

189 EX/4 Annex: SISTER - Implementation status for Regular Programme and Extrabudgetary Resources
for the 35 C/5 as at 31/12/2011

¹The budgetary information encompasses for the Regular Programme, activities budget but not staff costs as well as, for extrabudgetary resources, the extrabudgetary projects identified as on-going by Sectors/Bureaux but not all UNESCO extrabudgetary resources.

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Part II.A. I. Education

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$57 424 454	Expenditures: \$51 777 271	Allocation: \$222 372 681	Expenditures: \$176 918 893

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD (expected result 1)	<p>Increased support has been given to 10 countries in the elaboration and revision of literacy and non-formal education (LNFE) policies and strategies. The challenge remains to further integrate LNFE into sector wide policies, include the strengthening of the sub-sector EMIS, and, to increase budget allocations by national governments to reach the minimum 3% of the Bamako Declaration. Although support was given to curriculum development and the delivery of LNFE to a certain extent, still a lot remains to be done in that area. More attention needs to be given to the use of mother tongue instruction to strengthen acquisition of literacy skills in the formal and non-formal systems and to enhance performance output. The integration of life skills and TVET components in LNFE programmes needs also further attention so as to improve the relevance of learning for adult learners.</p> <p>The additional resources allocated by the CapEFA projects has led to increased support in LNFE but offices often lack personnel to increase the scope of programmes at country level. Advocacy was carried out during the celebration of the International Literacy Day in many countries. LNFE advocacy needs to go beyond the activities on September 8 to include more policy dialogue integration into national development plans. The role of UIL in provision of TA needs to be enhanced and similar modalities for reinforcement of Offices capacities like the placement of expertise at country level (as adopted by the HIV&AIDS programme) could be considered. Mobilization of partnerships for LNFE and in particular within UN is still a challenge and needs therefore more attention in the next biennium. In that regard, advocacy at RCM and RDT for support of LNFE at UNCT level could be intensified.</p>
National capacities strengthened to train and retain quality teachers through TTISSA (expected result 2)	<p>UNESCO's support for teachers was centred on policy dialogue for the professional development of teachers. Diagnostic studies were initiated in 8 countries. Capacity in teacher development and management was further strengthened in selected countries, mostly in specific content areas as maths and science education, sexuality education and HIV&AIDS, and in conflict prevention and resolution. The countries in ECOWAS have also benefited from capacity development for the pedagogical use of ICTs and ODL (Open Distance Learning). The partnership for Teachers' Professional Development between UNESCO and ADEA proved to be cost effective and needs therefore to continue. A remaining challenge is to enhance UNESCO's capacities to respond to the increasing demand for TTISSA diagnostics and for assistance in the area of pedagogical use of ICTs. Modules were prepared jointly for the use of</p>

	<p>ICT in Teacher Education Institutions. Although Teachers programmes in Africa have slowly taken off in this biennium, tools and modalities for upstream support were developed. It is therefore expected that in the next biennium, the teachers programme will experience a greater leap. ICCBA worked closely with BRENDA in training of teacher management and in some of the diagnostic studies but its role in provision support to Offices and at country level needs to be enhanced. The approach undertaken in the mobilization of partnerships, such as ADEA and Commonwealth, needs to be intensified in view of the existing challenges and in particular the reduced resources of UNESCO in the next biennium.</p>
<p>National capacities strengthened to plan, implement and manage basic education in Africa (expected result 5)</p>	<p>In Sector Wide Policy and Planning (SWPP), UNESCO's support in Africa was centred around two strategic areas: EMIS and Education Sector Policy revisions. EMIS support was mainly provided to SADC and ECCAS countries, with technical assistance (TA) by the UIS Specialists posted in Africa. The combination of TA with additional CapEFA resources was cost effective. As a result, EMIS assessments were concluded in 16 countries, national capacities for EMIS were built in 11 additional countries, while five countries have now quality data. MoEs overall limited structures and qualified staff for data collection, processing and analysis implies the need for further capacity strengthening for consolidation of results. Priority should also be given to the elaboration of action plans and in particular the implementation of the recommendations for EMIS improvement.</p> <p>The technical backstopping by the BRENDA's Pole de Dakar led to the initiation of the processes for education policy reformulations in ten (10) countries. Five have completed their education policy assessments and two have actually revised their policies. The review process included capacity strengthening at country level, both through a Master's level distance learning course offered in collaboration with the University CAD of Dakar (5 countries) on education policy and sector management and face to face regional trainings. Capacity was also built in macro-finance policy development through design and application of simulation models (5 countries), and 2 have finalized the exercise. Given the current resource constraints, it is recommended that UNESCO's support to sector wide planning focus on (i) consolidation of the previous biennium actions and (ii) enhancing appropriation by the countries themselves, along with (iii) further mobilization of EFA partners for SWPP support at country level.</p> <p>UNESCO's support in the area of TVET support benefited mostly the SADC, ECOWAS and ECCA regions. 13 SADC countries have completed reviews and reporting on the status of TVET. In addition, a prioritized Regional Strategic Framework for TVET was developed and approved by the SADC ministers and TVET monitoring tools with a set of agreed-upon indicators were developed and adopted for use as from 2012. The close collaboration between UNESCO and the SADC education secretariat and the applied regional approach were instrumental for the scope and quality of the achieved results.</p> <p>In the ECOWAS and ECCAS region, the support resulted in improved coordination among TVET partners (ILO, ADB, UNDP) as well the establishment of linkages with AU (Social and Human Development Cluster), ADEA and the RCM mechanism through the integration of the Inter Agency Task Team (IATT) process in the mapping of Youth</p>

	<p>Employment interventions in SSA.</p> <p>Capacity development for curriculum elaboration took place in 6 counties, resulting in the development of over 60 areas of strategic growth including entrepreneurial skills. Further TVET development requires however large amount of resources, hence resource mobilization efforts are required. The collaboration initiated with ADB, ILO and UNDP offer good prospects. The development of TVET/MIS and TVET/NFE system have been initiated in a few countries but need further intensification as the majority of the African countries are characterized by poor developed formal sector.</p>
National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts, particularly in Africa (expected result 10)	<p>UNESCO's support (in particular in SADC, EAC and ECCAS) for improving education sector responses to HIV and AIDS versed on improving policy frameworks. The placement of additional staff in the most affected countries made the organization's support more effective. Support was provided for the mainstreaming of HIV and AIDS into education policies (5 countries) and HIV and AIDS policy revisions were conducted in 6 countries. Support to the development of curricula and teacher training materials was initiated in 6 countries. However, sexuality education strategies need to better address the specific socio-cultural contexts of countries. The development and implementation of coherent Workplace Policies needs also further support. While UNESCO was successful in mobilizing the support of UN HIV and AIDS teams for education at country level, these partnership at country level need to be intensified.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa

- Working in partnerships with various stakeholders
- Combining regular programme and extra-budgetary funds has reinforced UNESCO's delivery capacity

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
National capacities strengthened in designing and managing literacy policies and programmes targeting women and girls	<p>In the area of literacy, UNESCO supported the development of gender sensitive literacy plans, strategies, and educational contents (e.g. Egypt, Lebanon, Morocco, Iraq) and expanded access of women to literacy programmes. In Pakistan a pilot mobile phone-based post-literacy programme was implemented that benefited 1,250 illiterate adult women. In addition, 110 adult literacy centres for rural women in flood-affected areas were established whereby some 4,000 rural women received training in basic literacy and income generation skills. At global level, UNESCO continues to play a central role in raising public awareness and advocating for literacy. Awareness raising campaigns, seminars, roundtable discussions and other events on the right to education for girls and women were organized, among which the International Literacy Prizes which gave special consideration to gender equality.</p>
Gender-sensitive teacher	UNESCO sought to promote gender mainstreaming in teacher policies, raise awareness and build the capacity of

<p>policies developed in Member States</p>	<p>teachers on gender sensitive teaching and learning approaches through training and teaching guides and tools (global, Asia, Lebanon). Research studies were commissioned on key aspects of teacher development and gender related issues, such as the joint UNESCO - Commonwealth Secretariat (COMSEC) study on the feminization of the teaching profession in Sri Lanka, India, Lesotho, Samoa, and Dominican Republic. Teachers' capacity to deal with Gender-Based Violence (GBV), bullying and gender, was enhanced in Africa and Latin America through training and seminars. In Zambia UNESCO teamed up with UNICEF, UNFPA and CAMFED on this issued and made recommendations that informed the Education Bill that was prepared for submission to Parliament. At global level, sensitization campaigns are organized, such as the roundtable on Teachers for Gender Equality as part of the activities to mark the 2011 World Teachers' Day in Nigeria.</p>
<p>National capacities strengthened to formulate policies that promote equitable access of girls and boys to secondary general and technical and vocational education</p>	<p>In secondary education, technical support and institutional capacity at country level was strengthened in mainstreaming and integrating core principles related to human rights-based and gender responsive education in national implementation strategies, plans and monitoring systems (e.g. Thailand and Lao PDR, Nepal).</p> <p>Further emphasis was given to mainstreaming gender in TVET policy advice and review. TVET programmes and policies were reviewed from the gender perspective (e.g. in Gulf sub-region) and international experiences on TVET programmes for girls and women were disseminated. UNESCO supported country led activities to raise awareness of girls, parents and teachers on career opportunities for graduates in TVET. For example, outreach sensitization seminars for girls were organized in collaboration with the Ministry of Education in Ghana in several regions of the country.</p>
<p>National capacities strengthened to prepare and manage sector-wide inclusive education plans and policies that are gender-sensitive and assure equitable access to education</p>	<p>Gender equality was a key component in education plans and policies supported by UNESCO across the regions and at all levels of education. The integration of the provisions for gender equality in education legal frameworks was pursued in order to ensure the institutionalization and sustainability of mainstreaming gender equality in education systems. For example, in Latin America and the Arab region reviews of legal education and policy frameworks were conducted in order to assess their compatibility with the provisions for gender equality and make recommendations to Member States.</p>

<p>Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality</p>	
<ul style="list-style-type: none"> - Gender Mainstreaming allowed for gender equality concerns to be addressed during implementation for all areas of intervention, with no or minimum additional costs - Extra-budgetary resources were mobilized to implement Gender Specific Activities 	

BSP 1: Supporting the achievement of Education for All (EFA)**MLA 1: Building blocks for EFA: literacy, teachers and work skills**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$15 520 418	Expenditures: \$13 096 685	Allocation: \$79 510 491	Expenditures: \$63 528 917

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade	<p>UNESCO remained engaged actively in promoting literacy in three areas: 1) advocacy; 2) Policy-cycle management, capacity development and scaling up of effective youth and adult literacy program delivery; and 3) assessment and monitoring.</p> <p>1. Advocacy</p> <p>UNESCO continued its advocacy efforts by using key platforms and strategic opportunities, including the International Literacy Days, Literacy Prizes, the E-9 Initiative, the UNLD and other forums and events at all levels. The International Literacy Day (ILD) commemorations and the International Literacy Prize award ceremonies in 2010 and 2011, which were respectively held in Paris, and in India, shed light on the progress achieved by determined people who share the vision of the power of literacy and creative partnerships. The winners of 2010 and 2011 International Literacy Prizes which came from Cap Verde, Germany, Nepal, Egypt, Malawi, Columbia, Burundi, the Democratic Republic of Congo, Mexico, Pakistan, the Philippines and the United States of America, presented inspiring and creative examples of programs focusing on women's literacy and peace-related activities. The celebration of the ILD at country level such as the ones in Thailand, Myanmar, Nepal, Nigeria, Swaziland, Senegal and Namibia has multiplied the impact of UNESCO's advocacy efforts. In Africa, Burkina Faso and Mali even celebrated "Literacy Week".</p> <p>Within the E-9 framework, the focus of the 8th Ministerial Review Meeting (Nigeria, June 2010) on literacy contributed to raise the profile of literacy in the agenda of E9 countries and beyond. The centrality of literacy to human and socio-economic development was highlighted in the follow-up activities such as the International Seminar on Improving female Literacy (Indonesia, June 2011) and the International Conference on Women's Literacy for Inclusive and Sustainable Development (India, September 2011).</p> <p>Other events and initiatives also constituted to raise the profile of literacy and non-formal education (NFE): Regional ministerial conference held early 2010 in Burkina Faso with the support of UNESCO where political guidelines for the introduction of African languages in Education were validated by Ministers; development of a national literacy Campaign "Together, We Can" in Egypt; the 3rd session of the Forum of the Asia-Pacific Parliamentarians for Education Executive Bureau meeting in Iran; a Forum on Lifelong Learning in Viet-Nam organized in partnership with the ASEM Education and Research Hub and the Ministry of Education and Training of Vietnam.</p> <p>Evidence-based advocacy and policy-making had been promoted through research work: Literacy Initiative for</p>

Empowerment (LIFE) mid-term review and related review papers were produced. At the high-level literacy research seminar organized by UNESCO Institute for Lifelong Learning (UIL) in December 2011, some key areas for future research in adult literacy were discussed and future partners for cooperative research project identified. The seminar also provided input for the second global report on adult learning and education (GRALE) 2012 that will focus specifically on literacy to mark the end of the UNLD. HQ has prepared two of the four volumes of the "Emerging Trends in Adult Literacy" series to be published in 2012. Within the framework of LIFE, literature reviews were conducted and competence frameworks were developed as research tools (e.g. Burkina Faso, Mali, Morocco, Niger, and Senegal) as well as a publication on "Genre et alphabétisation". In Latin America and the Caribbean (LAC) region, a study on the social and economic impact of illiteracy was developed in partnership with UN Economic Commission for Latin America and the Caribbean, as well as a study on Literacy programmes and experiences of vulnerable populations in the Andean region. UNESCO Bangkok developed and disseminated a publication on "Achieving EFA through Equivalency Programmes in Asia-Pacific" as part of follow-up to a workshop jointly held with UNICEF. Two studies on socio-economic impacts of literacy programmes and NFE were conducted in Burkina Faso and Senegal.

The Knowledge and Innovations Network (KINL), for which pilot testing had been conducted, is under development to enhance evidence-based advocacy for literacy and to promote knowledge sharing. A demo version of online platform was prepared and launched at ILD 2010, with active participation of private sector sponsors (Verizon, Microsoft) and the first online discussion forum held on 'Literacy and Women's Empowerment'. UIL uploaded new case studies on its database on effective literacy practices to include a total of 110 case studies.

In Africa, UNESCO supported many countries to create websites for more visibility of literacy and non-formal education (NFE) (e.g. Senegal, Benin). In Africa, increased attention was obtained to LNFE, in Chad and Central African Republic. Funds for literacy work were raised for supporting a number of countries, including Afghanistan, Nigeria, Democratic Republic of the Congo, Senegal, Iraq, Mauritania, Lebanon, Morocco.

2. Policy, capacity development and scaling-up

Within the framework of the UNLD, and through UNESCO's Literacy Initiative for Empowerment (LIFE), UNESCO's assistance had been provided to Member States to enhance their policy frameworks, to scale-up effective literacy programme delivery and develop capacities on different fronts.

Support provided through platforms

UNLD: Within the UNLD framework, UNESCO, as the global coordinator of the Decade, continued to play its role and coordinated partners' efforts and activities for literacy in view of meeting the overall objectives of the Decade through further enhanced and coordinated action. UNESCO prepared the UNLD progress report 2009/2010. At regional level, UNESCO presented the UNLD Strategic Framework for Action at the INNOTECH Southeast Asian Ministers of Education Organization Meeting; contribution was also made to a sub-regional meeting in Nicaragua. Through its participation in the regional literacy meeting for Arab States in October 2010, UNESCO ensured its coordination role in literacy in the region and prepared the UNLD progress report 2009/2010. With the UNLD ending in 2012, it also

started to prepare the end-of-Decade final assessment of the UNLD by organizing the Expert Meeting on UNLD evaluation in May 2011. The experts made recommendations to UNESCO on potential outputs of the final assessment, including the report to be presented at the UN General Assembly in 2013, methods, key instruments and process of the assessment. The UNLD partners' meeting to be held in spring 2012 intends to ensure partners' engagement in the assessment process and their commitments to the literacy agenda within the framework of the UNLD as well as beyond the Decade and the EFA horizons. To capture the status at country level within the context of UNLD final assessment and the follow-up to CONFINTEA, a survey instrument was sent to Member States in late 2011 for data collection.

LIFE: With LIFE as a global strategic framework and key operational mechanism for achieving the goals and purposes of the UNLD and an important framework for UNESCO's work related to literacy and NFE, UNESCO continued implementation of programmes and activities in LIFE countries. Further reports on these activities in different areas such as support for policy-cycle management and capacity development are provided below. The LIFE mid-term review was conducted building on regional review meetings and country and regional reports. The mid-term review of LIFE generated important insights on success factors and on literacy challenges. It also confirmed that LIFE had provide an effective platform for strengthening support to countries and partnerships within the spirit of South-South cooperation and that it made a significant contribution to the UNLD.

CONFINTEA VI: The CONFINTEA VI follow-up process served as a significant framework. UIL, in cooperation with UIS, had facilitated and coordinated the global monitoring of the implementation of the Belem framework for action (BFA) adopted by 144 Member States through events, capacity development, research and advocacy. In LAC, in preparing the regional follow-up meeting of CONFINTEA VI, UNESCO developed a regional matrix which identified LAC priority needs, provided examples of national and regional progress and proposed actions to be deliberated. At the meeting, 30 countries were represented and 55 national and regional lines of actions were agreed to monitor progress towards the BFA. Subsequent to that, a survey to monitor regional and national processes on adult education plans has been developed and the findings have been analyzed and have shown strong regional commitment towards the attainment of the Belem objectives. Through the informal Caribbean network of Literacy and Adult Education officers, three national seminars to monitor progress on the BFA have also been held.

E9 Initiative: Technical support was provided for the preparation and organization of the Eighth E-9 Ministerial Review Meeting on "Literacy for Development" held in Abuja, Nigeria, in June 2010 and for the follow up consultations in 2010-2011 to review the status and progress of literacy in E-9 countries. Efforts continued to support the E-9 countries to identify and address their literacy challenges as well as to partner with other countries to assist them in bridging their literacy gaps. UNESCO's assistance was extended to Nigeria in the developing a major literacy initiative entitled "Revitalizing Adult and Youth Literacy".

Support for literacy priority countries among the 20 target countries: Intensified support was provided to Chad, Ethiopia, Togo, Mauritania, Yemen, Bangladesh, Cambodia, Lao PDR and Timor-Leste. Capacity assessment was conducted through various processes, which was followed by adoption of groundwork for policy frameworks and

implementation of capacity development. Examples are as follows: 1) development of the National Plan for Literacy Development and NFE and the Interim Strategy for Education and Literacy (SIPEA) in Chad, 2) development of the draft action plan and the signing of the Memorandum of Understanding with the Minister of Primary, Secondary and Literacy and other actors, and the plan execution for the second half of 2011 in Togo; 3) preparation of the NFE sub-sector programme, initiation of effective delivery mechanism for literacy/NFE, equivalency Education Programme, operationalizing a framework for capacity development of NFE teachers/facilitator, also piloting of radio centres for strengthening content delivery and coverage of NFE/literacy in Bangladesh; 4) development of capacities of the Ministries of Education on policy formulation and planning for literacy and NFE in Timor-Leste, Laos and Cambodia.

National literacy policies and planning: To ensure stronger support from the UN system and development partners, UNESCO made efforts to introduce literacy and NFE in UNDAFs (e.g. Senegal, Chad). In Africa, policy-dialogue and advocacy efforts resulted in, strengthened action to ensure more relevant and credible literacy plans/strategies and policies are put in place. UNESCO has helped to mobilize civil society actors, and has given technical and financial support for a number of countries (e.g. Guinea, DRC, Rwanda, Nigeria, Burkina Faso, Mali, Kenya, Benin, Gabon, Burundi, Cameroun, Namibia, Sierra Leone, Rwanda, Chad, and Guinea Bissau). In doing so, the Basic Education for Africa Programme (BEAP) which aims at promoting an integrated and holistic vision of education with literacy as a cross-cutting component, has been providing a framework. Family literacy was promoted for child care and education as part of the parenting education which would include literacy and use of local languages thus promoting early reading in the local languages before formal schooling for children. Several countries have adopted this notion of the BEAP, and BREDA has started building partnerships within the UN and among other multi-lateral partners such as the World Bank, the Save the Children and Association for Development of Education in Africa (ADEA) to provide technical support for country level implementation. In the LAC region, efforts were made towards consolidating policy experiences on literacy. In particular, UNESCO recompiled and systematized good policy practices which have been disseminated through the Red Innovemos network. UNESCO undertook studies to develop literacy programmes for youth and adults in Jamaica, Bolivia and in Costa Rica.

Delivery of effective programmes

Scaling-up of literacy programmes: UNESCO has also accelerated progress by providing technical support in scaling up literacy programmes in Burkina Faso, Egypt, Ethiopia, Indonesia, Mali, Mexico, Nigeria, Pakistan, Senegal, Togo and Timor-Leste. Upon countries' request, and by building on existing policies and programmes, UNESCO have organized initial consultations with the concerned departments and national commissions of the twelve countries, which will be taken forward in the next biennium.

Community Learning Centres (CLC): In the Arab region, CLC were established and supported in Palestine and Syria. In the Asia-Pacific region, a 4 day CLC Conference was held in Bangkok in 2011, involving 25 countries to discuss decentralization, literacy policies and planning, ESD, ICTs and assessment issues. Three national workshops on CLCs were also organized in China, Mongolia and Nepal to develop CLC capacity to act as centres for lifelong learning.

Capacity development: The quantitative and qualitative lack of human resources to manage literacy and NFE policies and programmes is one of the main challenges, a number of countries had been assisted in developing capacities through a range of activities. In the Arab States, Sudan Mauritania, Morocco (post-literacy modality) and Lebanon (managing literacy). In the Asia-Pacific region, a regional workshop on "Equivalency Education programmes" In Africa, capacity development plans were developed based on needs assessment and implemented in several countries (e.g. Togo, Tanzania, Rwanda, Chad, CAR).

UNESCO contributed to develop capacities of literacy personnel and teachers through training and related activities in a number of countries such as Timor-Leste (NFE teaching pedagogy for adult learning), Morocco (Post literacy programs), Yemen (Planning), Lebanon (managing literacy) and all LIFE Arab countries. UNESCO, at the request of the Lebanese government, is conducting a needs assessment for the situation of teacher's workforce. In Africa, almost all the technical personnel in charge of literacy and NFE were trained in different fields (planning, monitoring, evaluation, data collection and processing, etc). With the support of UNESCO, many countries have elaborated LNFE personnel training plans that will be implemented in the coming months. In the framework of TTISSA, BREDA has advocated for national teaching profession plans that include the LNFE personnel.

South-South cooperation: SSC was promoted through different platforms and programmes. In the Arab-region, visits of delegations composed of policy-makers and some other stakeholders were organized between countries such as Thailand, Morocco, Lebanon, Sudan, Mauritania and Yemen.

3. Assessment and monitoring

Following its pilot phase and the external evaluation of LAMP in 2008, the UIS continued to assist Member States in implementing LAMP, while further elaborating the instrument. By the end of 2010, the UIS completed: 1) a detailed revision of the procedures to develop and verify Reading Component exercise in non-European languages; 2) a revision on the use of plausible values techniques for reporting LAMP data; and 3) a revision on techniques to establish cut-off points to define levels (standard-setting). Significant inputs were gathered for production of two papers - one the LAMP assessment frameworks and the other on estimations.

UNESCO extended further support to Member States in enhancing their assessment and monitoring systems and practices through its policy advice, capacity development of national experts in data collection and developing assessment tools and informatics equipment for data processing and treatments. Surveys were conducted in the Pacific countries to determine baseline levels of literacy, which will be used in preparation of a regional conference on literacy and language scheduled for June 2012. UNESCO followed up on the survey in 3 Member States and one Associate Member (Cook Islands, Niue, Papua New Guinea and Tokelau). Papua New Guinea developed a literacy assessment tool for adult education which was based on the "Literacy Model in Household Surveys: A Guidebook" that was produced by UNESCO in 2008 and which contains a set of questions for data collection on literate environments, including information about access to facilities, stock of reading materials and use of literacy skills by household members. In the LAC region, monitoring was successfully implemented in Jamaica through LAMP. In Africa, more and more countries (e.g. DRC, Senegal and Niger) became able to produce yearly reliable data on

	<p>literacy and NFE, and several countries are expected to follow the suit in the near future. UIL and BREDIA launched a research action on literacy and NFE learning achievements in five pilot countries (Niger, Senegal, Mali, Burkina and Morocco) with the objective of producing, validating and sharing a "standardized" data collection tool that can be used by all literacy and NFE stakeholders for reliable and timely data collection/production.</p>
<p>ER 2: National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA)</p>	<p>1. TEACHER POLICIES, STRATEGIES, PLANS, and QUALIFICATIONS FRAMEWORKS: In all regions several countries have improved their systems with UNESCO interventions:</p> <ul style="list-style-type: none"> - In AFRICA, of six countries engaged in undertaking a holistic diagnosis of teacher issues with the use of the Teacher Training Initiative in sub-Saharan Africa (TTISSA) Methodological Guide, Benin has completed the process. Four countries (Burundi, Lesotho, Mali and Uganda) have established the necessary mechanisms for completing their diagnosis and setting the ground for comprehensive teacher policy preparation. Mozambique has just initiated the process, and additional three countries (Congo, Guinea and Niger) are preparing to start. Sierra Leone has approved into a law the guidelines for implementing the teacher policy, while Ethiopia has tested a Teacher Management Information System (TMIS). Rwanda has produced draft documents on Teachers working conditions, Teachers code of conduct and Teacher standards and Teacher performance and appraisal systems. Nigeria has been supported to address teacher projection. Decision-makers and stakeholders were mobilized around teacher issues at the 1st Pan-African Conference on Teacher Education and Development ([PACTED] Togo, 13 - 15 April 2011) and the 2011 Annual Ministerial Review of the UN Economic and Social Council ([ECOSOC], Geneva, 4 - 8 July, 2011). - In the ARAB REGION: a regional study on the status of teachers in basic, secondary, and technical and vocational education and training (TVET) education has been launched. Initiatives for the establishment of regional quality assurance (QA) mechanisms for higher education programmes are executed. Lebanon and Syria received support in the preparation of documents related to teacher qualifications frameworks, the review of the Syrian National Academic Standards (NARS) of Classroom Teachers, a needs assessment on the situation of teachers' workforce in Lebanon within the Career Development Program (CDP) for teachers and school principals. Iraq and Palestine also undertook the establishment of National professional standards for teachers, teacher's Code of Conduct and a Provisional License of Teachers (Palestine), - In ASIA & PACIFIC, multiple stakeholders (teachers, teacher educators, policy makers, teacher professional organizations and teacher unions) from 16 countries were brought together to have policy dialogues on teacher policies and to encourage teacher policy reforms. UNESCO conducted a meta-analysis on the challenges of teacher education and teacher policies in the Asia-Pacific Region. Regarding policy reviews, UNESCO worked in Lao PDR to review and update its Teacher Education Strategy and Action Plan (TESAP 2010-2015), and in Mongolia a policy analysis on early childhood care and education (ECCE) was conducted with a focus on the status and professional development of ECCE practitioners. Several studies were carried out to inform policy and practice on topic including, improving teachers social status, working conditions and teacher competence; multiple shift teaching in Mongolia;

supply and management of teachers in rural areas in China; professional development of rural teachers in the countries of Association of Southeast Asian Nations (ASEAN), teacher mobility in Zhejiang, China; private tutoring in China; status and qualification of female teachers in Laos.

