of focal points have been established in various locations to provide staff with support and

guidance as required. In addition to direct training, a suite of self-help tools (e-learning modules) and guidelines are made available to all UNESCO staff and Permanent Delegations on BSP's website. Collectively, these measures help to further the application of RBM across the Organization.

**74. Achievement of results:** The verification examined the extent to which the 56 expected results in the sample were achieved. The verification found, in nearly all cases, achievements that were contributing to the attainment of the expected results. The achievements most easily verified were categories of outputs such as policy guidelines and strategies developed, networks established to share research results, ministry officials and teachers trained, etc. The achievements identified were important building blocks necessary to bring about the level of change called for in the expected results. To give one concrete example, efforts to strengthen national capacities in educational planning and management included technical assistance and training to develop Educational Management Information Systems (EMIS) in Member States, assistance to reconstruct education systems in post-conflict and post-disaster situations, and advanced-level training of educational planners.

**75.** The answer to the question of whether the expected results have been *fully* achieved is more complex due to the absence of baselines and proper benchmark targets for a number of expected results. Moreover, prominent areas of UNESCO work such as capacity development, normative action, and shaping and influencing policy formulation, are complex processes. The verification exercise alone does not allow us to determine to what extent the expected results have been met.

**76.** In order to provide greater assurance that progress is being made towards the achievement of the expected results, the verification was complemented by empirical evidence coming from external evaluations completed during the biennium.

**77.** Despite the evidence of progress towards achieving the expected results of document 34 C/5, several key challenges relating to programming, results-based monitoring and reporting were identified during the verification.

**78. Reporting emphasizes activities and outputs.** Despite the progress made in the overall articulation of expected results in the C/5 document, further progress in results-based reporting is needed. All elements in the verification sample include numerous examples of

activity and output-based reporting. The output-based reporting is explained to some extent by the large number of output indicators against which the sectors are reporting. The content analysis of the sampled elements shows that approximately 44% of the performance indicators relate to outputs or processes, and are mostly quantitative.

**79.** A selected set of examples from the elements sampled include the number of countries having received technical assistance, the number of UNESCO Chairs established, the number of scientific and policy research studies on river basins conducted, the number of regional forums of ministers on social development held, and the number of men and women trained.

**80.** Despite the relatively high number of output indicators, the sectors and services find it very challenging to accurately monitor and report at this level. In most cases, the verification of the MLA assessment forms showed that the contributions did not report fully on, for example, the total number of individuals trained, the total number of studies undertaken, etc., as called for in the given performance indicator. The challenge is heightened, in part, by the weak use of formal systems to collect and compile monitoring data.

**81. Systematic monitoring remains weak.** Very few examples were found to demonstrate that monitoring data is collected through the use of data collection tools such as interviews, surveys, questionnaires, or observation (the means of verification), from pre-identified target beneficiary groups (the sources of verification), and at an agreed-upon frequency. There is a strong tendency for the monitoring data to come from UNESCO programme specialists, not the beneficiaries, hence the strong emphasis on activity and output-level monitoring and reporting. Introducing the concept of obtaining monitoring data from beneficiaries (users) more widely into monitoring systems at the field office and Headquarters level will provide programme specialists and managers with more reliable data on the quality and usefulness of UNESCO's work.

**82. Absence of baselines and benchmarks make measuring progress difficult.** Although there has been marked improvement over time by including performance indicators and benchmarks into successive C/5 documents, a key challenge is the identification of baselines which describe the situation at or before implementation. Furthermore, the programming information needs to clearly identify the benchmarks i.e. the target that is expected to be achieved.

**83. Challenges associated with compiling the monitoring data and producing the EX/4 – C/3 report.** All staff interviewed pointed out that the process necessary to compile, analyse, and synthesize the information into the EX/4 – C/3 Main Line of Action Assessment Forms was quite lengthy. The non-availability of SISTER for reporting purposes compounded the difficulties experienced by the sectors in completing their contributions to the report, resulting in monitoring data and an analysis of that data not always being readily available. Therefore, instead of the responsible unit in the sector at Headquarters simply accessing the tool containing the monitoring data and analysis in order to synthesize information and generate the results-based report, often the process starts from scratch with programme specialists, or field offices, compiling information and submitting their individual reports.

**84. Monitoring capacity- and policy development-related expected results.** As mentioned above, an important share of the C/5 performance indicators are focused at the output level. The verification showed that greater efforts will be required at the time of programming to identify appropriate indicators for monitoring capacity- and policy development-related expected results. In doing so, attention should be given to the feasibility and potential costs involved in gathering such indicators.

**85. Cost-effectiveness and sustainability.** In comparison to the 35 C/3 exercise, the MLA forms provided far greater coverage and information on

both issues. Despite the terms being clearly defined in the RBM guidelines, the quality of the contributions received suggests that staff are not always clear on what is being requested. The sectors receive information at the project level and are faced with the challenge of aggregating the information in order to say something meaningful at the level of the Main Line of Action. Unable to aggregate the numerous individual submissions, the sectors provide a couple of illustrative examples. If the Organization wants to monitor the cost-effectiveness of interventions and their sustainability, greater attention needs to be given to these aspects at the project design stage, i.e. when developing the annual work plans.

**86. Progress in follow-up to challenges presented in the 35 C/3.** There are several challenges identified in document 35 C/3 which reappear in the 36 C/3 exercise. The Organization will need to pay particular attention to these challenges in order to enhance C/3 reporting in the future. (i) Greater efforts are needed to describe the baseline situation, especially with respect to capacity-development-related results. In their absence, it is very challenging to monitor progress towards meeting expected results. (ii) Although improving, efforts will need to be increased to provide guidance and tools for the monitoring and analysis of cost-effectiveness. (iii) There are few details relating the achievements of the C/5 to the achievement of the expected outcomes of the C/4. A more systematic approach is needed for monitoring and reporting achievements on the expected outcomes of the C/4.

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## CONCLUSION

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**87.** The verification showed that progress has been made towards the achievement of the 34 C/5 expected results; reported achievements of activities and outputs were verified. The exercise was supplemented by a review of completed external evaluations. As shown in Part II, results-based monitoring and reporting are not without important challenges. There continues to be an emphasis on activity- and

output-based reporting. Perhaps most importantly, a more systematic approach to monitoring progress at the outcome level is needed. Addressing these challenges will further improve the quality of the information contained in future C/3 reports, thereby strengthening its usefulness as a decision-making tool and strengthening the practice of results-based management in the Organization.