- In the Latin America and the Caribbean (LAC) region, the development of a regional strategy on teachers has been launched, which includes plans to develop a state of the art report on teacher policies documents. Educational stakeholders in Argentina, Brazil, Chile, Colombia, Peru, Mexico, Guatemala, and Trinidad and Tobago are engaged in National Consultations to validate the reports. In September 2011, UNESCO in partnership with the Ministry of Education of Brazil has published a study on the country's state of the art on teachers' policies.

2. CAPACITY DEVELOPMENT OF TEACHER TRAINING INSTITUTIONS including INCORPORATION of INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Leaders and faculty members of teacher training institutions have participated in many policy fora and experts meetings organized globally, regionally, nationally or even locally, on various topics such as; innovations with regards to Education for Sustainable Development (ESD) (Asia, Africa, LAC); Information and Communication Technologies (ICT)-Pedagogy Integration (globally, Europe, Asia, LAC, Arab region and Africa); Science Education (Africa, Asia, Arab region); Inclusive Education (Asia); Gender Mainstreaming (global, Africa, Asia); Global Citizenship Education (LAC, Arab Regional, Africa); HIV/AIDS prevention (LAC, Africa, Asia Arab region) and others. Regarding ICT, the second edition of the UNESCO ICT Competency Framework for Teachers (ICT-CFT) and other regional standards frameworks have been produced and published.

ACHIEVEMENTS

- Multiple stakeholders have been sensitized through policy dialogues and information sharing among different member states, but it will take time and effort on the part of the participants to initiate change in their respective countries. Regional approach enhances experience sharing, holds high level decision-makers accountable and is cost effective. However more down-stream (country-level and institutional level interventions) are essential for translating policy commitments into actual improvements in teaching and teachers professional development.

- Target countries among those furthest away from achieving EFA and with highest teacher gaps were more closely supported (Angola, Burundi, Guinea, Lao PDR, Lesotho, Mali, Rwanda) with extrabudgetary support, especially through the Capacity Development for Education for All (CapEFA) programme. The main achievement has been the engagement of several stakeholders in conceiving holistic strategies for addressing teacher issues.

- Advocacy for teachers in education gained momentum with the selection of the themes and improved organization of World Teachers Day (2010 on Recovery and crises, and 2011 on Gender in the teaching force and in teaching). The 1st and 2nd editions of the UNESCO-Hamdan Prize also revealed innovative practices that could be largely

	<p>disseminated.</p> <ul style="list-style-type: none"> - External collaboration has also been strengthened notably through active support to the International Task Force on Teachers for EFA. At HQ and in the regions, the Task Force activities were most facilitated by UNESCO entities which deserves more acknowledgement by the Task Force partners. <p><u>Challenges and Lesson learnt:</u></p> <ul style="list-style-type: none"> - More attention should be paid so that interventions at sub-levels of education (ECCE, TVET, secondary and higher education, as well as non-formal education) target teachers where there are real needs for effective policies and strategies, accurate data as well as capacity development. In defining priorities, countries and UNESCO field offices need to ensure that such sub-levels receive the needed attention and resources. Strategic partnerships and resources mobilization are to be developed and mobilized for complementary actions. - Internal collaboration with UNESCO on specific issues has also ensured progress: Working with between Divisions within the HQ to develop a draft General Education Quality Framework on teachers components; working with the International Bureau of Education (IBE), and regional office in Santiago and Dakar (BREDA) to develop a diploma programme on curriculum development - with a teachers' lens; working with the CI Sector on Open Education Resources (OER) and ICT Competency Framework for Teachers (ICT-CFT); working with the Decade of Education for Sustainable Development (DESD) on piloting toolkits; with the Natural Science Sector for microscience kits training; with the International Institute for Capacity Building in Africa (IICBA) and Office of the Director-General on Gender. However, there is a challenge in articulating priorities and harmonizing schedule and resources. Much needs to be done at managerial levels to facilitate these in-house collaboration efforts. - The cancellation of the global education seminar prevented more communication and harmonization among HQ, field offices and Institutes on teacher issues. Budget cuts by the end of the biennium have hampered the completion of several activities.
<p>ER 3: TVET systems reformed and strengthened and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work</p>	<p>Core Area 1. Provision of upstream policy advice and related capacity development</p> <p>UNESCO's policy reviews are achieving their objective of establishing policy dialogue with concerned governments to support their actions towards developing relevant policies. UNESCO has undertaken policy review or provided policy advice in 12 countries (Benin, Botswana, Cambodia, Djibouti, Democratic Republic of Congo, Haiti, Lao PDR, Madagascar, Malawi, Namibia, Thailand and Zambia) out of which 6 countries' reports have been prepared in collaboration with in-country actors.</p> <p>In the ARAB region, UNESCO works to improve access of youth to TVET programmes at the secondary and post-secondary levels through the introduction and integration of Entrepreneurship Education into the education systems covering several countries (Tunisia, Egypt, Morocco and Jordan). Technical support were provided to Ministries of Education and other ministries in Bahrain, Oman, and Saudi Arabia on TVET planning and management, curriculum innovations and development, and exchange of regional and international experiences.</p>

In the ASIA-PACIFIC region, UNESCO has carried out TVET policy review in Lao PDR and Cambodia. The Cambodia Policy Review Report has been completed and shared with the focal points of the Ministry of Education, Youth and Sport and the Ministry of Labour and Vocational Training. Policy Review Report for Lao PDR is nearing finalization. National consultation meetings with both governments are scheduled in February 2012.

In the CARIBBEAN region, the Caribbean TVET policy workshop, 'Promoting effective skills policies and systems: improving skills development and national TVET policies and systems' (Barbados, 26-30 September 2011) attracted participants from 19 countries and territories and further mobilized interest and commitment for the next Caribbean Regional Conference on TVET, to be held in Jamaica, 7-9 March 2012. TVET has been included as joint priority in the UN Development Assistance Framework (UNDAF) 2012-2016 for Barbados and 9 Eastern Caribbean Countries. North-South cooperation was achieved through study tours for TVET specialists from Jamaica to Germany. UNESCO Brasilia issued a publication on curriculum prototype for upper secondary education, presented it to over 180 participants in Brazil, in order to promote technical education through curriculum revision.

Core Area 2: Facilitate conceptual clarification and improve the monitoring of TVET

UNESCO, the ILO, the OECD, European Training Foundation, and the World Bank, along with others, are now working together through the Interagency Group on Technical and Vocational Education and Training (IAG-TVET). The IAG-TVET has worked together under the auspices of the G20 Development Working Group to develop skills indicators and to help low-income countries develop their skills for employment strategies. It has prepared a Glossary of key terminology in TVET which further contributes to conceptual clarification. UNESCO, together with other international organizations, has made progress towards developing a framework of indicators to monitor TVET and has piloted a methodology for the assessment of TVET Management Information Systems in sub-Saharan Africa.

COOPERATION WITH SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC): The joint project's result is the development of a monitoring tool that allows for regular reporting by Member States, and for identifying synergies as well as areas for intra-regional cooperation. As the key output of this initiative, a five year regional strategic framework of action has been developed. The challenge remains to overcome the complexity of the terms and their different uses between stakeholders and countries.

UNESCO Santiago, with the support of UNESCO-UNEVOC and in collaboration IIEP, launched a project on enhancing information systems for TVET in the LAC region

Core Area 3: Acting as a clearing house and informing the global TVET debate

There is greater awareness of the need for more information collection and analysis on TVET. Member States

envisage multiple roles for TVET, and these multiple roles have implications for the monitoring and evaluation of TVET and, consequently, information is needed. Preparations for the Third International Congress are catalyzing interest at country, regional and international levels for enhanced cooperation on TVET.

The UNESCO-UNEVOC International Centre has the leading role implementing clearing-house related actions, and as an information resource centre for TVET. Meetings have been held with the UNESCO Institute for Statistics (UIS) to consider information needs in the field of TVET. An outline template has been produced to structure country inputs for the UNEVOC World Data Bank, to allow for the flexibility of country contexts and the comparability of country cases as foreseen in the Strategy for TVET with the wider UNESCO TVET community (HQ, Regional office, field offices).

A total of 15 thematic reviews were conducted in the form of background papers for the UNESCO World Report on TVET. The World Report on TVET will be disseminated at the Third International Congress in May 2012. There is scope for additional thematic reviews to be launched on specific issues of major interest in the field of TVET, such as TVET and entrepreneurship, TVET and food security, and TVET for health personnel. A topic of future interest is TVET and skills for agriculture and rural development. The impact of the World TVET Report is expected to be high, as it will be presented in the first plenary of the Congress and will introduce three important lenses for the analysis and development of TVET (an economic lens, an equity lens, and a transformative lens).

Cooperation has been enhanced and knowledge is shared between UNESCO and International Labour Organization (ILO) for mutual benefit. This cooperation allows for UNESCO's approaches to green TVET strategy, TVET programmes and tools to be improved. It was agreed to establish a working group among ILO, European Training Foundation (ETF) and OECD to discuss on greening TVET concept and further develop projects as a contribution to the Greening TVET framework development. Good practices were shared between UNESCO-UNEVOC and international TVET educators, specialists and government officials during two international experts' meetings, the first held on transforming TVET for meeting the challenges of the green economy (Bonn, 27-30 October 2011).

UNESCO Bangkok is about to complete a thematic study on the information infrastructure supporting school-to-work transition in nine developing countries in the Asia-Pacific region in cooperation with UNEVOC. Also, UNESCO Bangkok has started additional thematic study in October 2011 about vocationalization of secondary education as an attempt to explore the way of diversifying the channels of TVET provision.

In the LATIN AMERICA AND CARIBBEAN region, UNESCO Kingston, together with UNESCO-UNEVOC, strongly promoted the UNEVOC Network in the Caribbean. The database of the UNEVOC Centres of the 13 Member States and 3 Associate Member States of the cluster was revised and updated. Two new UNEVOC Centres were nominated in Guyana and Belize. A national UNEVOC seminar has been held in Jamaica. UNESCO Mexico is participating in

the Technical Advisory Committee an online data bank on Good Practice for Workforce Innovation, led by the Mexican Ministry of Labour and involving members of the public and private sector, such as the Ministry of Education, the International Labour Organization, the National Council for Science and Technology and the Confederation of Industrial Chambers of the United Mexican States (CONCAMIN).

In AFRICA, UNESCO has helped set up an Interagency Task Team (IATT), resulting in regular exchanges between United Nations agencies and the Economic Community of West African States (ECOWAS) Secretariat on the revitalization of TVET. The main achievements reported in Africa can be resumed as: i) Enhanced regional coordination and sub-regional coordination (especially with ECOWAS and SADC Secretariats) ii) Enhanced knowledge and experience on specific subjects like Statistical and Labour Market Information Systems, curricula development, development of the national dialogue, capacity building for TVET institutions and partners, policy support and review, funds mobilization. These help to position UNESCO as a key actor in TVET and the promotion of UNESCO's new priority on TVET.

PRIORITY GENDER EQUALITY

In reviewing TVET policies, UNESCO is paying special attention to gender-related issues and more particularly the inclusion of girls in national TVET programmes. In addition, particular efforts have been made in the Arab States to understand gender and TVET through commissioned studies on "Access of Girls and Women to Vocational Training and Employment in Saudi Arabia" and "Access of Girls and Women to Vocational Training and Employment in Oman". UNEVOC has facilitated international dialogue on women and TVET through a virtual conference organized from 5-15 December 2011. The 2012 EFA Global Monitoring Report is currently under preparation on the topic of skills development for marginalized groups, including girls and women.

Challenges and Lessons learnt:

- Inter-agency collaboration in conducting policy reviews has improved the quality of work and created synergies. However consensus building across organizations has sometimes been time-consuming. Progress on conceptual clarification has proven more challenging than originally expected, due to the multiple conceptualizations of TVET.
- The demand for policy review and advice, capacity development and networking in TVET is high in all regions, as evidenced by statements by Member States during the General Conference, however there are very limited resources to respond appropriately and in a sustained way to this demand.
- Internally, UNESCO has embarked through its Strategy for TVET on a more coordinated approach, involving the development of a UNESCO-wide specialist community of TVET experts working together across the world. However, further coordination within the UNESCO structures on the TVET activities is necessary to maximize the effectiveness of UNESCO's intervention.

Cost-effectiveness/efficiency measures for this Main Line of Action

- A number of missions have been replaced by teleconferences.
- Organizing regional and sub-regional activities enabled reaching several countries facing similar issues at the same time
- Collaborating with events planned by the International Task Force on Teachers in order to create synergy.
- Using the expertise of in-country institutions of research and higher education, though not significantly cheaper than resorting to international consultants, reinforced local capacity thus improving efficiency
- Engaging with private partners as well as using the expertise of jury members of UNESCO teacher-related prizes for review and quality assurance works, thus utilizing existing knowledge and expertise.
- Working with partners has been a key for cost efficiency, for example between international organizations (UNESCO and ILO) and between UNESCO entities (e.g. UNEVOC participation in the Caribbean region TVET policy workshop).

MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$8 186 774	Expenditures: \$7 013 805	Allocation: \$23 640 691	Expenditures: \$15 474 870

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 4: National capacities strengthened in developing policies for early childhood care and education	UNESCO has played a key role in following-up on the action agenda set out in the "Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations", which was adopted by delegates at the World Conference on Early Childhood Care and Education (Moscow, 27 - 29 2010). As a major global follow-up to the Conference, UNESCO established an Interagency Quality Assurance and Reference Committee - composed of Bernard van Leer Foundation, Consultative Group on Early Childhood Care and Development, Save the Children, WFP, WHO, Un Kilo de Ayuda (Mexico), the World Bank, UNICEF and UNESCO - so as to undertake joint advocacy and technical work. An Inter-agency Technical Committee with experts from the above organizations was also established in December 2010 to develop the Holistic Early Childhood Development Index (HECDI). The development of the HECDI was conceived to improve national governments' ability to monitor in a holistic manner the state of young children, ultimately with the aim to identify gaps in effective service and programme delivery and improve the quality of children's early years. As the first step, five desk reviews on existing indicators and indices relevant to the HECDI initiative were elaborated in the areas of: (1) care, education, socio-emotional and cognitive development; (2) health and nutrition; (3) legal protection; (4) social protection; and (5) national ECCE policies. These reviews include an analysis of gaps and provide recommendations on what to include in the HECDI. In September 2011, 30 early childhood development experts gathered to draft an initial framework of the HECDI are continuing work virtually to produce a preliminary version of the HECDI for 2012.

As another major global follow-up to the Moscow Conference for heightening global advocacy and commitment for ECCE, UNESCO has started to prepare for an International Volume provisionally titled "Early Childhood Care and Education: Building the Wealth of Nations" that presents evidence-based arguments for investing in ECCE, the state-of-the-art information on the status and challenges of ECCE provision around the world and analytical accounts related to key policy issues such as access, quality, equity, governance and evaluation. The book will consist of around 28 chapters written by leading experts and professionals working in the field of ECCE.

UNESCO continues to support and actively participate in the Asia-Pacific Regional Network for Early Childhood (ARNEC), including its Monitoring & Evaluation activities. UNESCO supported the organization of the Asia-Pacific Regional Conference on Early childhood Development (Singapore, 8-10 November 2011) as well as sub-regional conferences/policy seminars organized or co-organized by ARNEC. Focusing on the quality of ECCE, UNESCO Bangkok, in collaboration of UNICEF East Asia and Pacific Regional Office launched the ECCE Thematic Policy Research project, conducted a literature review of existing policy and legislative documents, governmental reports, studies and other secondary sources and developed guidelines for thematic policy research on the two themes: 1) ECCE practitioners' status and professional development and 2) quality standards of community-based ECCE programmes. In order to improve community awareness on the importance of ECCE, UNESCO Bangkok published a parenting education guidebook and an accompanying facilitators' handbook for parenting education, building on the findings of the baseline survey conducted in 5 countries (Bangladesh, Myanmar, Pakistan, Samoa and Viet Nam). The five countries translated and adapted these materials to their country contexts and will field-test them in 2012.

UNESCO has continued to support national efforts in developing and reviewing ECCE policies and systems. It provided technical support to the United Arab Emirates, Seychelles, and the Republic of Korea. Many country-level ECCE programme activities are focusing on advocacy, policy support and strengthening of ECCE teacher training systems. The following is a summary of some of the in-country work.

- Tajikistan: Technical assistance was given for the implementation of early learning and school readiness national action plan, including the revision of the teacher training curriculum for pre-school staff and the development of teacher training modules approved by the Ministry of Education and the National Academy for Education. A national workshop on pre-school education was conducted in cooperation with Teacher Training Institute and Ministry of Education to develop recommendations for pre-school teacher training programmes and integration of the training modules into compulsory teacher training curriculum.

- Pakistan: Federal and provincial level advocacy on the importance of ECE for quality education was enhanced, particularly, to improve learning conditions at Katchi (ECE) classes. And to this end, training materials and guidebooks for teachers on ECE were developed and disseminated. At the same time five ECE Resource Centres

were established at national and provincial levels for building capacity of teacher training institutions in methodologies of teaching younger children. Capacity of teachers was then strengthened through training workshops. ECE is integrated into pre-service and in-service training of teachers, by reviewing curricula for pre-service and in-service training of teachers and including ECE methodologies in the existing set of training courses. UNESCO Islamabad is also providing support for children affected by emergencies, including Afghan refugees and those affected by the 2010 monsoon by conducting situation analyses, raising awareness on the importance of ECCE and improving teaching-learning conditions of schools.

- Nepal: A strategic partnership was established among UNESCO, UNICEF, Save the Children and the Embassy of Israel (MAHSAV), to work in the area of ECCE contributing to capacity development and promotion of quality ECCE services, which led to wide dissemination and advocacy activities as well as training of ECCE trainers, who will act as resource persons for providing training to ECCE facilitators at national and district level contributing to effective delivery of services at ECCE centres.

In Latin America and the Caribbean region, UNESCO continues to strengthen the coordination with regional networks on early childhood and with different organizations and agencies related to ECCE, such as UNICEF, Organization of American States, and Plan International. In the Dominican Republic, research on the state of the art of public policies on ECCE has been carried out and is a significant contribution to strengthening such policies. UNESCO Kingston has provided technical support to implement the Regional Development Plan for Early Childhood in the CARICOM. In addition, the Office and the Western Indies University created a website about ECCE that has fostered communication between countries of the Caribbean sub-region and supported the creation of common frames of reference. The Montevideo Office successfully placed ECCE in the Mercosur Educativo agenda, as well as in the public policy agendas of Uruguay and Paraguay. The ECCE teams of these Ministries of Education received technical consultancy and training workshops were organized. The sub-regional and national political platforms were reinforced through the "Punto de Encuentro" program that was conceived and developed to provide a flexible platform for promotion of education in the ECCE area within public and private actors. The website Regional Network of Educational Innovations, Red Innovemos, has significantly contributed to the dissemination of good practices and the systematization of innovating educative experiences in ECCE.

In the Arab States, UNESCO Beirut Regional Office has taken the leadership on ECCE advocacy and raising awareness of the importance of investment in comprehensive ECCE programming. The Arab High Level Conference, held in Syria in September 2010, was attended by 200 policy makers and practitioners from several sectors (Education, Social Affairs and Health) and was a good preparation for the World Conference on ECCE, held in Moscow in September 2010. Progress against this expected result also included the establishment of the UNESCO Category 2 Regional Centre for ECCE in Damascus, Syria. The Center was officially opened by the Director-General of UNESCO in November 2010. Since its establishment, it has provided capacity building workshops to practitioners

in a range of areas related to ECCE in Syria. UNESCO Cairo has mobilized resources for establishing ECCE Resource Centers in Yemen and Sudan. Rabat and Doha Offices have been active in conducting policy reviews on ECCE.

In Africa, UNESCO continued to strengthen the analytical work and knowledge generation on ECCE. It also supported capacity development, at regional and national levels (e.g. in Nigeria and in Mozambique). In October 2011, UNESCO's Regional Office in Dakar launched "Childhood Cultures", an intergenerational African series of children's books. The launch took place at UNESCO HQ during the 36th session of the General Conference, with the participation of African Ministers of Education, Ambassadors, development partners and private sector.

Major Achievements

- UNESCO's role in advocating for ECCE and in establishing broad partnerships to promote an effective implementation of the Moscow Framework adopted at the 2010 World Conference on ECCE has been strengthened. The Holistic Early Childhood Development Index (HECDI) initiative has been launched with the participation of key organizations and agencies working on ECCE.
- At the Asia-Pacific regional level, UNESCO's ECCE programme is leveraging its scarce resources (combining RP and XB resources) and bringing in diverse partners working in the field by focusing two thematic areas of (1) ECCE practitioners' status and professional development and (2) community-based parenting education.
- In Latin America and the Caribbean region, the number of requests for technical advice related to ECCE from the countries has grown. Cooperation with the countries in the region and with other organizations has been strengthened through the regional ECCE report, and the participation in regional and sub-regional networks working on early childhood. The countries are prioritizing the development of ECCE plans and policies, and there is a greater recognition of the children as subjects of rights. There are significant advances in survival-related matters, as well as in the health of the children and their access to education.
- In the Arab region, stronger focus has been put on advocacy for ECCE and knowledge and new trends have been shared.
- In Africa, the publication of a collection of pedagogical guide 'Bouba and Zaza' has generated to significant attention to the area of ECCE.

Challenges and Lessons learnt:

- There are still important challenges in order to achieve the first EFA goal. Large inequalities remain among and within countries in terms of access to programs and services for households based on their socioeconomic situation, place of residence and cultural background. It is necessary to continue supporting countries on issues related to inclusion, equity and quality in the care of children less than age 3, teacher training and the development of inter-sectorial policies. There is still a lack of quality standards and monitoring on national basis for ECCE service provision.
- Focusing on particular sub-thematic areas such as ECCE practitioner's development and community based ECCE

	<p>allowed UNESCO to make impact.</p> <ul style="list-style-type: none"> - Positive demonstration of strong sense of programme ownership and cost-sharing of the programmes by the countries (i.e. Community Learning Centre parenting education project in the Asia-Pacific region) - Partnerships and collaboration need to be strengthened at the country and sub-regional level such as with as sub-regional inter-governmental bodies (e.g. SEAMEO in Asia Pacific) can be further enhanced.
<p>ER 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa</p>	<p>Quality, equity and inclusion in Basic Education have been further strengthened during this biennium.</p> <p>Quality:</p> <p>A General Education Quality Diagnostic/Analysis and Monitoring Framework focusing on the main building blocks that contribute to quality education has been elaborated. This is a generic Framework which aims at supporting countries lift barriers towards achieving equitable access to quality education and which can be contextualized for countries' use. A UNESCO-wide team has been established to develop this work. A Reference Committee comprising representatives from Member States and external experts has also been constituted. The piloting of the Framework is expected to commence in early 2012. The Member States that will trial test the Framework include China, South Africa and the United Arab Emirates. Nigeria and Gabon have recently joined the initiative and further cooperation will be explored. Representatives from Finland and Norway have also been taking part in these consultations and have been sharing their enriching experiences as countries with exemplar progress in quality education. Throughout this consultation process, advocacy on the importance of quality education in attaining the EFA goals has also been achieved and South-South and North-South cooperation has been strengthened through a rich exchange of experiences. A final review meeting held in the United Arab Emirates, hosted by the Ministry of Education of the UAE and UNESCO, where the Committee reviewed and provided inputs on the last draft and on the piloting process</p> <p>Equity and inclusion:</p> <p>UNESCO continued to support its Member States to address the issue of exclusion and to enhance equity and inclusion in education. A guiding tool that aims at supporting Ministries of Education to assess and analyze the performance of their education systems in addressing exclusion has been developed. A website with a database of 63 examples of "inclusive education in action" was launched in cooperation with the European Agency for Development in Special Needs Education (http://www.inclusive-education-in-action.org). The database will continue to update and collect new examples. The website also added a function that enables multi-lingual usages.</p> <p>Persons with disabilities: 2011 is the year to award the UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize to Promote Quality Education for Persons with Intellectual Disabilities. The Director-General made a call to Member States to submit nominations in June 2011, and 23 nominations were received. The International Jury met in September to examine the nomination files, and made a recommendation of a winner. The awarding ceremony is expected to take place early next year.</p>

Indigenous Peoples: The inter-sectoral initiative to develop a UNESCO policy on engaging with indigenous peoples was supported. An exercise was carried out to stock-take UNESCO's existing programmes and activities that concern indigenous peoples. An event to launch the process to develop the policy was held on 10 November 2011 with the attendance of Ms. Myrna Cunningham, Chair of the UN Permanent Forum on Indigenous Issues, Mr. Vital Bambanze, Chair of the UN Expert Mechanism on Indigenous Peoples, and Mr. James Anaya, UN Special Rapporteur on the Rights of Indigenous Peoples.

Roma People: The activity supported Member States to promote inclusive quality education for Roma people. As a follow up to the first consultative meeting with Permanent Delegations on the education for Roma people, a Regional Expert Meeting "Promoting the right to quality education for Roma people" was organized in Serbia in October 2011. The meeting was attended by 55 participants from eight Central and Eastern European countries, partner organizations and individual experts. The meeting addressed four main themes: (1) respecting diversity and promoting intercultural education; (2) improving teacher education; (3) further developing access to quality early childhood care and education and strengthen community participation; and (4) supporting vocational training and social inclusion. The participants stressed the need to continue dialogue and exchange and called upon UNESCO to facilitate knowledge gathering and sharing in the region, in close cooperation with its partners, such as the Council of Europe, UNICEF, the Roma Education Fund and the European Commission. UNESCO's support will focus on two key areas, namely intercultural education and training of teachers (starting from early childhood).

In Asia-Pacific, UNESCO has worked on developing the capacities of the Member States, generating and sharing knowledge, and advocacy.

Capacity development workshops, in particular for Ministry of Education staff have been organized across countries (Thailand, Malaysia, Brunei, Timor-Leste, Pakistan). Senior Thai MOE officials have been sensitized on issues of human rights based approach and gender equality. The UNESCO Regional Office in Bangkok also played a major role in establishing synergy between formal and non-formal education sectors through organizing a regional workshop on equivalency programme jointly with UNICEF. UNESCO Jakarta office organized several regional and national workshops on school-to-post-school transition programmes for students with physical disabilities and sensory impairments. It also supported the participation of Indonesian MOE staff in training workshops and conferences organized in collaboration with or by other development partners and universities, related to issues of inclusive education and language diversity. Workshops were also organized to target practitioners, such as in Indonesia where Community Learning Center (CLC) programme activities have benefited a relatively large number of beneficiaries (teachers, principals, etc.), particularly through school level activities.

In Asia-Pacific, UNESCO has developed several publications in the area of gender equality, inclusive education and multilingual education to strengthen the knowledge base in those areas. In particular, a handbook was also drafted to

train teachers on teaching effectively in multi-grade classrooms. Bangkok office also developed an advocacy pamphlet on links between multilingual education and the achievement of MDGs, as well as a publication on "Achieving EFA through Equivalency Programme". Jakarta office developed a "Standards, Guidelines and Indicators for Strengthening School-to-Post-School Transition Programmes for Students with Physical Disabilities and Sensory Impairments", to provide countries with a generic guideline on how to strengthen their school-to-post school transition programmes for students with disabilities and sensory impairments.

In the area of advocacy, several cost-effective events have been organized across the region, utilizing in particular international events such as International Women's Day, World Teachers' Day, Global Action Week on EFA, International Day for Persons with Disabilities, etc. Various issues have been emphasized through these actions, including low spending on education and the need for increasing education budget through compilation of data and reports on macro trends of financing of education (Pakistan).

In the area of provision of education to refugees, the Afghan refugee children education mainstreaming project is being implemented in two provinces of Pakistan, with a view towards mainstreaming the children of Afghan refugees in the education system of the country. This project is funded by UNHCR, and UNESCO engages with national and local authorities to ensure the right to education of refugee children.

In the Latin America and the Caribbean region, an International Seminary was held in Brazil under the name "Education and development: the integration policies" organized by UNESCO together with other institutions such as UNDP, the International Center of Policies for an Inclusive Growth. The 2011 World Action Week took place under the slogan "A goal for education: the quality of public education funding, a right for all". In Brazil, the World Action week mobilized more than 232.000 people in the 27 states of the country, with 182 different activities in close synergy with the Right to Education campaign.

In the Africa region, BREDA has continued to provide support to countries in the implementation of the Basic Education Reforms within the framework of BEAP. The BEAP implementation is considered within the processes of Education systems in-depth reforms, strongly articulated with teacher development policies. This was confirmed during the Pan-African Conference on Teacher Education (PACTED), held in April 2011, in Lomé, Togo. In Gambia, the curriculum framework has been finalized and in the Democratic Republic of the Congo, the parliament has passed legislation to adopt free primary education for the first three grades. Countries are taking ownership on their reforms and request donors and partners to support their choices and priorities. Most of the francophone countries are in the process of developing strategies to operationalize the expanded Basic Education within their ongoing reforms. In terms of challenges, the need to produce evidence based studies and return on investment documents can be mentioned.

	<p>Major Achievements</p> <p>The critical issue of quality in education has been given due attention by UNESCO and by Member States and the increased dialogue and exchange with Member States has made an important contribution in raising the importance of quality in reaching EFA goals. Collaboration within UNESCO and with external parties has also been enhanced. The General Education Quality Diagnostic/Analysis and Monitoring Framework has been finalized and is ready to be pilot tested.</p> <p>A guiding tool for assessing and analyzing education systems to address exclusion was produced. The expected result to strengthen the awareness on the importance of such assessment and of using disaggregated data for that purpose was partially achieved also. A website with a database of examples of "inclusive education in action" was launched in cooperation with the European Agency for Development in Special Needs Education. Action examples to bridge policy to practice" gaps were collected from countries around the world, and 63 examples have been entered into the database, made available online. The website also added a function that enables multi-lingual usages. UNESCO continued to address the right to education for Roma people, mainly through the organization of the first Consultative meeting with UNESCO permanent delegations (Paris, April 2011) and the Regional Expert Meeting "Promoting the right to quality education for Roma people" (Serbia, October 2011).</p> <p>Through the dissemination of advocacy and training materials produced by the different offices and the organization of capacity building workshops, policy-makers and Ministry of Education staff in the Asia and Pacific region were sensitized to key issues relating to inclusive education while equipping them with guidelines and tools to improve teaching and learning practices in teacher training institutions and schools. Capacity building has been conducted in undertaking human rights and gender analyses of existing education policies, plans, regulations, implementation strategies and monitoring systems frameworks, and in collecting good practices, especially in Thailand and Lao PDR. Advocacy actions also targeted parliamentarians, media, and education decision makers to increase awareness on the need to accelerate efforts towards reaching all EFA goals. In the area of support to policy reforms, UNESCO has organized activities to provide evidence-based policy support which will lead to further policy review and reform in the future.</p> <p>Challenges and Lessont learnt:</p> <ul style="list-style-type: none"> - In many countries, it is still difficult to establish a common understanding of inclusive education, which is often understood as a special education. - There is a need to adapt and translate the generic tools developed to increase their relevance, use and impact at national and sub-national levels.
<p>ER 6: Secondary education systems renewed, in particular and as</p>	<p>Overall progress towards ER6 on Secondary Education has been satisfactory. UNESCO has consolidated various activities aiming at supporting Member States to improve their secondary education level policies and systems. Particular emphasis has been placed on increased access, equity and quality improvement.</p>

<p>appropriate, through curricular reform and improved learning assessment of students</p>	<p>UNESCO HQ continued its focus on equity and inclusion in secondary education as well as on the enhancement of quality and relevance of secondary education. It supported Member States in improving and facilitating the transition of learners from primary to secondary level of education and in developing inclusive education systems, especially with regard to gender equality. It was carried out through the analysis and the sharing of experiences of various policy options taken by five countries (Ecuador, Malawi, Nepal, Viet Nam and Yemen) in broadening access to secondary education. Each country study was coordinated by the respective field office in cooperation with a research institution and the Ministry of Education in the country. Five country reports were prepared and an international meeting was held (Paris, 14-16 November 2011). Representatives the ministries of education of the five countries, lead researchers of the studies and international experts had the opportunity to discuss the five country studies and other existing data and research findings that concern the transition from primary to secondary education, exchange experiences and lessons learnt, and identify major issues and challenges. HQ has begun to develop a document on Secondary Education which aims to better define UNESCO's role in supporting Member States' efforts to develop their secondary education systems.</p> <p>UNESCO also addressed quality and relevance of secondary education through human rights education/education for global citizenship and through the reinforcement of the Associated Schools Programme (ASPNetwork). Eight materials to assist Member States in their integration of UNESCO's values under the overarching theme of Education for Global Citizenship were produced. It provided support to Member States with a view to improving the quality of their teachers by developing guidelines for their training and developing curricula and materials (e.g. Guidelines for Educators on Countering Intolerance and Discrimination against Muslims produced in cooperation with the Council of Europe and the Organization for Security and Co-operation in Europe (OSCE); the manual for educators and teachers "Learning to Live Together; a video "Education for human rights...young people talking" on key issues related to human rights and peace as experienced by youth. UNESCO has paid a particular attention to Africa for the promotion of education for peace and human rights and Education for Global Citizenship: The University for Peace (UPeace) has been carrying out a study covering 11 countries in Central and West Africa. The mapping report on human rights education in this region and ASPnet activities have been completed and a report is expected in the next biennium.</p> <p>UNESCO also contributed to the elaboration of the plan of action of the second phase of the World Programme on Human Rights Education (2010-2014) which focuses on higher education, teachers, civil servants, military forces and the police.</p> <p>UNESCO has continued to promote the inclusion of Holocaust history in national educational systems as a means of combating intolerance and racism and of raising awareness so as to contribute to the prevention of genocide and mass atrocities.</p>
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ASP Network has been further strengthened. Progress includes update on data as concerns new ASPnet National coordinators and activities. Within the Transatlantic Slave Trade Education project, 22 educators from Denmark, Ghana, Gambia, Trinidad and Tobago, the United Kingdom and the USA shared their experience of teaching the slave trade on both sides of the Atlantic, notably through school-based projects, during an international teacher professional development workshop (Ghana, August 2011). ASPnet participated in many International Campaigns, such as the International Day for the Remembrance of the Slave Trade and its Abolition (23 August 2011) and the International Day of Tolerance on 16 November 2011. UNESCO has published the third collection of ASPnet Good practices for Quality Education: Intercultural Dialogue. ASPnet teachers and national coordinators from West Africa (Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, the Gambia and Togo) participated in a Workshop "Greening schools in West Africa" (Dakar, November 2011) with the aim of giving students a greater sense of responsibility for creating a sustainable future.

UNESCO has pursued its efforts towards the promotion of Science and Maths Education (SME) through the publication of two main documents on current challenges in SME (Current Challenges in Basic Science Education and Challenges in Basic Mathematics Education).

In the LAC region, the programmes have been related to guaranteeing the access of all the students to quality secondary education, dealing with the primary secondary transition, curricular development, directive leadership, school coexistence and pedagogical pertinence in diverse socio-cultural contexts. In Brazil, studies on upper secondary education were completed, stressing on management and the role of the structures of the school systems, the continuous training of the teachers and the working conditions of the education workers. From UNESCO Montevideo, innovative educative experiences were identified and documented as an example of good practices on learning of how to live together. In Uruguay, a consultancy related to the new Education Law was prepared, and the creation of new educational structures such as the Non-Formal Education Council and the Participation Councils was fostered. UNESCO Mexico participated in the decision-making and in the technical and strategic analysis of a national program of risks prevention and in establishing a protection system for more than a million secondary school students. UNESCO Quito developed a process in the countries, under its responsibility, to support public policies related to quality education with a special emphasis on intercultural education, human rights, pertinence, equity and inclusion. Progresses were made in building the "Andean Table on Education Quality", in order to support the achievement of EFA in Bolivia, Colombia, Ecuador, Peru and Venezuela, with a stress on secondary and technical education.

In Asia and the Pacific, UNESCO provided support for secondary education reforms in the region, especially through technical assistance and capacity building in strategic planning, resource projections and curriculum development in secondary education. In Lao PDR, UNESCO has supported the Ministry of Education in developing the secondary education sub-sector action plan. UNESCO supported capacity building in Nepal to improve access and participation of girls and disadvantaged groups in secondary education. A study of the situation has been completed in

collaboration with the Ministry of Education and other development partners and trainings are provided to gender focal points throughout the country in promoting inclusive education and gender equality in secondary education. UNESCO has also consolidated regional networking and analytical work: several conferences and studies were held at the regional level for Member States to share and learn from each other in such topics as learning assessments and secondary education financing. A seminar was held in cooperation with Korea Educational Development Institute) KEDI in July 2010 on learning assessments and school performance in the region. A regional study on secondary education financing was also conducted, in which 16 countries were involved; the results of the questionnaire will be published in the form of regional synthesis. A workshop on this topic was held in March 2011 where countries discussed and shared financing practices in secondary education. Another activity is the study on the use of assessment results in Asia-Pacific countries to analyze and disseminate how ministries of education are endeavoring to improve the quality of learning (EFA goal 6) in light of the assessment results.

For the Arab region, mapping of priority needs and coordination had been arranged between UNESCO-Beirut and the National Commissions for UNESCO, with reference to the recommendations of the Regional Expert Meeting on Secondary Education (Oman, April 2009) and the Ministers of Education Meeting on Secondary Education (March 2010), organized by ALECSO. Guidelines and sharing of international experiences (South-South Cooperation) on reform of secondary education between Asia and the Arab Countries had been arranged, through UNESCO-Beirut consultation with leading institutes in the region. UNESCO-Beirut, UNESCO-Doha, and ED/BHL/BAS at UNESCO HQ joined effort in arranging a Case Study on Transition from Primary to Secondary Education in Yemen with implications to improve access and quality of the education systems of Member States in all regions.

Key Achievements

Experiences of five countries (Ecuador, Malawi, Nepal, Viet Nam and Yemen) in broadening access to secondary education have been analyzed and documented.

Eight materials in total during this biennium have been developed to assist Member States in strengthening their policies and programmes for the promotion of an Education for Global Citizenship. 76 Member States provided national reports on the implementation of Human Rights Education at primary and secondary levels.

ASPnet has strengthened its activities at secondary level through focusing on critical areas, such as climate change, ESD, intercultural dialogue. The Transatlantic Slave Trade Education project showed that international exchange on the legacies of a common past can largely contribute to intercultural dialogue and quality education.

The awareness of key educational stakeholders on the importance of quality, relevance and accessibility of Science and Maths Education was raised and knowledge and information exchange in this field improved.

	<p>Studies on the curricula of secondary education made in Brazil have become a reference for building curricular proposals for general secondary education and for medium secondary education integrated with professional education.</p> <p>The "Diploma on Pedagogic Leadership" developed by UNESCO Santiago is now a model and it has been adopted by five Chilean universities, a Salvadorian NGO and a Mexican university.</p> <p>The status of teachers in basic, secondary, and vocational/technical education had been identified as a common and key area for improving the quality of the education systems in the Arab region, including learning competencies and skills in secondary and TVET programmes (i.e. citizenship and employability). Three experts from Egypt, Lebanon, and Morocco were identified to conduct inception studies on the status of teachers in basic, secondary, and vocational/technical education (will be disseminated during the first quarter of 2012).</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The success of the activity on transition from primary to secondary education is largely owed to the continuous dialogue, exchange and cooperation among colleagues in five Field Offices who coordinated the studies and the participants from the five countries. As the meeting was held later than planned due to administrative reasons, the report of the meeting and a planned policy note will be available next year, for wider dissemination of the knowledge generated through this activity.</p> <p>Within the current biennium, secondary education in Africa has not received the necessary attention it deserves. UNESCO should pay particular attention to secondary education in the next biennium, given the increase access and completion of primary education and the promotion of educational reforms advocating free or compulsory extended vision of basic education of at least 9 years (primary and lower secondary education level) in African countries.</p>
<p>ER 7: National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance</p>	<p>A. Promoting policy dialogue and sharing good practices for policy formulation and reform</p> <p>Within the framework of promoting policy-dialogue, policy-formulation and reform, over the biennium UNESCO contributed significantly to improve access to and the quality of higher education by developing effective partnerships and providing technical assistance to developing countries. In order to sustain Africa's global partnerships, the existing UNESCO-ADEA Task Force was continued. The China-Africa cooperation was initiated through organizing two workshops, themed on distance education and the employability of higher education graduates. In cooperation with the Association of Commonwealth Universities and the Agence Universitaire de la Francophonie, the PanAfrican Institute for University Governance was established, aimed at developing professional culture of the university governance.</p>

As follow up to the recommendations of the 2009 World Conference on Higher Education (WCHE), UNESCO provided technical support to countries of the Southern and Western Africa Economic Communities (SADC, ECOWAS) such as Namibia, Sierra Leone, and Senegal. In Sierra Leone, UNESCO provided effective technical support to the Ministry of Higher Education by relying on a team of academics which evolved into a Think-Tank mandated to spearhead the process of elaborating a new national higher education policy. In Jordan, support in policy formation and capacity development in higher education was provided to the Ministry of Higher Education (MOHE), and higher education management information system (HEMIS) was introduced as part of the reform to strengthen the evidence-based planning. Similar support was provided to Sudan, Libya, Afghanistan and Cambodia. In partnership with the Brazilian National Council for Education UNESCO prepared a reference document on "Challenges and Perspectives of the Brazilian Higher Education for the next decade "2011- 2020".

Regional harmonization of higher education

Over the biennium, a survey was undertaken to monitor implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education, the result of which was reported to the 187th session of the Executive Board. Active participation was assured for the Bologna Follow-up Group and for the Working Group on International Openness on Recognition. UNESCO revised the 1981 Regional Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in Higher Education in the African States (Arusha Convention), which was validated by the Conference of Ministers of Education of the African Union (COMEDAF+4), for which UNESCO developed an effective communication and implementation strategy. Preparation is underway to hold an international conference of states in 2011-2012 to validate the revision. With financial support from Japanese Ministry of Education (MEXT), the 1983 Asia-Pacific Regional Convention on Recognition of Qualifications was revised and adopted at the meeting of States in November 2011.

The Global Forum on Rankings and Accountability in Higher Education

The "UNESCO Global Forum on Rankings and Accountability in Higher Education: Uses and Misuses" was convened, bringing together the most critical stakeholders in University ranking from 70 countries (Paris, Paris, 16-17 May 2011). It reviewed recent trends on the use of university rankings and accountability tools in higher education, assessed progress to date, and explored the way forward so that rankings contribute to developing world class systems rather than focusing on a few world class universities. The proceeding will be a publication in a new Education Sector Series "Issues and Trends in Education Today".

Promotion of policy advice in view of improving quality of higher education policies through South-South and North-South-South inter-university cooperation in support of EFA and the MDGs

Within the framework of South-South and North-South-South inter-university cooperation in support of EFA and the MDGs, 84 new UNESCO Chairs and UNITWIN Networks were established during the biennium in priority areas of the Organization.

A survey on existing UNESCO Chairs and UNITWIN Networks was launched at the request of the DG to enhance understanding of their current activities. The findings of the survey will inform the roadmap being prepared by the Education Sector to enhance the effectiveness and impact of the UNITWIN/UNESCO Chairs Programme, in particular by ensuring strict compliance with criteria for approving the creation of Chairs and Networks; better monitoring and evaluation of their performance; strengthened synergies and cooperation among Chairs/Networks and UNESCO; and closer monitoring of the use of UNESCO's name and logo.

B. Capacity Building for Enhancement of Quality Higher Education Programmes

Developing pedagogical tools for the improvement of teaching and learning in Higher Education

As a follow-up to the 2009 UNESCO World Conference on Higher Education, UNESCO is developing pedagogical tools for the improvement of teaching and learning in Higher Education, such as the "Guide for Effective Teaching and Learning in Higher Education in Africa" (second edition), a Teacher Development Master Plan as part of the National Education Plan for 2010-2014 in Cambodia, and the development of a distance course on Quality Assurance, and is collaborating with the Caribbean Community and Common Market (CARICOM) Secretariat on the development of 'Standards and Guidelines for Teachers'.

Use of Information and Communication Technology (ICT) to expand access and improve quality of higher education: Partnership and resource mobilization for Higher Education

In partnership with Economic Community of West African States (UEMOA), UNESCO launched quality improvement projects in higher education in eight Member States (Benin, Burkina Faso, Côte d'Ivoire, Guinea Bissau, Mali, Niger, Senegal and Togo). The overall objective of this project is to strengthen the capacity of higher education institutions and centres of excellence in the 8 countries in order to facilitate effective implementation of the LMD (equivalent to Bachelor's, Master's, and Doctorate) reform.

Quality assurance of higher education institutions

In close collaboration with the Association of African Universities (AAU), the Association for the Development of Education in Africa (ADEA) and the Conference of Rectors (COREVIP), UNESCO organized regional conferences in Africa on the theme of quality assurance. Workshops dedicated for the establishment of quality assurance (QA) standards for higher education programmes were organized in the Arab states region including cross-border higher education (CBHE). In the region of Asia Pacific, regional Conferences on "Quality Assurance in Open and Distance Learning", and "Benchmarking Education Systems for Results" were co-organized with APEID.

Global Initiative for Capacity in Quality Assurance in Developing Countries and Countries in Transition (GIQAC)

Support continued to be provided to one international and six regional networks for quality assurance (INQAAHE,

AfriQAN, ANQAHE, APQN, CANQATE, ENQA, and RIACES) within the partnership project with the World Bank (grant extended until June 2012). Activities included regional workshops and, international courses to build capacity in quality assurance as well as, the exchange and training of agencies' staff and policy dialogues. A 'Training of Trainers Workshop' was organized for all networks on implementing the UNESCO IIEP distance education course on External Quality Assurance.

Sharing Knowledge across Borders

Implemented in partnership with the Commonwealth of Learning (COL) and seed-funding provided by US Government, the project 'Taking Open Education Resources (OERs) beyond OER communities: Policy and Capacity' focused on advocacy, raising awareness of the potential and quality assessment of OERs in Quality Assurance (QA) mechanisms in developing countries. Four capacity building workshops were organized in South Africa, Namibia, Mali, and India with target beneficiaries institutional leaders and quality assurance experts, and 4 on-line forums were held in addition to a policy forum on OERs in UNESCO HQs. The project outcome was the development of the UNESCO/COL (Common Wealth of Learning) Guidelines for OER in Higher Education.

UNESCO Portal to Recognized Higher Education Institutions

50 Member States currently participate in the Portal initiative, which offers access to on-line information on recognized higher education institutions. (<http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/>)

C. Institutional Capacity strengthening and relevance of higher education programmes:

i) Higher Education and the Environment and Sustainable Development

Over the biennium, the African Network for Reorientation of Teacher Education for Sustainability (AFRITEIS) was created; technical support has been provided to Universities in Namibia and Lesotho which resulted in development of Masters' Degree Programme in Environment and Sustainability. In collaboration with East-West Centre at the University of Hawaii, Southeast Asian Ministers of Education Organization Regional Centre for Higher Education and Development (SEAMEO RIHED) international and regional workshops have been organized activities focusing on the incorporation of Education for Sustainable Development in higher education.

ii) Enhancement of higher education institutions to promote quality basic education

UNESCO developed a close partnership for reinforcing the capacity of the Tanzanian Institute for Education (TIE). The programme strengthens the capacity of 49 education experts from Ministries of education from 17 African countries. This initiative contributes to enhancing the quality of basic education in African countries.

iii) Higher education promoting "Gender and transformative leadership"

UNESCO agreed to work collaboratively with the City University of New York and Rutgers University to support African universities (University of Gambia, Ghana, Liberia and Sierra Leone) integrate into their respective curriculum "Gender and Transformative leadership training programme for African female Parliamentarians and leaders". This programme has already been approved by Ministers of Education from Gambia, Sierra Leone and Ghana. It is designed to strengthen the capacity of female leaders with regard to accessing leadership positions, promoting evidence-based advocacy and legislation particularly those related to advancing girls and women in education and other socio-economic sectors.

iv) Partnership in Higher Education for Institutional Development: A UNESCO/HP partnership operates with 19 higher education institutions throughout Africa and Arab States aiming at strengthening regional and global real-time scientific collaboration and research for development through grid-computing and facilitating the creation of an e-infrastructure. Activities of the biennium include capacity-building, networking and sharing of good practices. The project was presented in different workshops and conferences, such as Information Society Technologies IST-Africa 2010, Euro-Africa Cooperation Forum on ICT Research, Euro-Africa e-Infrastructures Conferences.

v) UNESCO Higher Education website

A general review of the entire Higher Education portion of the UNESCO website (English, French and Spanish versions) has been launched.

Achievements:

Overall during the biennium the execution of the higher education programme produced tangible results with regard to the elaboration of national higher education policies and enhancing the quality of higher education programmes in a number of countries. Due to UNESCO's technical support, a number of developing and post conflict countries are better equipped to either formulate new higher education policies or revise the existing ones by taking into account the recommendations made during the 2009 World Conference on Higher Education (WCHE). The countries are also revising the education and training programmes in order to make them more responsive to issues related to national development including gender and sustainable development. More specifically, UNESCO's intervention was very effective in the following areas:

- Promotion of policy debates on key issues in higher education such as university rankings, development of partnerships (UNESCO/ADEA); support to institutional development (establishment of the Pan-African Institute for University Governance in cooperation with AUC and AUF), and under cooperation agreements.
- Establishment of quality assurance mechanisms at African and Arab universities and the development of regional quality assurance Networks in different regions. This is key to addressing the challenges related to equity and rapid expansion of higher education institutions, as well as their effectiveness and efficiency.
- The Global Initiative for Capacity in Quality Assurance (GIQAC) project has allowed developing countries to establish quality assurance networks and initiatives and become part of a global network.

- Enhance the quality of higher education making it more responsive to the development agenda of most developing countries and improve the employability of graduates.
- Regional Economic Communities and UNESCO are supporting the harmonization of degree programmes to ensure mobility of students and faculty within the sub-regions and regions.
- Support to strengthen networking of UNESCO-COL (Commonwealth of Learning) Chairs on open and distance learning (ODL) in light of the context of increased diversification of higher education provision, where open and distance learning play an important role in widening access to quality higher education.
- The development of Guidelines on Open Educational Resources (OER) in Higher Education jointly with the Commonwealth of Learning.
- ICTs and their contribution to improving the quality of higher education programmes and making them more accessible and affordable.
- Fostering international inter-institutional cooperation, in particular through the UNITWIN/UNESCO Chairs Programme. The revised strategy currently under preparation will further enhance the Programme for the mutual benefit of all participants.
- UNESCO's strengthened clearinghouse in higher education function, including through the Portal to Recognized Higher Education Institutions in which some 50 Member States are now participating.

Challenges:

- There is a need to step up action to follow-up on recommendations made by the 2009 WCHE, in particular to assess/monitor their implementation by Member States.
- The main challenge in the GIQAC initiative has been meeting the needs of the tight schedule for the number of planned activities for this project; securing sustainability of the project is an on-going challenge.
- UNITWIN/UNESCO Chairs Programme: Establishment of more UNESCO Chairs in EFA and MDGs should be re-enforced specially in the Africa and Arab States region, equally with their networking capacities. Fundraising remains a challenge for the programme, together with the assessment of the quality of the annual reports submitted by existing Chairs.
- The main challenges in implementing workplans are due to the lack of security and political instability in a number of Arab countries (OPT, Syria, Iraq) during this biennium. Similarly, continuous changes in national focal points and delays in response and/or action from national partners frequently hinder the timely and effective implementation of activities and the achievement of expected results.
- Planning and execution of higher education programme in developing countries and post conflict countries: Given the increased demand for capacity building by Member States, it is important that UNESCO develops a more coherent and cohesive approach to higher education programme design and implementation in order to make greater achievements and impact. Consultation and joint planning with other UN Agencies, IGOs, private sector partners and civil society are key to achieving an adequate level of success, making programmes more cost-effective and sustainable.

- Higher education receives very limited attention overall as indicated by the resources allocated and the minimum attention given in the planning and implementation of a number of UNESCO's offices in the regions. It is important highlight, within the UNESCO family, the role that higher education can play in promoting quality basic education, the achievement of the Millennium Development Goal.

Cost-effectiveness/efficiency measures for this Main Line of Action

- Important global or regional events, such as the High-Level Group Meeting on EFA, the regional meeting of national EFA coordinators or other regional conferences, have been used as a platform for evidence-based advocacy and policy dialogue by providing solid technical inputs to highlight the importance of ECCE
- Fostered collaboration between Ministries and NGOs for cost-effectiveness as well as sustainability of the programmes
- Strengthened cooperation with the private sector
- International campaigns such as the Global Action Week on EFA, have been used to mobilize a greater number of people to be sensitized about the importance of Education
- Strengthening collaboration between field offices and HQ, from the planning stage has helped in effective usage of human and financial resources available

MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$11 661 708	Expenditures: \$10 174 638	Allocation: \$97 651 228	Expenditures: \$83 723 080

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post- conflict and post-disaster situations	<p>Work in this area continued along three broad areas of action: national education policy reviews; development of thematic studies on key emerging issues in education, and, support to national education policy-making and planning. The main activities developed in each line of action are summarized as follows:</p> <ul style="list-style-type: none"> - National education policy reviews <p>National policy reviews represent an opportunity to engage further in policy dialogue with national authorities while at the same time strengthening the linkages with other development partners. Unfortunately, due to the financial crisis the preparation of the policy review of Kyrgyzstan had to be stopped but the possibility of resuming this work in the next C5 will be explored. The second projected policy review in Malaysia, which had been in the pipeline for more than one year, was finally launched with the signature of a Memorandum of Understanding with the government in November 2011. This review is due to start in 2012.</p>

At the same time, there have been some additional activities in which UNESCO has taken the lead in the application of sector tools (UNESS) or processes (UNDAF) in relation to sector policy analysis and policy reviews. This has been the case of 3 African countries (Dakar, Yaounde, Nairobi), one Arab State (with an UNDAF planning workshop for UNCT Jordan to discuss the UNDAF process and agree on the roadmap), and all OECS countries and Trinidad & Tobago in Latin America.

- Thematic studies on key emerging issues in education

UNESCO is currently finalizing a study on the impact of the financial crisis on education in 12 countries all over the world from a micro-perspective (RIVAF), drawing on the perceptions of parents, teachers and school administrators. This study is implemented in cooperation with UN Global Pulse and is financed by DFID. The initial findings show a mixed picture, with varying degrees of impact according to the national context. Yet, the key message is that the weaker the public provision of education in a country, the higher the impact of the financial crisis on that provision either by reducing school attendance, due to increased fees or opportunity costs, or by depreciating teachers' salaries and thus affecting their engagement.

- Support to national education policy-making and planning

UNESCO provides technical assistance to member States in order to support evidence-based policy formulation and plan preparation. Special emphasis of technical assistance has been put on ensuring a better match between education policies, priorities and financial sustainability, while building institutional capacities of the ministries of education to plan, manage and monitor their education system development. UNESCO interventions towards this expected result included:

- capacity development in education sector policy analysis, planning, monitoring and management including development of education management information systems (EMIS) and statistical capacity building for national government officials at both central and decentralized levels; technical assistance in education policy review and formulation for member states;
- policy dialogue and advice on education development issues such as quality of education and learning, education finance and decentralization, ICT;
- support services provided by the regional bureaux to field offices for country level effective operations and results delivery such as programme cycle management and knowledge management.

Examples include:

- In Asia-Pacific these interventions have contributed to the strengthening of staff capacity in the ministries of educations and provincial education departments of countries in the region (e.g. China, DPRK, Mongolia, Nepal, Kiribati, Tonga); facilitated the evidence-based policy making and policy dialogue (e.g. Nepal, Central Asia, Pacific island countries); increased awareness and understanding of policy makers of critical issues and challenges related to

EFA and education development (e.g. Afghanistan, Pacific island countries, China, Central Asia); and strengthened UNESCO's technical and/or coordination role in the education sector at the country level (e.g. China, Central Asia, Cambodia, the Pacific).

- In Latin America, significant activities were carried out to facilitate support to countries in the application of UNESCO tools to improve their educational planning procedures, such as UNESS (all OECS countries, Trinidad & Tobago), CAPNAM (Dominican Republic) and the pilot of OpenEMIS (Grenada), as well as support to the reconstruction of Haiti's EMIS as per the relevant CapEFA project proposal.
- In the Arab States in order to build sustainable collaborative mechanisms that will ensure continuity and regional self-sufficiency in developing national capacity in educational policy, planning and management, a Regional programme aiming at strengthening capacities in educational policy planning and management was led by UNESCO Regional Office and supported by several FOs of the region.

These types of actions have involved generally both direct technical assistance and capacity building activities, mostly carried out at regional or national level, with the cooperation of headquarters and relevant institutes:

- Direct involvement in policy-making and planning has continued to grow in all regions, and a number of tools have been refined by headquarters, particularly in the area of needs assessment as demonstrated in DR Congo.
- When it comes to capacity building for education in particular, it is worth mentioning the cooperation with UNDP in the piloting of a new methodology for assessing the needs of MoEs in this domain (CAPNAM). The work initially carried out in Armenia has been continued in Mauritania and a report summarizing the lessons learnt has been drafted.

Major challenges:

- The financial constraints encountered towards the end of the biennium due to budget cuts interrupted a number of activities, which were deferred for the next biennium (36 C/5). In that context, given the limited financial and human resources, a more upstream work at policy level, such as for example technical assistance in policy analysis and planning and facilitating policy dialogue and networking, has proven to be very effective and should be pursued further.
- Though much support has been provided in the area of data and statistics, further work needs to be done, especially with regards to producing quality data. Field Offices have also expressed the need for further capacity development in this area and in the use of sector-wide statistics to inform evidence-based policies in education.
- Some offices expressed "dependency" on Institutes to carry out their work, which sometimes posed a challenge due

	<p>to Institute staff availability and strict timelines.</p> <p><u>Lessons learnt:</u></p> <ul style="list-style-type: none"> - Internal networking and collaboration, e.g. among country offices, regional bureau and headquarters is a cost effectiveness measure for results delivery. - Direct engagement of UNESCO experts in the consultation and preparation of national plans increases UNESCO's visibility and relevance of its interventions. - To ensure sustainability of UNESCO's support to member states there is a need for institutional and continuous support for capacity development of its staff. - The need for adequate time for national capacity building should be taken into consideration in the overall timeframe for completing planned activities.
<p>ER 9: National capacities developed to integrate the principles, values and practices of sustainable development into education sector-wide policies and plans, as part of global efforts to strengthen education for sustainable development (ESD)</p>	<p>Through the various activities and interventions undertaken during the biennium, UNESCO assisted Member States in integrating Education for Sustainable Development (ESD) into their education plans and programmes and thus helped strengthen ESD at national level. Activities were, in particular, carried out in the areas of capacity-building for ESD, addressing specific sustainability challenges through ESD (especially regarding Climate Change (CC) and Disaster Risk Reduction (DRR), promotion of examples of ESD practice, mapping of activities and policies, research on competences for ESD, as well as information management and communication. (For international activities as lead agency of the DESD, see ER13.)</p> <p>Capacity-building for ESD, including reorienting teacher training towards sustainability UNESCO has been assisting Member States in assessing the extent to which sustainability is embedded in different levels of education and is working with planners to reorient education policies. In particular, the ESD Lens - a comprehensive policy analysis and review tool for integrating ESD into education plans and curricula - was published in English, French and Spanish in print form; electronic versions were also prepared in Russian, Chinese and Arabic. It was also translated into Vietnamese. The ESD Lens was widely disseminated, including through regional training and capacity-building workshops, such as the ESD Lens workshop that took place in Lima, Peru, to support the implementation of the National ESD Strategy. In the Asia-Pacific region, for example, UNESCO Offices in Katmandu, Almaty, Hanoi, Jakarta, Beijing and Phnom Penh have organized national and sub-regional consultations for education officials, teachers and NGO representatives on the reorientation of teacher training for ESD and specific ESD issues such as DRR, CC, renewable energy, green economy, peace, democracy and cultural diversity, ecosystem and food security, health and clean water management. UNESCO Apia organized national workshops in Kiribati, Niue, Samoa and Fiji on the development of local action plans. In partnership with the Fiji MoE and the Fiji Arts Council, a pilot project on developing traditional navigation materials for use in educational programmes has started. In the Arab region, technical support and policy advice was provided to schools, universities, and NGOs on the use of ESD resource materials, such as the Teaching and Learning for a Sustainable Future teacher training</p>

programme or the UNESCO/UNEP YouthXchange resource kit. In Latin America, UNESCO Santiago launched a university diploma course on "Competences for ESD", in cooperation with the University of San Luis Potosi in Mexico. The course consists of 180 hours of virtual presence with 70 teachers from all over the region participating. In Chile, UNESCO Santiago developed an ESD teacher guide which is the basis for a teacher training course authorized by the national authority for continuous teacher training. The pilot course with the participation of some 45 teachers will be implemented in early 2012. UNESCO Quito developed an ESD project for teachers in the Andean Countries which was the basis for the creation of the Andean Teacher Network on ESD (www.formadoreds.org).

Addressing sustainability challenges through ESD

UNESCO provided assistance to countries to strengthen Climate Change Education for Sustainable Development (CCE) through capacity-building in the area of policy development, curriculum development, teacher training, reforming and greening TVET programmes and developing disaster reduction programmes. Country-based work is underway in South Africa, Jamaica, Mauritius and Vietnam. In 2011, a regional workshop on CCE was held in the British Virgin Islands and an international workshop on CCE in SIDS was held in the Bahamas. In this context, UNESCO developed tools, publications and resources on CCE, such as: a UNESCO/UNEP YouthXchange guidebook on climate change and lifestyles targeted to educators and young people; a starters' guide on climate change for teachers and curriculum developers; a 6-day in-service teacher training course on CCE for teacher training institutions. A UNESCO CCE Clearinghouse was developed which complements UN clearinghouse platforms such as CC:iNet and CC:Learn. It is designed to support MoE, education professionals, development agencies, civil society, researchers and other partners by providing a comprehensive knowledge base of climate change policies and programmes in education. In the Maldives, UNESCO organized a capacity-building workshop on climate change education for adaptation for young people. In Vietnam, UNESCO supported the development of an Action Plan on Climate Change Responses in the Education Sector through an International Consultative Workshop and develops a non-formal climate change education program for rural communities.

Recent disasters have highlighted the need to embed disaster preparedness and mitigation into education sector diagnosis and overall planning processes. In this context, UNESCO Bangkok organized an international experts meeting on mainstreaming DRR and CC in the context of ESD into education. The meeting promoted the mainstreaming of DRR knowledge into education and public awareness programmes in the context of education in emergencies, and provided policy support to the education sector to integrate matters of disaster preparedness. Based on this work, a project on "Education in Emergencies (EiE) for Sustainable Development" that was approved as a Japanese Funds-in-Trust project. AusAID provided funds to develop educational resources on climate change to support the framework prepared by UNESCO in consultation with other partners and endorsed by the Pacific Heads of Education Systems.

The mapping of DRR initiatives in Nepal can be used as a background document to inform key stakeholders and be

helpful for the development of a national framework for DRR in the education sector in Nepal. A training module and a handbook on DRR and management for school directors to address disasters and integrate preparedness into school-related activities was developed in Vietnam. School directors who attended the training were able to identify threats and risks in their school, formulate preparedness actions and responses to disasters. Primary and secondary schools are able to use a self-assessment tool to assess and analyze surrounding risks. 10 piloting schools were able to use the tool to assess and analyze surrounding risks and consequently draw a hazard/risks map and develop a preparedness action plan.

UNESCO Santiago and San Jose participated in the Regional Conference on DRR in the Education Sector, held in Panama in 2011 as UNESCO was in charge of the sectoral policies of the Ministries of Education regarding DRR. A main result of the conference is the adoption of a regional declaration, which was signed by several countries of the region and is a guideline for future activities in Education and DRR. Materials on DRR in education were developed by UNESCO Mexico and Havana offices.

Promotion of examples of ESD practice

A first set of national ESD case studies, entitled "National Journeys towards ESD", was published in English, French and Spanish, looking at concrete examples of ESD implementation at national level in 5 countries (Chile, Indonesia, Kenya, Oman and The Netherlands) and shows the diversity of paths and strategies available to reorient education to address sustainability. A second set of National Journeys will be published in 2012. A third collection of UNESCO Associated Schools Project Network (ASPnet) Good Practices for Quality Education: Intercultural Dialogue was compiled as well as collections of good practices in addressing climate change and biodiversity through ESD, and in integrating ESD into early childhood programmes. Support was also given to ESD activities within the "Ecoles vertes" (Green schools) initiative undertaken within the framework of RESEAO, ASPnet in West Africa in cooperation with UNESCO Dakar. Participants from Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Niger, Senegal, Gambia and Togo took part in a seminar to expand the initiative to other West African countries (Dakar, 2011). Within the framework of the project, a contest was organized to promote sustainable development through education by mobilizing the ASPnet. UNESCO Almaty, in cooperation with various partners, prepared, tested and disseminated the Green Pack Multi-Media materials on environmental protection and sustainable development to secondary school teachers in Kazakhstan, Tajikistan and Kyrgyzstan.

Mapping of ESD activities and policies

Mapping of existing national policies on ESD, CC, DRR and of biodiversity actors and activities was conducted in many countries. This information will be disseminated widely to inform MoE and other institutions and assist them in incorporating ESD elements into teacher training and school curricula. For example, school pilot studies and a consolidation of experience and of lessons learnt of more than a decade of ESD practices were carried out in China with the aim of integrating the innovative ideas and practices of ESD into district/county education planning and

management and to develop ESD monitoring frameworks. Furthermore, under the MDG-F CDPF Joint Programme in China, mapping and analysis of existing ethnic education policies were carried out, in particular, 12 in-depth case studies were conducted to examine the implementation of policies on the ground, training courses and materials were developed to strengthen the capacity of policy makers, administrators and practitioners on culturally sensitive education policies for ethnic minority children.

Research on competences for ESD

An ESD competences study entitled was undertaken to provide background for elaborating guidelines on knowledge, skills and attitudes leading to competencies required for the students at the secondary level in the context of ESD, focusing on issues related to rights and values. The guidelines will assist policy and planning professionals as well as teachers/educators in mainstreaming ESD in their educational activities. The report of the study also gives a good overview of the current status of the implementation of ESD in 26 countries in different regions, in terms of general education policy, teachers' perceptions, textbooks, and classroom activities. This work is complementary to the work carried out by the UNECE ESD secretariat related to ESD skills and competences for teachers. Discussions have been initiated with UNECE to continue collaboration on these issues.

Contributing to green skills and societies

UNESCO-UNEVOC provided assistance in developing a UNESCO strategy for Greening TVET: skills formation for green development. The initial draft of the Greening TVET concept was discussed among international TVET educators, specialists and government officials during two international experts meetings focusing respectively on "Transforming TVET for Meeting the Challenges of the Green Economy" (Bonn, Germany) and on "Preparing TVET educators for the Next Generation (EDUCON 2011) (Kuala Lumpur, Malaysia).

As a follow up, the project proposal "Strengthening National Capacities for Improving TVET Systems, Policies and Practices in Advancing Green Society and Economy" was prepared for the German Federal Ministry of Education and Research (BMBF) as a basis for a supplementary agreement within the framework of the Funds-in-Trust cooperation between UNESCO and the Government of the Federal Republic of Germany. The project will be implemented in 2012 under the German Funds-in-Trust agreement.

It was also agreed to establish a working group among ILO, ETF and OECD to discuss the greening TVET concept to further develop the project.

Major Achievements

During the biennium, some fundamental advances concerning ESD have been achieved. UNESCO helped strengthen the integration of sustainability principles, values and practices into education plans and programmes and was thus reinforced the implementation of ESD at national level. An increasing number of Member States is implementing ESD

<p>policies while the demand for policy-advice on ESD is increasing fast. Among others, the strengthening of national capacities, including through the ESD Lens policy-review tool, worked particularly well. Below are some examples of concrete achievements:</p> <ul style="list-style-type: none"> • China designated 1,000 schools as experimental schools for Education for Sustainable Development (ESD) and included ESD into the National Outline for Medium and Long-term Education Reform and Development (2010-2020). • The Centre for Environment Education in India ran the campaign "CO2 Pick Right" on climate change and individual lifestyle choices in over 70,000 schools in India. • Japan included ESD into its national curriculum guidelines and promotes ESD through more than 300 UNESCO Associated Schools. • More than 800 professionals from formal education from 42 countries in Asia and Africa took in training programmes for ESD funded by Sweden and developed a 'change project' that they implement in their home institution. • The Canadian province of Manitoba is reorienting its schools to address sustainable development. ESD is part of the mission statement of the Ministry of Education of Manitoba. • Germany designated over 2,500 projects as good ESD practice and official contributions to the DESD. The Parliament unanimously supported the DESD. • Almost 100 Regional Centres of Expertise, designated by the United Nations University, provide local networks for institutions and practitioners engaged in ESD. • The YouthXchange initiative by UNESCO and UNEP promotes sustainable lifestyles through training workshops and joint projects in over 45 countries. The YouthXchange guidebook was translated into 22 languages and distributed to over 400,000 young people. • 79 out of 97 countries that responded to a UNESCO inquiry have put in place a national coordination body for ESD. • 80 universities in 40 African countries worked together to integrate ESD into their teaching as part of UNEP's Mainstreaming Environment and Sustainability in Africa initiative. • The Environment Agency in the United Arab Emirates introduced children to the need for environmental protection through the website Shaheen's World. • Senegal included ESD in indicators and programmes for literacy and non-formal education. <p>Areas of specific achievements include: Integration of ESD: There has been marked improvement in the capacity of planners and administrators to integrate ESD into national/local education policies, teacher education programmes and school activities as a result of capacity building initiatives in many countries around the world. The 'National Journeys' case studies and the 'ESD Lens' tool in its various language versions (English, French, Spanish, Russian, Chinese, Arabic and Vietnamese) have been well received by stakeholders and form a good basis for UNESCO's policy-review activities in ESD.</p> <p>ESD in practice</p>

	<p>Partnerships on ESD have been strengthened including through the UNESCO Associated Schools (ASPnet) collection of good practices, ASPnet school based activities and the celebration of the International Year of Biodiversity 2010, as well as the International Year of Forests 2011. The sharing of information, experience and best practices on the implementation of ESD linked with DRR, CC, biodiversity and green economy projects have also enhanced the capacities of policymakers and practitioners.</p> <p>Climate Change Education (CCE) and DRR CCE in the context of ESD has continued to develop into a strong focus of UNESCO's work. UNESCO is now well-positioned to implement a major programme in this field that also takes into account Education for DRR. A number of high-quality UNESCO materials for CCE in the context of ESD are being made available for decision-makers and practitioners.</p> <p>Moving towards green societies As economies start moving towards a more sustainable model, greening TVET is becoming an increasingly important area of work. Activities to green TVET can show the potential and benefits of ESD in a particularly immediate way through providing the concrete skills that are required for reorienting production processes. UNESCO is well positioned to provide concepts and practical examples in this field.</p> <p><u>Challenges and Lessons learnt:</u> A number of high-quality UNESCO tools and materials for policy review and development are now in place, including the ESD Lens, the National Journeys case study collection, and various good practice collections. Policy review was partly undertaken at regional and national levels on the basis of these materials. Policy-review activities are a particular strength of UNESCO and now have to be expanded by further engaging decision-makers and other relevant stakeholders in all UNESCO regions. UNESCO's specific comparative advantage on the ground is the ability to link implementation of concrete activities with upstream policy change driven by country demand, focusing on building institutional capacity which is monitored and evaluated. Concentrating efforts in these core areas will enable UNESCO to make a lasting impact, it will also support the necessary visibility and legitimacy to ensure institutionalization of measures undertaken. The potential of ESD to contribute to quality education and to making education systems responsive to sustainable development challenges must be more clearly communicated, including through expanding the evidence base on which activities prove particularly successful. The link between ESD and other items on national education and development agendas should be more clearly established in order to increase the likelihood of ESD being mainstreamed. This includes the promotion of partnerships between the different stakeholders at country level.</p>
<p>ER 10: National capacities strengthened to develop comprehensive education</p>	<p>UNESCO seeks to: strengthen capacities of Member States to develop comprehensive education sector responses to HIV&AIDS by supporting the development of national AIDS strategies that fully integrate education as well as HIV-responsive education policies and plans; strengthen the capacity of teachers to deliver HIV prevention education;</p>

<p>sector responses to HIV and AIDS through EDUCAIDS and related efforts</p>	<p>increase the knowledge base through research and normative guidance; and advocate for education and outreach with vulnerable sub-populations, including young people. To achieve this, UNESCO's work at regional and country level was strengthened through extrabudgetary funding (\$33.7 million for 98 projects).</p> <p>Examples of activities include:</p> <ul style="list-style-type: none"> • Participation in UNAIDS coordination mechanisms to enhance UNESCO's engagement in the global-level response. • Launch UNESCO's revised Strategy for Responding to HIV&AIDS to ensure that UNESCO's response continues to be informed by the epidemic's unfolding and dynamic character and changes in the international context. • 3rd biannual IATT meeting and symposium on the theme of School Health and Nutrition (Washington DC, 2011), attended by over 30 organizations. • 1st international consultation on homophobic bullying in educational institutions (Rio de Janeiro, 2011) focused on school-based policy and practice. <p>Supporting the implementation of strategies and plans to respond to HIV&AIDS:</p> <ul style="list-style-type: none"> • Workshops were held to orient field staff in Africa and Asia on programming at field level under the UBRAF framework. • Finalisation of the Practical Guidelines for Supporting EDUCAIDS Implementation, to be disseminated via electronic means. <p>Expanding the evidence base to monitor and identify global, regional and country trends. This is achieved through a range of activities, focusing on sexuality education, monitoring the Education Sector response to HIV&AIDS and responding to the needs of people living with HIV&AIDS:</p> <ul style="list-style-type: none"> • Finalisation of a new report analysing the needs of HIV-positive learners in the education system, in partnership with the Global Network of People living with HIV. The findings were presented at three conferences in Africa in 2001 (Addis Ababa, Dakar, Durban). • Completion of the first draft of a new booklet in the good policy and practice series focusing on gender equality, education and HIV (due for release in February 2012). • Partnership with UNICEF on its major new report titled 'Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood'. • Finalization of data collection instruments and sampling strategy for Phase II of the IATT on Education Global Progress Survey (GPS) on Education Sector Responses to HIV&AIDS, and launch of data collection. • Coordination of the finalisation of the FRESH Monitoring and Evaluation Indicators for School Health Programmes, under the framework of the Focusing Resources on Effective School Health (FRESH) initiative, and presentation of the results at the IATT on Education Symposium (Washington, DC, 2011) on the theme of school health. <p>Activities to develop and support HIV&AIDS educational programmes through the use of voluntary and normative guidance and implementation support tools include the following:</p>
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- Partnership with the Federal Ministry of Education in Nigeria to implement the first regional summit on HIV&AIDS in education. The conference in 2001 brought together a large audience of young people, teachers and education officials in Nigeria. Working with a civil society partner in Nigeria, UNESCO delivered a skills building session for more than 250 participants on sexuality education for HIV prevention.
- Support to country-level implementation of the International Technical Guidance on Sexuality Education, particularly in Africa, through supporting the review of curriculum content.
- Documentation and dissemination of good policy and practice in HIV and education, including through updating of EDUCAIDS country snapshots on the HIV web portal: 11 new snapshots have been published, and at least 5 more will be completed by the end of 2011-early 2012.
- Monitoring and documentation a project on in-service training of teachers and teacher trainers on HIV&AIDS using ICTs (DVDs and radio programmes) in the six countries of the CEMAC (Cameroon, Central African Republic, Chad, Congo, Equatorial Guinea, Gabon).
- Communication: launch of the new more user-friendly UNESCO HIV web portal. Four issues of the new-look e-Newsletter have been disseminated in English, French and Spanish, via email and web publication (approx. 3,000 subscribers via email). To strengthen UNESCO's advocacy and education efforts, HIV communications has been integrated into diverse social media outlets through UNESCO's house-wide communications platforms. This includes Facebook, Twitter, YouTube and iTunesU to general audiences, as well as through partner websites, such as UNAIDS, the HIV&AIDS Clearinghouse, and regional UNESCO web portals.
- Individualised support services and resource identification undertaken by the UNESCO HIV&AIDS Clearinghouse. The Clearinghouse, hosted by IIEP with inputs from IBE and UNESCO Bangkok, holds 7,085 documents and has an average of 8,000 visitors per month, reaches 3,000 through its newsletter (6 newsletters disseminated in 2011) and 8,160 through RSS feed subscription.

Africa

To improve the quality and management of education sector HIV response programmes, UNESCO has worked with key partners to strengthen the global M&E framework for EDUCAIDS. Sixteen new core indicators have been developed and field tested to measure Education Sector HIV response at process and outcome level, including knowledge and behaviour change among learners.

UNESCO built capacity of curriculum developers from 10 ESA countries (Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Uganda, Zambia, Zimbabwe) to strengthen HIV education, in partnership with UNFPA and UNICEF. Activities included a review and analysis of existing life skills curricula against international benchmarks, an intensive training workshop and the development of a training manual on sexuality education curriculum development. Curricula are now being revised in these countries. In WCA a Sexuality Education Review and Analysis Tool (SERAT) was developed and used to analyse gaps and areas for technical support in a number of countries. Support to in- and pre-service teacher training, including through the use of ICT was the focus in 9

countries of west and central Africa. Specific successes were seen in the ICT based teacher training project in 6 CEMAC countries, a joint project between UNESCO Yaoundé, Brazzaville, and Libreville that now also benefits DRC; training materials, such as DVD-based training on HIV education and radio programmes were developed and adapted into the various cultural contexts.

A series of projects and technical support were delivered in Southern and West Africa to meet the needs of teachers and learners affected by HIV&AIDS which focus on reducing stigma and discrimination and improving workplace policies.

UNESCO strengthened strategic partnerships in the region, most notably with SADC, to influence the education sector response to HIV. South-South collaboration with Brazil focussed on strengthening MoE capacity to deliver sexuality education has been beneficial.

Asia

Significant efforts were undertaken to generate and share evidence on the education sector response to the HIV epidemic including a situation analyses of school-based HIV prevention education and knowledge levels in eight countries (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan Papua New Guinea China, Mongolia and Pakistan) and a situation response analysis on HIV, drugs and the education sector in Brunei Darussalam, the Philippines, Timor-Leste, Malaysia). A regional analysis of policy and legal frameworks used to implement and scale up sexuality education among 28 countries in Asia-Pacific was completed.

A number of regional consultations on delivery of HIV and sexuality education brought together representatives from governments, civil society, development partners, and researchers to identify barriers to effective delivery and the areas to be strengthened. The consultations included representatives from 14 countries in the Pacific, 4 Central Asian and 6 Eastern European countries. A regional consultation in South and South East Asia focussed on best practice in sexuality education and gender, with a focus on reaching adolescent girls, both in and out of school. The consultation brought in 17 countries in Asia-Pacific, along with Guatemala, Ethiopia and Malawi. South-South learning was a key outcome of these meetings.

The capacity of key stakeholders (particularly MoE, teacher training institutions and TVET centres) was built in key aspects of school-based sexuality and HIV education such as policy development, curriculum development, teacher training and material development. The International Technical Guidance on Sexuality Education was a key resource. Focus countries were: Nepal, Pakistan, China, Iran, Kazakhstan, Uzbekistan, Kyrgyzstan and Tajikistan. Activities included training workshops, development of training materials, technical support through HIV focal points and multi-media resources in local languages,

UNESCO supported review and updating of sector-wide strategic plans in Cambodia, Vietnam and Thailand and is advocating for sexuality and HIV education to be included in Education policies and plans in most countries in the region. UNESCO has strengthened the knowledge base on key populations in the Asian HIV epidemic particularly men who have sex with men and transgender people. Several training materials and research reports have been produced (Thailand), training for health and education staff have been delivered (China).

In Thailand, "Healthy Sexuality: The Story of Love" exhibition produced as a collaboration between UNESCO, the National Science Museum (NSM) and other partners was on show from August 2011 - December 2011. The first of its kind in Asia, the exhibition delivered comprehensive sexuality education, primarily to Thai adolescents, with a complementary web portal.

Latin America and the Caribbean

Focus on building the education sector's capacity to address HIV prevention and sexuality education through strategic advocacy, capacity strengthening in Ministries of Education, teacher training institutions, peer education initiatives and civil society.

OREALC Santiago managed a regional activity to document country level experiences with sexuality education, with a focus on HIV prevention. A further regional interagency project on sexuality education focussed on documenting regional and country level progress towards the goals of the Mexico Declaration of 2008 and to ensure consideration of regional expertise in preparations for the International Consultation on Homophobic Bullying held in Rio in 2011. The MERCOSUR project on harmonization of public policies between the health and education sectors is another important example of progress on health - education coordination supported by UNESCO.

In the Caribbean, considerable efforts focused in the Anglophone Caribbean to address monitoring and evaluation capacity issues. Two important resources related to EDUCAIDS and HIV indicators in the education sector were piloted in 2001. The results of this exercise will be valuable to other lower prevalence regions as well.

Europe

In all six Eastern European countries (Russia, Ukraine, Belarus, Moldova, Armenia, Azerbaijan), national AIDS strategies include HIV prevention in and through education. All the countries were supported to deliver comprehensive education sector responses through situation assessment, priority setting, policy development, teacher training. International Technical Guidance on Sexuality Education, EDUCAIDS resources, Good Policy and Practice series publications were disseminated and used by national experts and decision makes for planning, implementation and monitoring of education section initiatives. UNESCO supported activities were included into UNDAF frameworks and UCPDs for Moldova, Belarus, Armenia and Azerbaijan. In Ukraine, UNESCO was invited to participate in planning the new 2012-2013 Joint Programme of Support. Russian versions of tools supporting

EDUCAIDS implementation were edited and disseminated among key stakeholders in all Eastern European and Central Asian countries.

Several regional, national and international conferences were supported in Russia, Ukraine and Kazakhstan jointly with other UNAIDS cosponsors to streamline national AIDS plans and multisectoral responses, scale-up HIV prevention education at all levels of education (primary, secondary and higher), and protect from discrimination positive learners and educators.

Major Achievements, Challenges and Lessons Learnt

Leadership and coordination

- UNESCO promoted a coordinated and comprehensive education sector involvement in multisectoral responses to HIV&AIDS at country level in all regions in the framework of EDUCAIDS through partnerships with UNAIDS Cosponsors and other stakeholders.
- Despite the constrained funding environment, UNESCO secured a \$100,000 increase on its core allocation from UNAIDS for the next biennium, bringing the total to \$12.4 million. UBRAF work plans estimate that UNESCO will seek to mobilise a further \$6.7 million in extrabudgetary funds for HIV&AIDS for the next biennium.
- There have been ongoing challenges with finding and retaining suitable candidates for a minority of the NPO posts, although solutions have been negotiated with all of the field offices concerned. The establishment of more secure contracts with better benefits has greatly enhanced UNESCO's ability to attract high-calibre national staff, although turnover is a challenge.
- Through the work around homophobic bullying in educational institutions, UNESCO has taken a leadership role in a new area of work and has gained international recognition. Capacity of field staff and key partners must be built around the topic in order for these efforts to be sustained.

Promoting and supporting the implementation of strategies and plans

- The capacity of field staff was enhanced through a series of orientation and training workshops. However, staff turnover is a challenge.
- The completion of the Practical Guidelines for Supporting EDUCAIDS implementation and the upcoming associated Training Modules provide for a key capacity building tool. This tool must be widely disseminated and its relevance for everyday work readily understood on the part of field staff and partners. Efforts are underway to ensure that this happens.

Expanding the evidence base

- The ground-breaking study on cost and cost-effectiveness, and the findings and recommendations from the international technical consultation on addressing the education needs of young people living with HIV have been widely disseminated through international conferences, printed materials, CD-ROMs and online, which has facilitated

the use of such evidence for advocacy and programming purposes for accelerated and improved responses.

- The development of the Global M&E Framework for Comprehensive Education Sector Responses to HIV&AIDS and its pilot testing in East and Southern Africa, Asia, and the Caribbean, has been a key step towards development and implementation of M&E plans at global, regional and country levels. The work in this area has revealed the importance of partnership (with UNICEF and SADC in the case of East and Southern Africa) and the need for a strong technical partner (IIEP).
- The work around the FRESH M&E indicators has shown the importance of leadership within a multi-agency partnership. The lack of specific resources or a Secretariat for FRESH delayed the completion of this work and will continue to be a challenge in the future unless another mechanism is found to implement FRESH activities.

Voluntary and normative guidance and implementation support tools

- With the shift in focus towards implementation and scaling-up of sexuality education, UNESCO will use web-based platforms to reach the largest number of field staff for capacity building in the use of technical tools and resources. The forthcoming publication on young people living with HIV and the education sector will also be adapted for web-based application.

In Africa, Advocacy efforts were made to encourage MoEs to recognize and address HIV&AIDS as a systemic management problem for the education sector - and not a disassociated public health problem. In total about 30 key policy documents and impact study and situation analysis reports were supported during the reporting period in 15 project countries. By supporting upstream and downstream education sector processes, the project has helped place the education sector at the centre of national AIDS responses while also touching the lives of thousands of teachers, and learners affected by HIV&AIDS.

This reporting period witnessed an intensification of support towards East and Southern African MoE, national AIDS authorities, civil society and other national stakeholders in the 17 project countries with the recruitment of National Programme Officers being a major asset. At regional level, UNESCO was actively involved in the formation of a High Level Task Force on Women, Girls, Gender Equality and HIV, set up to address major gaps in the HIV response in the region in respect to women, girls, gender equality and HIV.

Two funding proposals were submitted to Swedish International Development Agency to strengthen sexuality education - one as a regional initiative in five countries, the other focussed on Zambia In partnership with Save the Children.

The main achievements in the West and Central African region include: the development of a Sexuality Education Review and Analysis tool (SERAT) that has enhanced Member States' and UNESCO's capacity to integrate HIV and sexuality education into education programmes; support for teachers infected/affected by HIV at national and regional

	<p>level, this included strengthening existing and s new associations of teachers living with HIV, and, 3) the development of ICT based in-service teacher training materials.</p> <p>Challenges include addressing harmful socio-cultural practices and beliefs as well as supporting evidence-based curricula and appropriate pedagogical methods. For example, infusing cultural and religious elements in HIV&AIDS teacher education programmes was identified as paramount to successful integration of HIV and sexuality education.</p> <p>In Asia, the economic crisis has had a negative impact on HIV programming in many countries in the region, necessitating a scale-back of some activities and queries about the sustainability of some efforts.</p> <p>Some countries are finding a low level of interest by ministries of education in supporting the scaling up of sexuality education. This may be due to low HIV prevalence, or the prioritisation of resources towards most at risk populations. The conservative nature of some governments in the region is also an obstacle for the integration of HIV and sexuality education in schools.</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

UNESCO is working in collaboration with line ministries, UN agencies and other development partners within the framework of national education strategies, the UNDAF framework and other collaboration mechanism where available, to ensure synergies and coordination of efforts, maximize impact and avoid duplication of effort.

BSP 2: Providing global and regional leadership in education, including through the implementation of recommendations of major international education conferences

MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 555 554	Expenditures: \$3 992 143	Allocation: \$21 288 901	Expenditures: \$13 908 451

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 11: Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA	<p>During this biennium, UNESCO undertook a comprehensive review of the global EFA coordination mechanisms and designed a new coordination architecture while in parallel continuing to fully play its role as leader and coordinator of the EFA movement. This included the organization of the following events:</p> <p>- in 2010: the meetings of the High Level Group on EFA (Addis Ababa), the Fifth Meeting of the CCNGO/EFA, the</p>

<p>partners and continued support to the regional initiatives/networks that serve as policy platforms</p>	<p>Eighth E-9 Ministerial Review Meeting (Abuja), a meeting of the "EFA principals" as well as regional meetings (including those of the Thematic Working Group on EFA and of National EFA Coordinators in the Asia Pacific region, the Forum of African Parliamentarians for Education (FAPED), meetings with RECs and on CAPEFA in Africa, Arab expert meeting on monitoring education quality, the EFA/PRELAC Meeting of Ministers and the Forum of Latin American and Caribbean Parliamentarians for Education (FLACPED) in Latin America and the Caribbean and numerous technical meetings at global and regional levels, including the Advisory Panel of Experts on Debt swaps and innovative approaches to financing, as well as meetings with EFA partners.</p> <p>- in 2011: the meetings of the Working Group on EFA, of the High Level Group on EFA (Jomtien), the E-9 Senior Officials Meeting (Abuja), meetings of the Partnership for Education initiative with the World Education Forum and with Brookings Institute to "engage the private sector in education" (Geneva), the Second meeting of the Advisory Panel of Experts on Debt swaps and innovative approaches to financing, meetings of National EFA coordinators in the Arab and Asia Pacific regions, the technical meeting of the EFA/PRELAC Intergovernmental Committee and others.</p> <p>Furthermore, UNESCO organised an important number of roundtables and side events in major conferences as part of its advocacy efforts, such as a High Level event on Education's central role for the MDGs at the UN MDG Summit (2010). UNESCO also participated in the organisation of events such as the 1Goal Education for All Summit held at the margins of the FIFA World Cup in South Africa (2010) and a Forum on "Aid Effectiveness and Education" during the Busan High Level Forum on Aid Effectiveness (2011).</p> <p>Regional Bureaux and Cluster and national offices accompanied countries in their efforts to reach the EFA goals through technical advice, capacity-building and training, support for the monitoring of their EFA progress and data collection and analysis and organisation of National EFA Forums or national assessments. The Regional Bureaux also prepared reports on EFA progress since Jomtien 1990 to inform the discussions of the 2011 High Level Group Meeting held in Beijing, whereas E-9 offices supported countries in preparing reports on teachers and on literacy for the 2010 Review Meeting as well as follow-up activities.</p> <p>Throughout the biennium, UNESCO stepped up its advocacy efforts to raise the profile of education on the global development agenda. Based on the activities undertaken during the MDG Summit (New York, September 2010), UNESCO HQ further developed and widely disseminated materials and messages to increase the visibility of the EFA agenda and raise awareness of the benefits of education for human development. Regional Bureaux and Field Offices also deployed efforts to make EFA as well as UNESCO's work visible. Also, HQ and Field Offices organized activities around the launch of the EFA Global Monitoring Report (GMR), and around Global Action Week which focused on teachers in 2010 and on girls' education in 2011.</p>
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UNESCO is now ready to start implementing the reform of the global EFA coordination mechanism as approved by the Director-General and endorsed by the Executive Board at its 187th session. The main elements of the revised structure are: 1) stronger linkages between global, regional and national levels; 2) an annual EFA High-Level Forum to mobilize high-level political support; 3) a single annual Global EFA Meeting (GEM) to critically assess progress towards EFA and 4) an EFA Steering Committee which will provide overall strategic guidance.

Overall, UNESCO worked in the past 2 years to lay the foundations for a more effective coordination process in the coming months and years. This, in return, will enable UNESCO to lead the debate on priorities and actions for the few years up to 2015 and to ensure more focused support, by all partners, at the country-level for substantial progress towards the EFA goals. At the same time, UNESCO will be in a better position to propose a plan for the reporting and assessment for 2015 itself, as well as an inclusive process for defining a post-2015 agenda.

UNESCO's Member States reacted overall positively to the review efforts and acknowledge opportunities in the proposed reform to strengthen: 1) UNESCO's global leadership role in EFA; 2) ownership and accountability of all Member States in the EFA process; and 3) advocacy with sharper messages and directed to new targets, notably institutions and partners outside the education sector. Regional Bureaux and EFA mechanisms participated in the consultations on the EFA coordination reform proposals. They prepared regional reports for the 2011 WG and HLG meetings on EFA which were very well received and demonstrated the added value of perspectives and analysis generated at the regional level, in the global review meetings. The regional preparatory conferences and the Annual Ministerial Review (ARM) of ECOSOC were an opportunity to engage education ministers and to place the EFA agenda within a holistic approach to education, while reaffirming UNESCO's leadership.

Through the One UN process, the Global Partnership for Education (GPE) (former FTI) and UN country teams, as well as EFA flagships and initiatives such as UNGEI, closer coordination at country level was achieved and in many countries, EFA partners worked together more closely than in the past. The visibility of EFA and UNESCO's leadership role were significantly strengthened during the 2010 UN MDG Summit and through the 2011 ECOSOC ministerial meeting focusing on Education.

The global financial and economic crisis has affected education financing but advocacy efforts of UNESCO, led by the Director-General, and of all EFA partners have increased the visibility of the EFA agenda and an understanding of the importance of education for human development and for achieving the MDGs. The GPE convened a successful replenishment conference in Copenhagen in November 2011 where donors pledged more than \$1.5bn for the GPE (2011-2014), and made a commitment to increase bilateral education aid and improve its effectiveness over the next three years. Developing country partners pledged to raise domestic funding for basic education by more than \$2bn and committed to improve education access and quality.

	<p><u>Challenges:</u></p> <p>The global economic situation remains difficult, including in traditional donor countries, and will continue to affect education financing. The lack of real "Education Champions" to lead global commitment and investment in education remains another challenge.</p> <p>EFA coordination processes in the different regions are as different as EFA progress itself. The establishment of closer linkages between national, regional and global level must rely on efficient mechanisms at each level; these have to be strengthened as necessary in the run-up to 2015 and beyond.</p> <p>Another major challenge for EFA coordination remains the scarce resources, especially human resources. Considering the number of staff working in this area both in HQ and in the Regional Bureaux, and the amount of work delivered during this biennium, EFA coordination is certainly a good example for cost-effectiveness.</p>
<p>ER 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report</p>	<p>Two EFA Global Monitoring Reports were prepared and launched in 2010 and 2011 respectively, while preparations for the 2012 GMR report were initiated.</p> <p>- 2010 Global Monitoring Report (GMR) - "Reaching the marginalized"</p> <p>In 2010 the 2010 GMR "Reaching the marginalized", was launched, the translations were finalized and their distribution and promotion was ensured through regional and national launches. The report was launched by the Secretary-General of the United Nations, Ban Ki-moon, and Director-General of UNESCO, Irina Bokova, at UN headquarters in New York on 19 January 2011.</p> <p>Some 15,600 printed copies of the 2010 Global Monitoring Report were distributed, along with 24,900 summaries and 12,500 regional overviews. Over 43,000 copies were downloaded via UNESCO's website. Following the launch of the English version, versions in the five other UN languages were completed, distributed and promoted at over 50 regional and national launches. Partners in UNESCO National Commissions and Field Offices translated the GMR report and Summary into non-UN languages, including Bangla, Farsi, German, Japanese, Korean, Portuguese and Swahili. The Report was presented at numerous international, regional and national fora, conferences and education-related events, such as the Fifth Meeting of the Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Dhaka, Bangladesh, and the Forum of Latin American and Caribbean Parliamentarians for Education in Santiago, Chile. UNESCO Field Offices organized over 40 national launches either as stand-alone events or in conjunction with events such as EFA Global Action Week (19-25 April 2010). Donor partners organized national seminars, expert meetings and presentations in 11 countries. Participants in these events often included top-level Ministry officials from Education and Foreign Affairs. The 2010 GMR and associated materials widely disseminated and key messages communicated to the press and the GMR key audience (policy makers, researchers etc.).</p>

- 2011 Global Monitoring Report (GMR) - "The hidden crisis: Armed conflict and education"

During the second half of the year 2010, preparatory work on the 2011 GMR began. Around fifty background papers were commissioned for this purpose, including country studies and cross-country studies on a wide range of issues related to education during and after conflict. As in previous years, a wide range of innovative approaches to measurement and data analysis in conflict-affected countries were considered. Simultaneously, work to promote the findings and messages of the 2010 GMR in various public events was undertaken. An exhibition on Education and Development was organized in 2010 which was displayed at UN Headquarters in New York during the United Nations General Assembly and the MDG Summit in September 2010.

At the beginning of 2011 the 2011 GMR "The hidden crisis: Armed conflict and education", was launched, the translations were finalised and their distribution and promotion through regional and national launches was ensured. The Report was launched by Director-General of UNESCO, Irina Bokova, at UN headquarters in New York on 1 March 2011. The launch event included many high profile speakers including Michelle Bachelet, Executive Director and Under-Secretary-General, UN Women; Michaëlle Jean, UNESCO Special Envoy for Haiti; Mary Robinson, President, Mary Robinson Foundation - Climate Justice, Former President of Ireland; Jeffrey Sachs, Director, The Earth Institute, Columbia University; Kevin Watkins, Director, Education for All Global Monitoring Report. Following the launch of the English version, versions in the five other UN languages are being completed, distributed and promoted at over 45 regional and national launches so far.

The GMR2011 was presented at numerous international, regional and national forums, conferences and education-related events, such as The Tenth Meeting of the High-Level Group on EFA, held from 22 to 24 March 2011, in Jomtien, Thailand, and the launch of the Arabic edition in the presence of Queen Rania of Jordan on 30 May 2011 in Amman, Jordan. UNESCO Field Offices organized over 35 national launches either as stand-alone events or in conjunction with events such as EFA Global Action Week (2-8 May 2011). Donor partners organized national seminars, expert meetings and presentations in 7 countries. Participants in these events often included top-level Ministry officials from Education and Foreign Affairs.

Since 1 March 2011, there have been 50 different launch events: regional, national and sub-national, and in donor countries. Policy events targeting developing countries were organized in Juba, South Sudan (where the report was launched just before the new nation became independent), in Gaza (Occupied Palestinian Territories) and in Goma (Democratic Republic of the Congo).

The Report received strong media coverage, including major article pieces in newspapers, online news sites and blogs, ranging from Le Monde, El Pais and The Guardian in Europe, to Al Jazeera and major newspapers, radio and

	<p>television across Asia, Africa and Latin America. Videos were also used to disseminate the main messages of the Report, and featured high-level advocates such as Graça Machel and Jeffrey Sachs.</p> <p>- Preparations for the 2012 Global Monitoring Report</p> <p>Preparation of the 2012 GMR began in 2011. This forthcoming GMR will focus on the mismatch between education systems and labour markets that plagues many regions of the world, emphasizing strategies that improve work opportunities for marginalized young people. A panel discussion of renowned experts was organized in October to provide guidance for the research and analysis of the 2012 Report detailed comments on the first drafts.</p> <p>Major Achievements and Lessons Learned</p> <p>The GMR continues to grow in its readership and influence among education experts and policy makers. Its policy recommendations and data have played a key role in setting the stage for global meetings such as the G8 and G20 summits, as well as the EFA Working Group and the High-Level Group on EFA. Policy recommendations from the GMR were the basis to the discussions and recommendations of the High-Level Group (HLG) and GMR data and messages often feature prominently in the HLG communiqués. The GMR also informed a wide range of international reports, including the UN Secretary-General's report on the MDGs and is widely cited in academic literature and other publications on education and development. The education data presented by the GMR for the UN MDG Summit in 2010 was used and reproduced not only by partner agencies like UNICEF, UNFPA and the Global Partnership for Education (formerly EFA Fast Track Initiative), as well as by NGO's such as Save the Children, ONE GOAL Campaign and the media.</p>
<p>ER 13: International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development strengthened and the Bonn Declaration of the UNESCO World Conference on Education for Sustainable Development followed up</p>	<p>Through the different activities and interventions undertaken during the biennium, UNESCO enhanced and reinforced its international coordination and mobilization role in support of the UN Decade of Education for Sustainable Development (DESD), following up on the Bonn Declaration and ensuring the implementation of the Strategy for the Second Half of the Decade. This has been accomplished in particular through a focus on enhancing the DESD global lead and partnerships, multi-stakeholder participation, capacity-building for reporting on progress, and advocacy and communication. (For activities predominantly geared at the national level, see ER9.)</p> <p>Enhancing the DESD global lead and partnerships</p> <p>The UN Inter-Agency Committee (IAC) for the UN Decade of Education for Sustainable Development (DESD, 2005-2014) is a collaboration mechanism that brings together UN agencies to support the Decade. The IAC, focusing on the educational aspect of sustainable development, develops a common vision, principles, and values on ESD and promotes the DESD as a shared objective and agenda of the UN system. It held side-events during the 18th and 19th sessions of the Commission on Sustainable Development (CSD) in May 2010 and 2011 in New York on good practices and lessons learned on the role of ESD in Sustainable Consumption and Production.</p>

On the occasion of the 2011 Commission for Sustainable Development (CSD 19), a meeting of the UN Inter-Agency Committee for the DESD (IAC) was convened to review the IAC's engagement with the Rio+20 process. During the same occasion, UNESCO also joined UNEP, Italy, Sweden and PERL in proposing a joint programme on Sustainable Lifestyles and Education, as part of the 10 Year Framework of Programmes on Sustainable Consumption and Production. While the results of CSD19 were inconclusive, UNESCO and its partners will continue to contribute to efforts to shift towards sustainable and responsible lifestyles.

The UN Inter-Agency Committee for the DESD held its annual meeting in Barcelona, Spain in 2010, with a special focus on M&E for ESD. The IAC brochure "Building a more sustainable world through education: DESD and the IAC" was launched on this occasion. The 2011 IAC annual meeting was held on 17-18 November at UNESCO Headquarters. The two-day meeting included a workshop on Addressing Biodiversity and the Aichi 2020 Biodiversity Targets through ESD as well as an internal IAC meeting focusing on the preparations of Rio+20 and the IAC's contributions to the preparation of the End-of-Decade conference.

UNESCO is working towards ensuring the presence of education and more specifically ESD at the Rio+20 conference. Preparations for a side-event at Rio are underway. Cooperation on ESD-related issues with other UNESCO programmes and networks has been enhanced and enlarged. For example, the 2010 International Year of Biodiversity and the preparations for UNESCO's participation in education-related issues linked to the Conference of Parties of the Convention of Biological Diversity (COP 10) held in Nagoya, Japan, provided many opportunities to further cooperation with ASPnet, the UNESCO ESD Chairs network, the World Network of Biosphere Reserves and the MAB programme. UNESCO co-organized and participated in several side events related to Article 6 (education training and public awareness) at the Climate Change Summits in Cancun (COP 16) and in Durban (COP17). The International Network of Teacher Education Institutions associated with the UNESCO Chair on Reorienting Teacher Education to Address Sustainability met in Paris on 19-21 May 2010. Approximately 100 teacher educators and administrators from 50 countries attended.

Efforts were also undertaken to reach out to stakeholders in the private sector. UNESCO Bangkok has had preparatory meetings with InterfaceFLOR, a business leader in integrating sustainability issues and goals into their work, regarding a joint 'sustainable education and sustainable businesses = sustainable societies initiative' that would seek to bring together the Thai education and business sectors in reaching shared sustainability goals. It had planned to hold a meeting with a larger group of potential partners, but this was postponed to 2012 due to the flooding situation in Thailand.

Capacity-building for reporting on progress
UNESCO conducted capacity-building workshops in Kingston and Panama for the Latin America & Caribbean

regions, in Bangkok for the Asia-Pacific region, and in Ouagadougou for the African region. Participants in the workshops included representatives of ministries, National Commissions of UNESCO, NGOs, other UN agencies and academia. The aim of the workshops was to sensitize policy-makers for ESD by familiarizing them with strategies and methods to monitor and evaluate progress. A number of tools for these workshops were developed, including an expert literature review of processes and learning for ESD, which has been translated into French, Spanish and Russian. The Monitoring and Evaluation Expert Group met 8 & 9 September 2011 and looked at the current state of implementation and reviewed the type of data needed to prepare the global M&E report on learning and processes for ESD that will be launched at the Rio+20 conference in June 2012.

Advocacy and Communication

The mid-term review report on the DESD was submitted to the Fall 2010 UNGA session and a UNESCO side event was organized. The event aimed at increasing the visibility of the Decade and at mobilizing support to the DESD. In addition to the presentations by panellists from different ESD backgrounds and by young people, the book "Tomorrow Today" was launched by the Director-General that takes an in-depth look at ESD implementation worldwide.

In the Asia-Pacific region, publication and promotional advocacy of "The Astrolabe: A Guide to Education for Sustainable Development Coordination in Asia and the Pacific" was streamlined within regional and national level meetings and workshops. In the context of advocating for and communicating the objectives of the DESD, UNESCO revised, edited and updated the DESD website (www.unesco.org/education/desd) to offer more user-friendly and up-to-date information. The new version of the site was launched on 14 March 2011 in English, French and Spanish with already some pages available in Arabic. A CD-Rom containing a selection of relevant ESD publications and materials was printed (in all 6 UN languages when available).

In order to enhance awareness-raising about both ESD and the DESD, a review of Advocacy and Communication activities was carried out. It was decided that there was a need to better take into account developments in global discussions on sustainable development challenges such as climate change, biodiversity, and working towards green societies. The analysis of the results of an email survey sent to Members States on their priorities in terms of climate change education, biodiversity education and DRR education have greatly contributed to adjusting and targeting the advocacy actions. The DESD Secretariat, in cooperation with various partners, undertakes on-going collecting of information for the preparation of reports on progress of the implementation of the DESD. The DESD publication series has been pursued to provide more illustrations of ESD in action. Reporting on success stories has been conducted for UNESCO Rio+20 contribution, and will continue throughout the next biennium.

Major Achievements

International coordination and promotion of the DESD

UNESCO continuously tries to enhance its international coordination and mobilization role to support the DESD and respond to the Bonn Declaration and to the UNESCO Strategy for the Second Half of the Decade. As a result, ESD is increasingly visible in international education documents and policies.

Partnerships with sister UN agencies and other stakeholders were further strengthened, in particular through clearly defining and working towards specific joint goals, a strategy that will be pursued further in the coming years. One important joint goal has been the promotion of ESD in the run-up to the Rio+20 conference, which will remain on the agenda for the next biennium. The UN Inter-Agency Committee for the DESD worked to better coordinate joint actions towards Rio+20, determine how to create synergies and partnerships to enhance the position of education in the Rio+20 agenda, as well as to strengthen joint actions in biodiversity education and learning.

Reporting on progress

Sensitizing stakeholders regarding reporting on ESD progress has contributed to raising the profile of ESD nationally and internationally. The feedback from the capacity-building workshops has been good and in part lead to strengthened cooperation in the regions, including the establishment of a regional network in the Caribbean.

Monitoring and evaluation activities in Member States have contributed to advocacy efforts for ESD and have raised the profile of ESD in various Member States.

Climate Change Education

UNESCO strengthened its international lead on Climate Change Education for Sustainable Development and developed a flagship programme to make an enhanced and more visible educational contribution to the international response to climate change (see ER9 for details in this area).

DESD advocacy

UNESCO is continuing to enhance its advocacy and clearinghouse role for the promotion of the DESD and for ensuring that various stakeholders get involved in the Decade, and commit to its implementation. Visibility of the DESD on the internet continues to be at a high level - the DESD website was in the top four websites consulted on the Education portal during this period. Both the DESD website and publications are well appreciated by Member States and ESD stakeholders around the world, particularly ESD documents, advocacy and information materials and most of them are available in several of the UN official languages. Case studies and good practice example continue to be in high demand.

Challenges and Lessons learnt:

Through its work as lead agency for the DESD, UNESCO supported Member States to place greater emphasis and on placing sustainable development at the core of their education systems. Securing a sustained political commitment for ESD between competing priorities, political agendas, and public opinion in Member States is an on-going

	<p>challenge.</p> <p>Upcoming tasks in the context of UNESCO's role as lead agency for the DESD include promoting coherence between the diverse ESD activities of partners and formulating concise and clear messages for the remainder of the DESD. In particular, the links between ESD and the global education as well as the global development agenda need to be drawn out more clearly. This is of special relevance in the debate on the post-MDG process and the lead-up to the Rio+20 conference. The momentum for ESD must also be further increased towards the UNESCO World Conference in 2014 in Japan in order to ensure ESD activities beyond the end of the DESD. Regarding UNESCO's monitoring of DESD implementation, particular emphasis must be placed on high quality, evidence-based report to be published in 2014 that will provide a basis for post-2014 ESD implementation.</p>
<p>ER 14: Member States aware of the normative instruments in education and actively reporting on their implementation</p>	<p>During this biennium, UNESCO continued to pursue its efforts towards the coordination and improvement of the monitoring of the implementation of the right to education at country level:</p> <p>The Right to Education</p> <ul style="list-style-type: none"> - Focus was given to Mother Tongue and multilingualism for effective implementation of the right to education. The report of the 10th meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education was submitted to the 184th session of the Executive Board. - Cooperation was strengthened with UN Human Rights Treaty Bodies through contributions on monitoring the implementation of the right to education at country level, provided to the sessions of the CRC, CESCR, CEDAW and of the working group on the Universal Periodic Review as well as participation in some of their sessions. - Launching of the 8th consultation of Member States on the measures taken for the implementation of the Convention and Recommendation against Discrimination in Education based on guidelines for preparation of reports prepared and adopted by the Executive Board at its 186th session. - Improvement of monitoring of Education related conventions and recommendations through more coherent and systematic measures for their more effective implementation (as a follow-up to the 34 C/Resolution 87 and 177 EX/Decision 35). - Development of the first phase (technical development) of the global database on the right to education. - Organization of the 11th meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on monitoring the right to education. The Report of the meeting was submitted to the 187th session of the executive board. <p>Within the framework of the "New procedures" for monitoring standard-setting instruments, discussion during the CR on the outcomes of the 4th Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, UNESCO also pursued its efforts towards the promotion of the right to education through notably:</p> <ul style="list-style-type: none"> - Within the framework of the 50th Anniversary of the Convention against Discrimination in Education, the promotion and awareness raising thought the organization of different activities including a ratification campaign in order to encourage States that are not yet parties to the Convention to take necessary measures for acceding to it, and the

organization of a seminar on "50 years of combating discrimination in education", with the participation of the UN Special Rapporteur on the Right to Education, Mr. Kishore Singh, and a member of the Joint Expert Group on the Monitoring of the Right to Education, Professor Pierre-Michel Eisemann.

- Within the framework of the follow up to the 7th Consultation on the Convention and Recommendation against Discrimination in Education, a compendium on practical examples in the field of non-discrimination and the right to education for information-sharing and advocacy was prepared and widely disseminated to National Commissions for UNESCO, Permanent Delegations to UNESCO, Field Offices as well as to partners working in the field of the right to education. The French version of the compendium was prepared while the Spanish version is under preparation.
- Various events were organized to promote the right to education without discrimination such as the photo exhibition "No to Discrimination in Education!" Various events were organized to promote the right to education, such as the photo exhibition "No to Discrimination in Education!" organised in cooperation with the Campaña Latinoamerica por el derecho a la educación, the International Congress of the Bice (Bureau international catholique de l'enfance) on the right to education of children estranged from their families and socially excluded; the 2011 exhibition of poster for tomorrow on the right to education; the assistance provided to Chile and the involvement in the development of an indigenous policy. Existing partnership was also strengthened.
- Assistance provided to the activity on a review of national legal frameworks concerning the right to education, with a focus on gender equality, as a follow up to an Experts Meeting on gender equality issues in education, based on the right to education, organized by UNESCO in the Arab region in 2009.
- Preparation of a factsheet on the right to education in collaboration with OHCHR.

The status of teachers

- The study on Academic Freedom was finalized and it is being edited and processed for the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) and the Executive Board.

Challenges and Lessons learnt:

- The importance of strengthening collaboration with Field Offices and the need for more interaction with other actors working on the legal framework of the right to education.
- There is need to intensify efforts to encourage Member States to ratify the 1960 Convention. As it was expressed during the Committee on Convention and Recommendations of the 184th session of the Executive Board, it is important to strengthen the work on the legal framework of the right to education. During the 185th session of the Executive Board, while recognizing the usefulness in the preparation of national report on the application of the 1960 Convention and Recommendation against discrimination in education, members of the CR Committee expressed their concern regarding the fact that their governments may have some difficulties in providing necessary requested information. During the 186th session of the Executive Board, Member States agreed it would be crucial that the Secretariat establish a global database on the implementation of the right to education.

Cost-effectiveness/efficiency measures for this Main Line of Action

- Virtual meetings through the use of video conferencing.
- UNESCO is tapping into the potential of identifying extra-budgetary resources through public private partnerships.

I.3. UNESCO education institutes**I.3.2. UNESCO International Bureau of Education (IBE)**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$ 800 000	Expenditures: \$ 800 000	Allocation: \$84 826	Expenditures: \$84 786

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to plan, implement and manage basic education, mainly in Africa (MLA 2 - expected result 5)	<p>Launched in 2010, the Diploma in Curriculum Design and Development intends to provide innovative, sustainable, long-term and accredited capacity development programmes in the field of curriculum. Participants take part in an intensive 10-day face-to-face session organized around ten curriculum thematic modules developed by the IBE (i.e. Training Tools for Curriculum Development: A Resource Pack-TTCD), followed by 30 weeks of online study and interaction with tutors. In 2011, IBE successfully completed the first edition of the Diploma in Latin America (started in August 2010), organized in partnership with Regional Bureau of Education for Latin America and the Caribbean (UNESCO OREALC) and the Catholic University of Uruguay. The second Latin American course was initiated in summer 2011, while the Diploma in Africa was successfully launched in October 2011 collaboration with the Open University of Tanzania and the Tanzania Institute of Education (TIE), the Regional Bureau of Education for Africa (UNESCO BRED) and the UNESCO Teacher Education (TED) section in Paris. Overall, a total of 105 participants from 28 countries are trained through the Diplomas, and 22 participants graduated in November 2011. The overall evaluation shows that 95% of participants agreed that the course contributed to enhance their awareness and competencies in curriculum issues. Further tracking of skills utilization will be carried out to follow up impact.</p> <p>A total of 12 countries, of which seven are African countries, benefited from the IBE's tailored technical assistance supporting national curriculum reform and change processes. In Angola, in the context of the UNESCO Capacity Development for Education for All (CapEFA) Programme, the IBE has collaborated with the Ministry of Education in the development of national guidelines for the curriculum and textbook revision process, and also supported the training of curriculum specialists on integrating cross-cutting issues in the curricula of schools and teacher training institutions. In the case of the Basic Education in Africa Programme (BEAP), through its Community of Practice network, the IBE contributed to: the BEAP launches in Mauritius and Burkina Faso; the mapping of curriculum needs in several African countries; the revision of curriculum frameworks (Gambia and Mauritius); and the training of</p>

	<p>professionals from 11 countries on inclusive curricula, curriculum design, and competency-based approaches. In Viet Nam, under the "Delivering as One" initiative and in collaboration with the UNESCO Hanoi Office, the IBE has supported the incorporation of gender issues and the promotion of gender equality through teacher training courses. Furthermore, in Lebanon assistance was provided within the framework of a project on textbook analysis from gender perspective in order to identify gender issues and biases in textbooks as a basis for textbook revision from a gender perspective.</p>
<p>Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students (MLA 2 - expected result 6)</p>	<p>Capacity development and technical assistance activities have also been supported through the preparation and pilot-testing of learning tools and training modules. In addition to the TTCD-Resource Pack, several thematic modules were developed on: ESD, gender sensitization (in collaboration with the UNESCO Regional Bureau for Education in Bangkok); competency-based approaches, the pedagogy of integration, and school-based curricula (Latin America); inclusive education (interregional and Latin America); and BEAP. Other tools include: the teacher training package for gender equality (Viet Nam); guidelines for integrating cross-cutting issues in the curriculum of schools and teacher training institutions (Angola); the Portuguese and the revised French versions of the manual for integrating HIV and AIDS education in school curricula; and the Capacity Development Toolkit for Curriculum Innovations in sub-Saharan African Countries.</p> <p>The Community of Practice (COP) in curriculum development has further consolidated and expanded its network for capacity development and policy dialogue in the field of curriculum at national, regional and interregional levels. Involving over 1,500 members from more than 143 countries (as of November 2011), the COP has also been instrumental in mobilizing expertise and fostering international dialogue on a broadened concept of inclusive education, in particular regarding the implementation of the follow-up to the 48th session of the International Conference on Education (ICE).</p> <p>With regard to IBE's emphasis in conflict affected countries, the IBE is collaborating with Iraq and Sudan in curriculum reform processes. Forty education experts have participated in capacity development workshops to finalize national curriculum strategies in each country. Proposals have been developed for two long-term projects, and the implementation of the Iraqi project carried out in collaboration with the UNESCO Iraq Office started at the end of 2010. The IBE has largely contributed to the first comprehensive version of the new Iraqi Curriculum Framework, which was discussed jointly with the Ministers of Education of Baghdad and Kurdistan Regions in Geneva in December 2011. The IBE is also partnering with the United Nations Relief and Works Agency (UNRWA) in the development of the first version of the common framework for quality curriculum implementation in UNRWA schools; and also contributed to the Guidance notes for teaching and learning in emergencies produced the Interagency Network on Education in Emergencies (INEE).</p> <p>Concerning challenges, expanding and better tailoring training and technical assistance activities will require a careful assessment of existing priorities and needs, including a review of the COP's role for a more effective networking and</p>

	sharing of experiences and expertise aimed at supporting the design and delivery of quality curricula.
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	The forty-eighth session of the International Conference on Education (November 2008) contributed to refocusing discussions around the theory and practice of inclusive education. In partnership with relevant Headquarters divisions and field offices, the IBE has worked intensively to trigger processes of policy dialogue in light of a renewed commitment to inclusive education as a key element of EFA. The IBE participated in more than 30 activities, including advocacy and information dissemination, and contributed to inclusive education curriculum and policy documents, which also served to strengthen partnerships beyond UNESCO. The IBE organized or co-organized seven of these activities involving about 240 participants from 80 countries. IBE also prepared or contributed to the development of several inclusive education resources, and facilitated two capacity development workshops on inclusive education and curricula.
Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report (MLA 4 - expected result 12)	<p>During the biennium the databases Country Dossiers and World Data on Education have been updated on a regular basis. The Country Dossiers provide access to some 190 country pages, including links to curricular resources in almost 100 countries. As of November 2011, the seventh edition of World Data on Education includes 130 updated country profiles with a consistent focus on curricula and curriculum development processes. The profiles have also been used as reference materials in the Diplomas implemented in Latin America and Africa. Systematized data and information have been instrumental not only in supporting IBE activities, but also in the provision of strategic contributions. These included in particular the support to the process of review of the 1997 International Standard Classification of Education (ISCED, adopted at the 36th session of the General Conference) through the participation in the ISCED Technical Advisory Panel; the contribution to the Global Education Digest 2011 published by the UNESCO Institute for Statistics (UIS), which involved the cross-checking of information on compulsory education to enhance the reliability of information and improve data collection; and preparations for the Global Survey on Instructional Time that UIS and IBE have planned for 2012-2013. The latter implied the joint design of a specific questionnaire and the compilation of existing information on instructional time drawn from the IBE dataset (over 180 countries/jurisdictions). The Survey is expected to result in a standardized global database and improve the extent to which reliable data on instructional time is available for policy development, educational reform and research.</p> <p>The online IBE catalogue (IBEDOCs), the curriculum collection, and the Digital Library of National Reports have been further developed and enriched. Fully integrated into UNESDOC, they are an important source of information and key working tools supporting all IBE activities. During the biennium regular weekly alerts (including thematic alerts and quarterly digests) have been provided to stakeholders through notifications of curriculum-related materials and important publications and reports from across the world, therefore helping to harness information overload by identifying and channelling relevant information and knowledge.</p> <p>The IBE website has been continuously updated and considerable effort has been devoted to its migration to the new UNESCO web design template (completed in October 2010). The redesigned look harmonizes design, navigation, and ergonomics with UNESCO's graphic charter. The website is conceived as a platform for providing enhanced</p>

access to information and sharing knowledge about curricula and curriculum development processes. Compared to the previous biennium, during January 2010-November 2011 the number of visits increased by 58% (reaching a total of about 6.7 million visits), and the number of unique visitors increased by 41% (a total of some 3.7 million visitors). Downloads of IBE documents and publications through UNESDOC during January 2010-November 2011 also show an increase of 47% compared to the previous period (a total of about 400,000 downloads). The most consulted resources continue to be the profiles of World Data on Education, the series Educational Practices and Thinkers on Education, the profiles on early childhood care and education provision (published in 2006), and the working papers on curriculum issues.

Finally, eight issues of the peer-reviewed journal Prospects have been published on topics such as policies and practices of Holocaust education, education and armed conflict, teacher training for inclusive education, access and equity in financing higher education in Arab countries, and universal primary education in South Asia. The journal presently reaches over 6,900 institutions worldwide through 255 academic consortia. In 2011 the number of downloaded subscriptions was more than 30,700 (it was about 2,800 in 2008). Furthermore, three issues of the Educational Practices series ('Teaching other languages', 'Principles of instruction', and 'Teaching fractions') were also made available during the biennium.

As regards knowledge production and management, three main challenges have been identified for the future. The first challenge relates to relevance: it is crucial to align curriculum-related information and knowledge to the existing needs and demand for knowledge and the contexts in which it is expected to be used. The second challenge concerns effectiveness: it is essential to share efficiently and effectively knowledge both within the IBE and beyond (by facilitating and supporting the sharing of knowledge embedded in different networks and communities), keeping up with technology development and usage. The third challenge refers to quality, as it is vital to enhance and expand existing services and develop innovative approaches.

Cost-effectiveness/efficiency measures for this Institute 3

The IBE budget and resource allocations are discussed and approved annually by the IBE Council; the implementation of activities is also monitored by the Steering Committee of the IBE Council (i.e. mid-year review). Considerable efforts have been devoted to making available digitized resources and materials, thereby expanding access (as demonstrated by website traffic statistics) without an increase in the required financial resources. However, despite savings and efficiency measures adopted, responding to the requests for assistance and support in the field of curriculum development is increasingly difficult.

I.3.3. UNESCO International Institute for Educational Planning (IIEP)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$ 5 300 000	Expenditures: \$ 5 300 000	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)	<p>The balance sheet of IIEP's programme implementation is satisfying, in terms of outputs (over 2,300 persons have been trained, mostly from Africa), and in terms of processes (core courses are increasingly aligned, and good progress has been made in using distance education). The distance training offer has been diversified, with new courses open for registration (e.g. school inspection and micro-planning, education finance and budgeting, etc.). Feedback received from course beneficiaries indicate that the content offered is relevant, and actually being used (e.g. feedback from the blended Education Sector Planning course: 92.6% of participants to the latest course edition rated "very high" the overall usefulness of the ESP course to their professional work). The course is being prepared for replication in Asia with the financial support of the JP Morgan Foundation.</p> <p>The Institute has been in effect targeting of on-the-ground support to African, LDCs, and 'fragile' countries that draws on, and develops, existing national capacities. To the extent possible, interventions were aligned with those of other development actors (e.g. UNICEF and the World Bank). Highly promising results are being obtained in Afghanistan in terms of institutionalizing educational planning; similarly, the good cooperation among the actors of school inspection in Angola, all the way up to the ministerial level, are an encouraging sign for the implementation of the inspection reform. Together with other actors (e.g. UNICEF, UNDP, the World Bank, AED) IIEP has accompanied South Sudan in the new country's first steps in education development. The plan which will be submitted at year's end, contains some significant features: it is fully aligned with the national development plan, it embeds conflict and disaster risk reduction, and foresees a capacity development plan. Initially a rallying point for donor discussion, the GPE should be examining the plan for endorsement in 2012.</p> <p>The Institute stands to serve countries that are most in need of its support. This automatically clarifies the primary beneficiaries of IIEP's interventions as the LDCs - which encompass most of the African countries - as well as countries experiencing fragility situations. Most of IIEP's technical assistance portfolio is made of the latter countries. Yet, these countries are not the only ones in need of accompaniment in educational planning and management. Striking the balance and negotiating trade-offs remain an issue, including from the viewpoint of the depth and sustainability of results.</p>
Global and regional progress in EFA monitored and education trends identified	Research programmes are well on track and are due for timely completion in 2012. Field work, publication, dissemination, and networking are allowing for an initial spreading of research findings. More importantly, they are being used already. The conceptual work carried on conflict and disaster risk reduction is forming the backbone of the

<p>through applied research and the publication of studies and reports such as the EFA Global Monitoring Report (MLA 4 - expected result 12)</p>	<p>field work in Burkina Faso and Chad; the knowledge accumulated on Public Expenditure Surveys is finding its way in the Institute's training (over 200 persons trained on this topic since we started the theme) and in field work (in Burkina Faso in 2011, for the country's first PETS in Education); the SACMEQ analyses are feeding national discussions, and informing the work of various researchers and research groups (e.g. EdQual); the work on innovative financing is finding application in two West African countries with a partnership in the making between the concerned ministries of education and Microsoft; etc.</p> <p>In the course of the biennium, the Institute paid increased attention to its institutional communication. Closer and more frequent interaction with programme professionals allowed the Institute to drastically improve its communication strategy (translated into a communication plan). In addition, closer links were established with the ED/KMS and ERI, allowing for improved working relations. And results are there. Traffic on IIEP's website rose sharply to an average of 38,000 unique monthly visitors; Planipolis is accessed by another 78,000 unique monthly visitors on average.</p> <p>Monthly traffic has peaked in the last quarter of 2011 for reasons that can be attributed to: Planipolis being increasingly known (180,000 visits in October and November); an active "push" system on recent uploads, which are referenced on various websites (including UNESCO's), as well as being sent to specific audiences; the online advertisement of upcoming courses (which was communicated through other channels also, thereby attracting traffic).</p> <p>The dissemination of packaged, policy-oriented information stemming from the Institute's research programmes; improved its external communication and visibility, and the fact that formal and informal/tacit knowledge is made more visible and usable by IIEP and its partners has reinforced the Institute's image as a unique and leading institute in educational planning and management.</p> <p>Notwithstanding the results achieved through the dissemination of research findings to inform policy dialogue and decision-making, linking the one to the other remains a difficult gap to bridge. Bearing in mind that the Institute is a global institution tasked primarily with capacity development in its areas of specialization, IIEP's strategy will consist of a mix of crisper policy-relevant messages, and communication partnerships.</p>
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Cost-effectiveness/efficiency measures for this Institute 3

Resource allocations are discussed annually and financial monitoring done on a quarterly basis. The expansion of the distance education offer is one example of how the Institute aims to achieve more with the same level of resources. Partnerships, in addition to the synergies which they create, are a further means to leverage resources.

I.3.4. UNESCO Institute for Lifelong Learning (UIL)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$ 2 000 000	Expenditures: \$ 2 000 000	Allocation: \$0	Expenditures: \$51 319

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade (MLA 1 - expected result 1)	<p>On the whole, LIFE has provided an effective platform for strengthening partnerships within the spirit of South-South cooperation. LIFE also made a significant contribution to the United Nations Literacy Decade (UNLD). The mid-term evaluation of LIFE has generated important insights on success factors and on challenges which need to be addressed further. Its outcomes include besides an overall evaluation report regional reports for Africa, Asia and the Pacific and the Arab Region and national reports for Brazil and Haiti. Capacity development for policy formulation and programme delivery was achieved by technical support and assistance in 13 LIFE countries and other Member States on demand, by the CapEFA Programme and by provision of up-to-date knowledge on effective practice and innovative approaches to literacy; all activities increased stakeholders' understanding of key issues in literacy and to strengthen political commitment to advance and invest in literacy.</p> <p>Technical assistance was provided to a number of LIFE countries (e.g. Bangladesh, Cambodia, Chad, Democratic Republic of Congo, Mauritania, Mozambique, Nepal, Pakistan, Papua New Guinea, Rwanda, Togo and Yemen), mainly in the context of UNESCO's CapEFA Programme, focusing on capacity-development for policy formulation, improved quality in programme delivery and knowledge-generation and sharing. The activities pertaining to the aforementioned expected results were carried out within the appropriate timeframe and according to the set benchmarks.</p> <p>Several literacy-related research activities that had started in 2009 have continued in 2010 and 2011 with the aim of contributing evidence for advocacy and capacity development with a particular focus on LIFE countries. The outcomes include</p> <p>a) literature review and the development of competence frameworks as research tools in the pilot LIFE countries (Burkina Faso, Mali, Morocco, Niger and Senegal) selected for multi-country research on measuring the learning outcomes of literacy programmes;</p> <p>b) final report of EU-funded research project Ensuring Early Acquisition of Literacy: Study on Parental Support to which UIL was a partner;</p> <p>c) new cases uploaded on UIL's database on effective literacy practices to include a total of 110 case studies (in English and French).</p> <p>In the High-level literacy research seminar (UIL, 12-13 December 2011) some key areas for future research in adult</p>

	<p>literacy were discerned and future partners for cooperative research projects identified. The presentations and the discussion also provided input for the second Global Report on Adult Learning and Education (GRALE) 2012 that will focus specifically on literacy to mark the end of the UNLD.</p> <p>Development of an action-research handbook on quality adult literacy in multilingual contexts for middle level management and training of trainers of adult literacy programmes is currently delayed because new authors had to be identified (but could not be contracted due to the financial crisis in UNESCO). The progress, which is possible to achieve in the next months, will also depend on availability of sufficient human and financial resources.</p>
<p>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)</p>	<p>As mandated by the Belém Framework for Action (BFA), UIL has been facilitating and coordinating the global monitoring of the follow-up to the Belém Framework, on behalf of UNESCO and in cooperation with UIS. UIL provided member states with tools and instruments such as a global monitoring strategy, a global monitoring matrix and a template to report on national progress in the implementation of the BFA. The Monitoring Matrix, breaking down the Belém Framework for its operationalization, is available for adaptation by Member States within their respective contexts. UIL brought together stakeholders from Member States and partner organizations in policy dialogues and expert meetings to share experiences on progress, good practices and action points for further progress.</p> <p>UIL has implemented the following activities in the biennium for advocacy, research and capacity-building in adult learning and education with regard to supporting and monitoring the implementation of the BFA:</p> <p>All the documents and results of CONFINTEA VI were made available to Member States in several languages. , Information from Member States and partners on all follow-up activities was collected and disseminated them through a bi-annual follow-up news bulletin and on the web.. The original CONFINTEA website has remained a comprehensive archive with all relevant materials, including the regional and national preparatory process and follow-up activities.</p> <p>A multi-stakeholder CONFINTEA Advisory Group was established to provide guidance to UNESCO in the follow-up process and to keep the momentum of CONFINTEA among Member States. It comprises Member States which had been particularly active in the CONFINTEA process, as well as stakeholders from multilateral organizations and civil society.</p> <p>On the invitation of Mexico (a member of the CONFINTEA Advisory Group), the first regional CONFINTEA follow-up meeting for Latin America and the Caribbean was organized (in May 2011 in Mexico City), in cooperation with OREALC. It assessed the obstacles in implementing the CONFINTEA agenda and revealed the need for collaborative action and active involvement of the Regional Office. Based on the Global Monitoring Matrix, the meeting discussed concrete follow-up activities at national and regional levels. As a result of the meeting, a Regional Monitoring and Implementation Matrix for the Belém Framework for Action was produced, containing 55 action points.</p>

A CONFINTEA fellowships programme was implemented for the first time at UIL, providing UIL's resources to six senior specialists in adult education or adult literacy from Africa and Asia (Burkina Faso, China, Côte d'Ivoire, Ghana, Mongolia, Vietnam) helping them to reflect on and devise strategies for the implementation of the Belém Framework in their countries. At the end of the programme, the six fellows prepared a draft proposal for a national policy and strategy framework to implement the Belém Framework in their countries.

Insights on 1) the critical research needed on adult literacy, 2) policy advice on the post-2015 Agenda were generated and 3) the future conceptual understanding and policy implications of lifelong learning were generated through two meetings at UIL (in December 2011), bringing together researchers in both disciplines and Member States, with a particular focus on the Arab States. Results from the discussions in both meetings will help generate the future research agenda of UIL, and will provide critical input into the global monitoring of the Belém Framework.

To build capacities of policy-makers and researchers to establish systems for lifelong learning in developing countries. A two-week pilot workshop was organized with participants from five countries in Africa (Ethiopia, Kenya, Namibia, Rwanda and United Republic of Tanzania) and five countries in Asia (Cambodia, Lao People's Democratic Republic, Malaysia, Thailand and Viet Nam).

A test version of the International Directory on Lifelong Learning: Policy and Research is now online. The Directory is a compilation of more than 200 governmental departments, institutes and agencies responsible for formulating lifelong learning policies at national level and leading research institutions or university faculties engaged in the study of lifelong learning from UNESCO Member States.

Following up the Belém Framework for Action, UIL requested Member States and leading international agencies to elaborate the Draft UNESCO guidelines on the recognition, validation and accreditation of non-formal and informal learning (RVA). The draft Guidelines have been finalized and will be validated in various fora in 2012.

UIL coordinated a study on key issues and policy considerations to promote lifelong learning in Ethiopia, Kenya, Namibia, Rwanda, and Tanzania. The final report is one of UIL's contributions to the ADEA Triennale in February 2012.

UIL offered technical support in Building a learning society in Vietnam. In response to a request from UNESCO Hanoi, UIL provided technical support to a mapping exercise on priority-setting and the roles and responsibilities of different sectors in implementing the new National Scheme.

	<p>In Support for capacity-building in Latin America UIL signed a supplementary Agreement of Cooperation between UNESCO represented by UIL and the Organization of Ibero-American States for Education, Science and Culture (OEI). This establishes a framework for collaboration in youth and adult education and lifelong learning, especially in strengthening capacity to establish lifelong learning systems in the region.</p> <p>On the basis of a joint research project with Canadian International Development Agency (CIDA) on youth literacy and basic life skills member states' capacities in developing, implementing, monitoring and evaluating initiatives to address vulnerable youth were developed with a focus on Africa and the Arab States. Through regional workshops in Bamako and Cairo governmental and non-governmental actors were trained in planning, implementing, monitoring and evaluating targeted programmes for vulnerable youth.</p>
<p>Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report (MLA 4 - expected result 12)</p>	<p>Throughout the biennium UIL's research activities focused on strengthening member states' knowledge base on policies, practices and concepts in youth and adult learning, including adult literacy, within an overall lifelong learning concept as stipulated by the Belém Framework for Action. Special attention was given to 1) preparing the Global Report on Adult Learning and Education (GRALE), and 2) researching concepts and practices of recognition, validation and accreditation of non-formal and informal learning (RVA) and their integration into National Qualification Frameworks</p> <p>The CONFINTEA monitoring process provided the basis to establish the Global Report on Adult Learning and Education (GRALE) as a regular, systematic international accountancy and monitoring tool in adult learning. UIL's research on RVA practices and their integration into National Qualification Frameworks helped to strengthen lifelong learning policies and practices in member states by providing relevant elements of a supportive learning infrastructure within an integrated lifelong learning system.</p> <p>An Editorial Board for the future issues of the Global Report on Adult Learning and Education (GRALE) was established, comprising representatives of all five world regions, from governments and civil society, and UIS. It decided that future issues of GRALE will include accounts on the full spectrum of the Belém Framework, but will have one thematic focus. The next GRALE is planned for publication in late 2012; its thematic focus will be on literacy, in order to create synergies with the assessment of the end of UNLD. One of the main backbones of GRLAE will be the results from national progress reports; they will be enriched with data from papers of selected topics, which were commissioned to external researchers (December 2012).</p> <p>Templates in support of the national progress reporting process were produced, in cooperation with UIS, requesting standardized information from Member States on adult education and literacy, but allowing for more comprehensive background information where necessary special section on assessing the end of the UNLD has been added to the template, in cooperation with the Literacy Section at HQ. The templates were sent out to Member States (November 2011), progress reports were requested by the end of February 2012.</p>

	<p>A report on monitoring the Recommendation on the Development of Adult Education (adopted by the General Conference in Nairobi 1976) was prepared and submitted to the Executive Board and later to the General Conference. Endorsed by the Board, the General Conference decided that the monitoring of the Nairobi Declaration will be done through monitoring the Belém Framework, notably through the Global Report on Adult Learning and Education (GRALE), and regular reports thereof will be submitted to the Executive Board.</p> <p>As part of the Institute's collaboration with CEDEFOP and ETF to produce an International Inventory on NQFs and recognition practice, 20 studies have been prepared.</p> <p>In line with its strategic objective to build capacity for effective lifelong learning policy and practice in Member States, UIL coordinated a study on key issues and policy considerations to promote lifelong learning in Ethiopia, Kenya, Namibia, Rwanda, and Tanzania. The final report is one of UIL's contributions to the ADEA Triennale in February 2012.</p> <p>UIL developed the Toolkit on Lifelong Learners, a components of UNESCO HQ's General Education Quality Diagnosis/Analysis and Monitoring Framework, in collaboration with UNESCO's Basic to Higher Education and Learning Division (ED/BHL), and in cooperation with other units.</p> <p>A think thank meeting was held at UIL on lifelong learning and competence frameworks in 14-15 December 2011. New areas for future UIL research on lifelong learning were identified.</p>
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<p>Cost-effectiveness/efficiency measures for this Institute 3</p>	
<p>To avoid duplication of efforts and to reduce reporting duties of Member States, the National Reports on the Development of Adult Education prepared for the 6th International Conference on Adult Education (CONFINTEA VI, 2009) were used simultaneously for the monitoring of the UNESCO Recommendation on the Development of Adult Education (RDAE). The new monitoring cycle (2011-2012) will also include monitoring of the activities undertaken during the United Nations Literacy Decade (UNLD), thus combining three interrelated monitoring processes (RDAE, CONFINTEA, UNLD). An integrated template with distinct sections on the CONFINTEA VI Follow-up and UNLD has been developed to that end in cooperation with UIS and ED/BHL and sent to Member States in autumn 2011. Using the monitoring of the CONFINTEA VI Follow-up (implementation of the Belém Framework for Action in Member States) for the monitoring of the implementation of the RDAE has been confirmed by the Executive Board and the General Conference.</p>	

I.3.5. UNESCO Institute for Information Technologies in Education (IITE)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$ 900 000	Expenditures: \$ 900 000	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to train and retain quality teachers, particularly in Africa through the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (MLA 1 - expected result 2)	<p>During the biennium, IITE activities have covered 56 Member States, from which 43 countries contributed to or reflected in IITE publications, the representatives of 42 countries participated in IITE events, and 26 countries are involved in IITE projects.</p> <p>CAPACITY DEVELOPMENT. IITE develops courses and training materials and implementing capacity building projects for teachers, teaching staff and educational personnel at all levels. In addition, it concentrates its efforts on outreaching at regional and sub-regional levels to professional communities and building partnership with private and academic sector.</p> <p>Training Courses and Educational Programmes</p> <p>A feasibility study on establishment of an International Master Course on ICT and Teacher Professional Development was completed in close cooperation with leading partner universities. The concept, structure and content of the Programme were discussed during the Conference of UNESCO Chairs in May 2011. The Curriculum and detailed description of Programme modules was prepared and presented to IITE GB, and now are ready for assessment and implementation by the UNESCO Chairs representing leading pedagogical and IT universities.</p> <p>Online training course "E-Content Management", as well as multimedia courses for teachers "Presentation Technique. Basic Course" and "Interactive Educational Technologies" were developed by IITE and partner organizations. Multimedia lecture based on Policy brief "Social Media For Learning By Means of ICT" was composed. The first drafts of the special course for ASPnet schools "History of Librarian Science and Informational Literacy", updated version of IITE training course "Multimedia in Education" and new training course "Development of e-Training Courses" have been developed.</p> <p>Special efforts are taken to develop the capacity of educators in OER production and re-use. For this purpose an online training course, including a special tool for OER development has been be elaborated and made openly available at the IITE website.</p> <p>IITE supported the development and strengthening of competency-based models of modern teachers, namely by being proactively involved in the UNESCO Working Group on ICT in Education and Global Coordination of UNESCO's intersectoral initiatives in the area of ICT applications in education. IITE has contributed to translation, adaptation and publication of UNESCO ICT-CFT in Russian. As a result the Russian Version of UNESCO ICT-CFT was officially launched on December, 1, 2011 in Baku (Azerbaijan) and currently is available for dissemination both in e- and hard copy formats. An interest to use the Russian version of UNESCO ICT-CFT was expressed by</p>

representatives of several CIS countries of education. Besides an idea to use UNESCO ICT-CFT for the creation of multilevel competency based model of TVET teaching and administrative staff development was expressed by Republican Institute for Professional Education (RIPO, Minsk, Belarus) as a core CIS organization responsible for TVET staff development.

One of the core partners of IITE are UNESCO Chairs. At the International Conference IITE-2010 "ICT in Teacher Education: Policy, Open Educational Resources and Partnership" held on 15-16 November 2010 in St. Petersburg, Russia a special section was dedicated to discussion of different issues of UNESCO Chairs development through networking and cooperation. To establish a network of UNESCO Chairs under general coordination of the Institute, IITE together with the UNESCO Moscow Office and the St.Petersburg State University of Aerospace Instrumentation organized an International Conference of the UNESCO IITE and UNITWIN/UNESCO Chairs "UNESCO Chairs Partnership on ICTs use in Education: Innovations and Best Practices" (30 May-3 June 2011, St. Petersburg, Russian Federation), during which an MoU on establishment of the International network of UNESCO Chairs operating in the field of ICTs in education was signed by 22 UNESCO Chairs and universities from 13 countries. The Concept paper on development of mentioned UNESCO Chairs network including a model for integration with ASPnet schools was prepared in Russian and English in December, 2011.

IITE pays close attention to reinforcing UNESCO ASPnet schools. Their role in integrating principles, values and best practices of sustainable development into education and use of ICTs was defined and the opportunities to expand partnership of UNESCO ASPnet schools for their sustainable development were assessed at the International Conference "ICTs and Quality of Education: UNESCO ASPnet on the Way towards a School of the Future" organized by IITE in Kazan, Russian Federation in April 2011. The Conference participants have decided to create an interregional sub-network of UNESCO ASPnet schools of the Russian Federation, CIS and Baltic countries coordinated by IITE. The aim of this network is to form a unified informational, educational and cultural environment and virtual community of practices for sharing ICT application experience in school education as a part of IITE and UNESCO Associated Schools Pilot project "Smart School of the Future". A first draft of the Concept Paper on IITE-ASPnet pilot project "Smart School of the Future" was prepared in December, 2011.

Capacity development through partnership. Private sector, universities, public academic institutions and professional associations are pivotal partners of IITE. Throughout the biennium, IITE activity concentrated its efforts on developing Institute's partnership arrangements and extending its networking. As a result of these activities IITE together with its partners explores specific options and directions of cooperation. Some illustrative examples are a joint project with Hewlett Packard and Saint-Petersburg State University of Information Technologies, Mechanics and Optics on establishment of a research and educational center, and a project on creation of the Educational Technology Innovative Center (ETIC) for teachers and teaching staff of primary and secondary schools, TVET institutions and universities with support of Microsoft in the framework of MoU signed in November, 2011 as well as pilot project "Smarting Through Networking" currently implemented in the framework of IITE-Cisco MOU signed in November, 2011 too. Latest mentioned project was initiated by IITE and Cisco for teachers of UNESCO ASPnet Schools from Moscow and Povoljje regions through which 150 teachers will pass the joint UNESOC IITE-Cisco training course".

This first group of ASPnet teachers took this course which was implemented in blended mode (distance and one week face-to-face session in IITE) in December, 2011. This course provided an excellent introduction to the IT industry and in-depth exposure to personal computers, hardware, and operating systems. The knowledge and skills acquired by participants will help to all of them in future professional activity and will promote further development of the information educational environment for the UNESCO Associated schools in the Russian Federation. Other successful cooperation initiatives include joint activities with other companies and institutions such as Kaspersky Lab and LANIT Network Academy. Besides, working contacts with IBM, Intel, Oracle, SMART Technologies, Russian Aerospace Agency and some other companies and institutions have been established to identify concrete options and directions of cooperation in the framework of IITE activities.

At request of the Republic of North Ossetia-Alania, Russian Federation IITE participated in a feasibility study mission to Vladikavkaz in September 2010 in order to expand the Avicenna Virtual Campus (AVC) project implemented by UNESCO SC/PSD to the Caucasian region and to Russia's neighbour countries. There was a great interest and strong request from Russian and CIS partners to IITE to coordinate the project implementation once the funding is secured. The bilingual Project proposal was elaborated and submitted for consideration to HQ and appropriate Member States in August, 2011.

"Teachers of the Arctic" pilot project. In promotion of Education for All goals, 2003 WSIS principles, as well as in the framework of the Second International Decade of the World's Indigenous People and the UN Decade of Education for Sustainable Development, a flagship project "Teachers of the Arctic" was launched jointly with the Ministry of Education of the Republic of Sakha (Yakutia) at the Interregional Research and Practice Conference "Educational space of the Arctic: development through dialog and cooperation" in Yakutsk, Republic of Sakha (Yakutia) in August 2010. Overall goal of the project is to modernize education system through support of teachers working in conditions of circumpolar region. In particular, the project is aimed at capacity development of Arctic Region teachers by means of adequate teacher training and application of ICTs, distance and mobile learning technologies, as well as at making high quality basic education more accessible for indigenous peoples of the Arctic. In pursuance of the project aims, a workshop "Key components of the Teachers of the Arctic Project as a basis for creation of an innovative learning environment for professional development of Arctic Region Educators" was held in Yakutsk in March 2011. The participants of the workshop revised current practices of teacher training, shared effective approaches of using ICT in education, discussed professional teacher certification based on the use of ICTs, assessed learning achievements, impacts and progress and needs, and revealed challenges of the teachers and schools in the Arctic region. As a result, the requirements for ICT competency model for Arctic teachers have been defined based on UNESCO ICT-CFT, general specifications for the model of multiclass/multigrade Arctic schools proposed, and technical specifications for the project information-educational portal elaborated. CDT has also engaged in development of training courses for Arctic teachers, including the ones prepared jointly with Cisco. The information-educational Portal of the project was developed on the base of ToR and specifications prepared by IITE and launched in Yakutsk.

ICT for Inclusive Education Activity. In 2010 and 2011, IITE took part in organization of the International Conference on Application of Information and Communication Technologies (AICT). Within the 4th AICT held on 12-14 October

2010 in Tashkent, the Republic of Uzbekistan, IITE organized a session "ICT for Inclusive Knowledge Society Development", devoted to the use of ICT potential for promoting accessibility and raising the quality of education for all, including persons with special educational needs.

In 2011, IITE jointly with the International Telecommunication Unit (ITU) launched the project on the establishment of IT center for visually impaired persons in the Republic of Armenia. The project is aimed at promoting inclusive policies and creating accessible information and education environment by means of ICTs for people having this kind of disability. Alongside with the opening of the IT centre the project activities include the development and dissemination of instruction and support materials for policy- and decision-makers, IT and educational specialists. The center was opened in Yerevan in the end of 2011. The training seminar was held on 22 and 23 November 2011 in the IT-centre to introduce special features and main techniques of ICT application in education and social rehabilitation of visually impaired persons.

IITE OER project. Recognizing the potential of opening up educational content for use and adaptation by everyone as one of the great opportunities in achieving quality education for all, IITE launched a project on OER as one of its flagship projects to advocate non-English speaking countries' concerns and aspirations in the field of OER. The main objective of the project is the promotion of the OER movement based on the exploration of the needs and opportunities for the production and use of OER in non-English-speaking countries. To raise awareness on the advantages of OER among educators and policy-makers, IITE organized a number of events and issued a number of publications on OER. Findings of the IITE OER project were discussed during a number of International Conferences. The issues related to copyright and licensing with respect to OER were discussed in the context of legal regulations on intellectual property rights in CIS and other countries at international workshop and international conference as well. IITE worked to enhance the capacities of Members States especially in the CIS region in the field of OER and licensing of educational resources. Special efforts are taken to develop the capacity of educators in OER production and re-use. For this purpose an online training course, including a special tool for OER development will be elaborated and made openly available at the IITE website. The survey of OER in non-English-speaking countries laid basis for inventorying of big and small OERs in the countries surveyed, which made it possible to develop IITE OER gateway. These activities were supported by networking of experts in OER. IITE closely cooperate with the UNESCO Moscow Office and UNESCO Headquarters. IITE contributed to the development of Guidelines on promoting OER beyond the OER community developed by the UNESCO Education Sector and the Commonwealth of Learning (COL).

Challenges/Lessons learnt:

All activities were performed in accordance with the implementation strategy, however: There are some problems with activities implementation in the framework of Teachers of the Arctic Project concerned financial contribution of the partners. So the several important activities related with this Project were postponed to 2012. The beginning of the Implementation phase of the Master Curriculum was postponed to 2012 because of change of its structure and delivery mode proposed earlier.

<p>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 - expected result 8)</p>	<p>During the biennium, IITE activities have covered 56 Member States, from which 43 countries contributed to or reflected in IITE publications, the representatives of 42 countries participated in IITE events, and 26 countries are involved in IITE projects.</p> <p>POLICY ADVOCACY AND RESEARCH</p> <p>In accordance with the growing requirements for education system modernization by means of ICTs, IITE provides support to educational planning and policy implementation in UNESCO Member States with respect to ICT use in education. The Institute provides assistance in formulation, assessment and implementation of advanced legal, managerial, pedagogical, psychological and ethical principles of ICT-enhanced education. IITE uses the following supporting advocacy instruments: preparation and dissemination of policy briefs and analytical surveys, organization of high-level policy meetings and implementation of projects facilitating policy dialogue.</p> <p>Policy Support</p> <p>A High-Level Policy Meeting "Strengthening National Policy on ICT Competency Standards for Teachers" will be carried out within the International Conference IITE-2011 in Baku, Azerbaijan in December 2011. The main focus of the meeting will be teacher training and professional development for new digital educational environment. The meeting should introduce and disseminate best practice in ICT application in teacher education, discuss the main challenges and prospects for development, determine the next steps and key decisions to build the open informational and educational environment for teacher training and professional development for the new generation of teachers in the conditions of Knowledge Society.</p> <p>In March 2011, IITE launched a three-year project "ICTs in Primary Education" to facilitate policy dialogue and build foundation for effective ICT-supported (enhanced) primary education by means of ICTs. The project expert team is comprised of 'ICT in primary education' specialists from Chile, Hong Kong, Hungary, Jordan, Russian Federation, Slovak Republic, South Africa, UK and USA, thus covering all geographical regions of the world. Project implementation strategy and activities have been discussed at the expert meeting, organized on 17-18 April 2011 in cooperation with the French National Centre for Distance Education in Poitiers, France.</p> <p>IITE implements the joint project with the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCO) on promoting the use of ICTs in TVET in CIS and Ukraine. Overall goal of the project is to promote and strengthen CIS national policies on ICT use in TVET, as well as to enhance the interaction between the Ministries of Education of the CIS Member States, academic institutions, TVET establishments and other interested parties. In accordance with the implementation strategy of the project and under IITE overall coordination and moderation, the comparative study was carried out by national experts on current trends of ICT use in TVET in CIS and Ukraine, an online seminar was held in May 2011, and an expert meeting was organized within the UNEVOC CIS Regional Network Meeting "Networking and Building Capacity for TVET and Education for Sustainable Development (ESD) in the CIS" (Ufa, Republic of Bashkortostan, Russia, 29 June - 1 July 2011). In line with the project objectives and timeframe, the project team prepared an analytical paper, which includes the examples of best practice of ICT use in TVET and provides recommendations for its further development in CIS and Ukraine. Translation of the mentioned report from Russian to English was completed and the preparation of the</p>
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	<p>special report (in Russian and English) to be presented at the Conference of the CIS Ministers of Education is underway.</p> <p>In accordance with its status and competency IITE provides expert and technical support to UNESCO Member States in assessment of the existing situation with ICT application in educational systems and planning further actions in this area. In 2010-2011 IITE received such requests from the Ministry of Education and Science of the Republic of Armenia, the Ministry of Education of the Azerbaijan Republic, and Ministry of Education, Culture and Science of Mongolia. Upon results of the assessment carried out by IITE in Armenia and Mongolia, IITE presented its recommendations on further strategy development. In response to the request of the Ministry of Education of Azerbaijan Republic IITE has launched the project aiming to provide the expert support and technical assistance to the Azerbaijan Republic.</p> <p>Advocacy of ICT applications in education and presentations at the highest levels were delivered through the number of events organized/co-organized (39 in 9 Member States)and attended by IITE during which as well as during separate meetings a number of presentations on ICT usage in education were done at the highest levels for Ministers, Vice-Ministers and other policy makers in the field of education and ICT.</p> <p>KNOWLEDGE SERVICES</p> <p>IITE Web Portal</p> <p>In order to enhance UNESCO's overall visibility, outreach and impact, as well as to share training, methodological and information materials on ICT usage in education globally, IITE uses its e-representation tools. A new IITE web portal was launched in June 2010 to improve access to policy documents, research findings, training materials, OER, information on IITE projects and to provide a forum for discussions on various aspects of ICTs in education. Special attention is paid to development of online communities of practice and professional network of ASPnet, UNESCO Chairs/UNITWIN and experts in ICT in TVET. By means of using open source software IITE Web portal has improved its usability and functionality.</p> <p>PUBLICATIONS</p> <p>Policy Briefs</p> <p>To promote and disseminate knowledge on the major trends on ICT in education, IITE publishes monthly guidelines - Policy Briefs - which help decision makers shape their attitude towards advanced ICT penetration into the learning process. Policy Briefs cover a broad range of issues on the most recent ICT phenomena, paying special attention to the scope, challenges, potential for development, and implications in terms of risks and benefits. They provide sound recommendations for national authorities and educational practitioners in elaborating strategies to harness the power of innovative technologies for societal needs and set up an ICT-enabled educational environment in their own countries.</p> <p>Up to now, a number of Policy Briefs (in English and Russian) on a wide range of topics have been out of print: "Cloud computing in education", "ICT for inclusion: reaching more students more effectively", "Global trends in the development and use of open educational resources to reform educational practices", "Mobile learning for quality education and social inclusion", "Open educational resources and intellectual property rights", "ICTs for New</p>
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	<p>Engineering Education", "Social Media for Learning by Means of ICT", and "Cost-benefit Modelling for Open Learning", "ICTs and teacher competencies", "ICTs and indigenous people", "ICT in TVET", "Diversification of learning platforms", "Multimedia educational resources", and "Digital Natives in education".</p> <p>Analytical Surveys</p> <p>An in-depth review "Recognizing the Potential of ICT in Early Childhood Education" was published by IITE and presented at the World Conference on Early Childhood Education and Care (ECCE) in Moscow in September 2010. The review provides an evidence-based analysis of the impact of ICTs on early childhood education, a clear overview of best practices and policy recommendations for potential use of ICTs in ECCE. Being the first global study in the area, it covers the issues of strategy development on ICT usage in early childhood education, children's health and safety in a digital world and professional development of preschool educators. The review has been translated into Slovak and Russian and highly appreciated by specialists.</p> <p>Within IITE OER project, the synthesis report "CIS on the Way towards Open Educational Resources" was produced by IITE in close cooperation with the experts from Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Uzbekistan, Russian Federation and Ukraine. The study includes the analysis of the current national policies on education in these countries, as well as emerging trends, challenges and prospects for development of open content in the Commonwealth. The most successful OER initiatives are colorfully illustrated in the book.</p> <p>Theoretical Aspects of ICT in Education</p> <p>The monograph "Media Literacy and New Humanism" investigates the philosophical concept of digital culture as one of the key competences in a rapidly changing globalized world. The idea of 'new humanism', a new UNESCO credo, suggests the creation of a more inclusive society in which all humans have a chance to access knowledge and quality education and every word being heard in the universal dialogue.</p> <p>The book "ICTs in Secondary Schools. Russian Experience" is prepared and will be out of print in 2012. The study generalizes the recent trends of ICT application in educational system of the Russian Federation emphasizing the issues of transformation of the pedagogical techniques and practices in ICT-enabled environment. Special attention is devoted to the questions of development of contemporary ICT-enhanced learning models, elaboration of multimedia educational resources, as well as improvement of teacher computer literacy and ICT competences.</p> <p>ICTs in Education: Best Practices</p> <p>The study "E-learning in the Republic of Korea" reveals state policy implementation activities on ICT in education in ROK, in particular, the initiatives aimed at the development of infrastructure, curriculum, teacher training, standards, quality assurance, monitoring and evaluation systems. The survey can serve as a useful reference to UNESCO Member States to help them gradually integrate innovative technologies into learning and teaching processes.</p> <p>The review of the best innovative practices "ICTs in Education for People with Disabilities" was commissioned by IITE in close cooperation with the European Agency for Development in Special Needs Education. The publication presents examples of the use of ICTs for people with disabilities in different educational contexts and settings worldwide, including Europe, Asia, Latin America, CIS and Baltic States.</p> <p>Conference Proceedings</p>
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	<p>The book of Proceedings includes the papers presented at the International Conference IITE-2010 "ICT in Teacher Education: Policy, Open Educational Resources and Partnership" held on 15-16 November 2010 in St. Petersburg, Russia. The topics of the papers cover the best practices of ICT application in teachers education, improvement of IT-literacy and OER dissemination, as well as the issues of beneficial partnerships between IITE, leading IT companies, UNESCO ASPnet Schools and UNESCO Chairs.</p> <p>During the biennium, IITE activities have covered 56 Member States, from which 43 countries contributed to or reflected in IITE publications, the representatives of 42 countries participated in IITE events, and 26 countries are involved in IITE projects. In addition, to that IITE has established cooperation with international expert's networks such as the International Federation for Information Processing (IFIP), the International Society for Technology in Education (ISTE), International Telecommunication Union (ITU) and etc.</p> <p><u>Challenges/Lessons learnt:</u></p> <p>All activities were performed in accordance with the implementation strategy, however, the high-level meeting planned to be carried out in 2011 was postponed to the next biennium in order to have the opportunity to present the policy makers more experience accumulated by IITE and more elaborated guidelines materials and recommendations on ICT in education strategy development.</p>
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Cost-effectiveness/efficiency measures for this Institute 3

IITE has been proactive in establishing partnership with academic and private companies. On 15 November 2011, IITE has organized a first Partner's Meeting with participation of the Governing Board Members. During this meeting, IITE has signed MOUs with Microsoft Russia and Cisco. As a result, \$200,000 was contributed to the Institute's activities by the private companies.

Moreover, IITE is organizing the conferences on cost sharing basis. For example, the IITE Conference in Baku in December 2011 was supported by contribution from the Ministry of Telecommunication and ICT, Azerbaijan.

I.3.6. UNESCO International Institute for Capacity-Building in Africa (IICBA)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$ 2 500 000	Expenditures: \$ 2 500 000	Allocation: \$19 553	Expenditures: \$2 637

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities strengthened to train and retain quality teachers, particularly in Africa through	<p>Capacities developed at regional, sub-regional and national levels through trainings</p> <p>1. IICBA has undertaken a number of training workshops on the management of teacher education institutions (TEIs) for the countries of the East African Community (EAC) and the Inter-governmental Authority for Development (IGAD)</p>

<p>the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (MLA 1 - expected result 2)</p>	<p>(Kenya, 28 March - 1 April, 2011). A similar training was also organized for 142 senior education management staff in Ethiopia. These workshops have developed the capacities of the management staff to manage their staff, finance, and space with better efficiency and effectiveness. Some of them have also conducted follow up trainings in order to cascade it among their colleagues in their respective countries and/or institutions.</p> <p>2. In addition, a regional workshop on the Development of ICT-Enhanced Teacher Standards for Africa took place in October 2010 in the Republic of Congo for Economic Community of Central African States (ECCAS), East African Community (EAC) and Intergovernmental Authority on Development (IGAD). The workshop was attended by representatives of 8 countries in the region. As a follow up to this activity, the ICT-enhanced standards developed for the RECs of ECOWAS, SADC, EAC/ECCAS/IGAD were translated by an international consultant into the two UN languages, namely English and French. A validation workshop for the translated standards to serve as Africa's standards was conducted in September 2011 in Addis Ababa. The experts for the validation workshop came from Cote d'Ivoire, Ethiopia, Ghana, Mali, Mozambique, Niger and Tanzania. The final form of the ICT-enhanced Teacher Standards for Africa (ICTeTSA) will be published in January 2012. Once this is finalized, the instrument shall be used to gauge teacher standards in Africa.</p> <p>3. As part of its mandate to support Member States in Africa in teacher policy development and implementation, the Institute has worked with teacher policy personnel in the Economic Community of West African States (ECOWAS) region. Fourteen of the fifteen countries in the region attended a workshop in Ghana in July 2011, and follow up action plans have been developed by participants.</p> <p>4. Teacher professional development, especially in Science, Mathematics and Technology Education (SMTE), and skills development for enhanced girls' participation in SMTE are areas that IICBA has supported Member States in 2010. In this connection, a workshop was conducted for 96 teachers from 22 schools in the Mpumalanga Province, South Africa, in collaboration with the University of Pretoria.</p> <p>From 29 August to 2 September the Workshop on Skills Development for Enhanced Girls' participation in Science, Mathematics and Technology Education (SMTE) took place in Luanda and was facilitated by Arnaldo Nhavoto (Director of IICBA) assisted by an expert identified locally. Before arrival in Luanda, participants were requested to bring with them some social and educational statistics as well as other pedagogical material related to gender issues.</p> <p>The workshop was conducted based on a Portuguese version of the training Module named "Girls into Science" published by UNESCO in 2007. A multiple of workshop activities were employed from presentations in plenary followed by open discussion and also group work sessions followed by discussion in plenary.</p> <p>Main Results</p>
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In total, the workshop was attended by 17 participants being Angola (10), Cabo Verde (2), Mozambique (3) and São Tomé e Príncipe (2). Due to communication problems, Equatorial Guinea and Guinea Bissau were not represented at the workshop. The Module was very well appreciated. And the workshop was seen as a good starting point for the formulation of a policy on how to improve Girls' participation in Science, Mathematics and Technology Education in the participating countries. Participants pointed out their commitment for the dissemination of the results of the workshop in their respective countries. They suggested also that an in depth study on gender be undertaken within the African Portuguese Speaking Countries and Equatorial Guinea in collaboration with UNESCO-IICBA. The feedback received from the teachers attests to the importance of the training in making their teaching of these subjects better. Similarly, a sub-regional workshop on skills development for enhanced girls' participation in SMTE was conducted in Swaziland in October 2010. This workshop has heightened awareness on the need to encourage girls to join the fields that traditionally are considered to be only for boys.

5. A policy dialogue on the analysis of teacher education curriculum in selected African countries in ECOWAS sub-region has also been carried out in partnership with the Education Research Network in West and Central Africa (ERNWACA). This activity aims at creating a synergy in the curriculum of the countries in the region as part of the integration effort being spearheaded by the African Union.

- The general synthesis has been submitted for validation at the workshop held in September 2011 in Lome, Togo. The summary report of the analysis was enriched and validated and adopted: the participants adopted the summary report and recommended its publication to publicize the activity for all actors involved in the training of teachers within the ECOWAS region.
- Quality standards for a training program of primary teachers have been defined. These standards are minimum requirements to be met by a program of teacher education in the community.
- A framework program for the training of primary teachers sketched: The sketch remains to be completed to guide the development or revision of training programs for teachers.

Knowledge generated and shared through research and publications

6. One of IICBA's three main programme activities is conducting research on relevant issues and publishing the results thereof. Accordingly, the Institute has disseminated research findings on teacher issues and good practices in early childhood care and education (ECCE) to participants at regional and global forums (Russia 2010, Benin and USA 2011). It is also engaged in the preparation of the launch of a regional platform for capacity building and knowledge sharing on ECCE in collaboration with a regional initiative on the creation of a "Knowledge Hub" and "Centre of Excellence" in Mauritius. In addition, the Institute has focused on gender issues as it commissioned a study on "Teacher Policy Development: A Gender Perspective" in three West African countries (Ghana, Nigeria and Senegal). As a follow up, IICBA is engaged in the development of training modules on developing gender sensitive teacher policy to be finalized by the end of 2011.

- A training module, "Gender Mainstreaming in Teacher Education Policy" has been written based on the findings of the assessment conducted earlier in Ghana, Nigeria and Senegal.
- A training workshop was organized and conducted in Dakar from October 4 - 7, 2011. The workshop was attended by 17 participants that came from Burkina Faso, Gambia, Ghana, Liberia, Nigeria, and Senegal.
- At the end of the workshop participants have designed an action plan that lead to the integration of gender issues in their respective teacher education policies.

7. The Institute has also conducted a study on the integration of ICTs in teacher training in Africa. The results of the study are being processed for publication and wider dissemination among Member States for their use.

8. As part of its partnership building effort, IICBA co-hosted the Sixth Commonwealth Research Symposium on teacher mobility, recruitment and migration (8 - 9 June, Ethiopia) in collaboration with the Commonwealth Secretariat. In addition, it has strengthened: collaboration with UNESCO HQ, Commonwealth Secretariat and Association for the Development of Education in Africa (ADEA) and is involved in a study on in-service teacher education in selected countries in sub-Saharan Africa.

9. The dissemination of research findings and other relevant publications has seen marked improvement within IICBA through the launch of the series, Fundamentals of Teacher Education Development, in English and French. The first issue has been published.

- Fundamentals for Teacher Education Development series 2, 3 and 4 have been completed and/or printed under the following titles: (Improving the Conditions of Teacher and Teaching in Rural Schools across African Countries by Dr. Segun Olugbenga Adedeji and Dr. Olanrewaju Olaniyan; Stratégies et alternatives opérationnelles pour recruter, former et retenir des enseignants qualifiés en nombre suffisant pour l'atteinte des objectifs de l'éducation pour tous en 2015 en Afrique subsaharienne by Dr Rakissouligri Mathieu Ouédraogo ; and Ensuring Quality by Attending to Inquiry: Learner-Centered Pedagogy in Sub-Saharan Africa by Frances Vavrus and Matthew Lesley)
- Dissemination of completed version have been placed in the IICBA website and distributed in the workshop, conferences and programmes attended by IICBA. The largest being the UNESCO 36th General Conference in November, 2011
- Series 1,2 and 3 have been translated in English or French depending on the initial language of publication

The Institute's newsletter came out regularly and carried articles on the themes of teacher policy development, the capacity building of rural teachers in Africa, and teacher migration.

Technical Support for TTISSA Implementation

10. IICBA has provided support in the implementation of the TTISSA diagnostic toolkit through exploratory missions

	<p>to three countries (Burundi, Lesotho, and Mali), and has been involved in the assessment of the capacity of the teacher education sub-sector in Sierra Leone in collaboration with UNESCO Accra and UNESCO HQ.</p> <p>Partnerships strengthened with relevant stakeholders</p> <p>11. IICBA has collaborated with the African Union in the implementation of the Second Decade of Education in Africa through regular participation in the Regional Coordination Mechanism (RCM) process and the Pan African Conference on Teachers (Togo, 13 - 15 April 2011). During the reporting period, IICBA consolidated ties with the UNESCO's category 2 centre in China International Research and Training Centre for Rural Education (INRULED) within the framework of a project funded by China and implemented in partnership with the Centre.</p> <p>12. Likewise, IICBA has worked for the development and strengthening of partnerships with international organizations, research institutions, non-governmental organizations, and the private sector.</p> <p>13. As part of its effort to establish partnership with the private sector, IICBA has developed a strong relationship with the Global e-Schools and Communities Initiatives (GeSCI) in developing and implementing the African Leadership on Information, Communication and Technology (ICT) programme and initiated collaborative projects with Microsoft Ethiopia on training teachers on the pedagogical use of ICT, which will potentially be expanded to other African countries.</p>
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<p>Cost-effectiveness/efficiency measures for this Institute 3</p>
<p>Efforts have been made to mobilize external partners, particularly from the private sector, to share and contribute to costs of IICBA projects/activities.</p>

I.4. Intersectoral Platforms (ADG/ED lead)

I.4.1. HIV and AIDS

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Capacities of Member States enhanced to design, implement and assess rights-based education, communication and information for universal access, taking sociocultural factors into account	The Intersectoral Platform on HIV and AIDS, led by the Education Sector, has strengthened national capacities in more than 80 Member States. Actions focused on supporting capacity to assess, design and implement rights-based education on HIV and AIDS, drawing on the strengths of all of UNESCO's Programme Sectors, Central Services and Institutes towards the achievement of universal access to HIV prevention, treatment, care and support. Innovative approaches were successfully tested and implemented by UNESCO, for example an exhibition visited by over 1 million secondary school children at Bangkok's National Science Museum on healthy sexuality and HIV/STI prevention. All materials in the exhibition were developed and/or vetted by Thai youth, through which process the capacities of the country has been built to process information and make efficient communication. A website promoted learning beyond the exhibition and a scaled-down exhibition will tour Thailand for another two years (http://www.museumofsexuality.com). The UNESCO-supported Latin America Media Initiative engaged broadcast media on HIV issues, providing technical support for the development and promotion of quality products and strengthening the capacity of journalists, executives, writers and content producers to address HIV related issues effectively, proactively and positively. The campaign entitled "Passion for Life" uses real stories from all over the region to promote prevention and respect for people living with HIV (www.imalasida.org and www.pasionporlavida.org). The Initiative enabled the Member States to develop their capacities throughout the process of compiling the stories from the region as well as communicating these.
Multidisciplinary and intersectoral responses of Member States promoted to develop, disseminate and support the use of evidence-based policies and practices on HIV and education	UNESCO has increased its support to Member States to develop evidence-based policies and implement best practices using multidisciplinary and intersectoral approaches. This includes through recruiting, training and supporting 21 new regional and national staff, including in non-resident countries. UNESCO provided direct support to strategies and action plans for at least 47 countries and indirect support through national studies, making policy recommendations to at least a further 47 countries. In East and Southern Africa, UNESCO partnered with UNICEF and the Southern African Development Community Secretariat to review and reinvigorate the education sector response to HIV and AIDS in the 15 SADC countries. The review revealed substantial progress made in addressing HIV and AIDS in policies, plans and programmes, but noted a number of challenges, including failure to implement policies and strategies, inadequate mainstreaming and teacher preparation, limited delivery of life skills-based HIV and sexuality education, and weak monitoring and evaluation systems. In response, the partnership has developed capacities to strengthen mainstreaming of HIV and AIDS in policy and strategy, facilitate scale-up of sexuality education, and integrate HIV indicators in Education Management Information Systems to measure the impact of HIV on the education system. HIV prevention efforts were strengthened through the completion, wide dissemination and support for the use of a number of key resources by country partners, including UNESCO's Short guide to the Essential Characteristics of Effective HIV Prevention, a product of the Intersectoral Platform

	<p>(http://unesdoc.unesco.org/images/0018/001885/188528e.pdf). This practical guide targets programme implementers, project managers and other stakeholders involved in the HIV and AIDS response, and promotes efficient and effective approaches that are holistic, rights-based, culturally-appropriate, age-specific, gender-responsive and scientifically accurate, and that engage people living with HIV. The strong positive response to the guide at country level has led UNESCO to plan a series of capacity building activities for 2012-2013 to bring its content to life to improve planning and programming, and strengthen the relevance and quality of technical support provided to national authorities.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>In addition to promoting collaboration between UNAIDS cosponsors and national counterparts, strong participation in all regions in regional and country-level coordination mechanisms, such as Regional Directors' Focal Points groups, UN Theme Groups on HIV and AIDS, JURTAs and JUNTAs has facilitated the alignment of UNESCO interventions with regional developments and national priorities and enhanced UNESCO's visibility as a key partner in HIV prevention efforts. As a result UNESCO is better able to advocate for and support the inclusion of education in the AIDS response.</p> <p>Significant investment in a rigorous and competitive recruitment process for the new regional and national positions created in 2010-2011 ensured that new staff are of a high calibre, while the induction programme developed by headquarters and regional staff in East and Southern Africa (ESA) has done much to build a strong team ethos. Lessons learned from the recruitment and induction process in ESA have been applied in other regions. The investment in strengthening capacities in the field both at regional and country level has resulted in the development of evidence-based regional strategies; sharing of best practice and lessons learned between countries and regions; increased resource mobilization; and improved collaboration with other UNAIDS Cosponsors.</p>
<p>Access to good-quality HIV and AIDS learning opportunities expanded, particularly for marginalized and excluded populations, to reduce stigma and discrimination while respecting human rights, cultural diversity and gender equality</p>	<p>Access to good-quality HIV and AIDS learning opportunities has been expanded in at least 58 countries through strengthening the capacity of education professionals to deliver HIV prevention education. UNESCO has also supported actions to strengthen or roll out sexuality education in at least 41 countries. In Brazil, UNESCO worked with the ministries of education and health to develop a distance learning course for in-service teacher training on youth, sexuality and HIV prevention education. The course addresses gender, HIV, reproductive health, sexuality and sexual diversity and will be delivered through an online platform, tutored by university educators, through the MoE's existing online training programme (https://moodle.eadevs.serpro.gov.br/login/index.php). In China, UNESCO integrated sexuality education in pre-service teacher education in three pilot universities, reaching over 900 student teachers, enhancing institutional capacity to design and deliver sexuality education programmes, and paving the way for national recommendations on sexuality education curriculum content, delivery methods, teacher deployment and capacity issues. (http://www.unescobkk.org/education/hivaids/news/article/talking-sexuality-education-raises-teachers-in-chinas-confidence/?utm_medium=twitter&utm_source=twitterfeed&cHash=4b200a69965126032edc2eaf2ded9e9e). At global level, UNESCO published a good practice report on pre-service teacher training that will provide a focus for capacity building of teachers and teacher training institutions in HIV prevention and sexuality education in all priority countries in</p>

East and Southern Africa in 2012-2013. (<http://unesdoc.unesco.org/images/0019/001916/191608e.pdf>)

UNESCO has supported 68 countries to address HIV-related stigma and discrimination, particularly for marginalized and excluded populations, including migrants, ethnic minorities and most-at-risk young people. In partnership with other UNAIDS cosponsoring agencies and national partners, UNESCO has intensified efforts to expand peer education to meet the HIV prevention needs of men who have sex with men (MSM) and transgender people in Asia and the Pacific. Three hundred HIV prevention packages were produced for MSM and transgender people for use by peer educators and outreach workers in 30 provinces across Thailand. In Bangladesh, UNESCO collaborated with the Bandhu Society to develop a video for MSM interventions, providing information on issues facing MSM including stigma and discrimination, and MSM perspectives on how to address their sexual health. Over 500 people were trained in peer education efforts, 40% more than the initial target. In Cambodia, UNESCO supported the establishment of the first Five Year Strategic Plan of the National MSM Network (<http://www.unescobkk.org/education/hiv aids/hiv-prevention-for-most-at-risk-and-vulnerable-groups/men-who-have-sex-with-men/>). In December 2011, UNESCO convened the United Nations' first-ever international consultation on homophobic bullying in educational institutions. It produced striking evidence of the extent of homophobic bullying in educational institutions around the world, as well as international best practice in terms of policies and interventions to prevent and address it (http://www.unesco.org/new/en/hiv-and-aids/single-view/news/unesco_leads_a_landmark_anti_bullying_initiative/ and <http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/gender-equality/anti-bullying/>).

UNESCO has collaborated with the Global Network of People living with HIV (GNP+) to respond to the needs of young people living with HIV through the education sector. Analysis and recommendations are detailed in a new publication, "Positive Learning", which offers guidance to the education sector on securing the right to high quality education for YPLHIV and a range of other issues, including stigma reduction, treatment support, improved sexual and reproductive health education and confidentiality (<http://www.gnpplus.net/en/programmes/empowerment/young-people-living-with-hiv/1692-supporting-the-educational-needs-of-yplhiv>). In Swaziland UNESCO worked with the national network of PLHIV to implement the "Positive Speaking" initiative in schools. Ten "young ambassadors" living openly with HIV were trained to facilitate interventions in schools. The initiative has improved referral service uptake among students. Through "Photo Voice", an innovative methodology used in Angola, Swaziland, Namibia and Lesotho, students and educators affected by HIV and AIDS were provided with cameras to document their personal stories in order to increase awareness and mitigate stigma and discrimination. In Angola, the initiative reached 2,650 students through school visits to the exhibitions organised on World AIDS Day 2010 and helped address widespread discriminatory behaviours towards HIV positive teachers and students in schools.

Challenges and Lessons learnt:

Some sensitivity persists around HIV and sexuality education for young people in certain countries and continues to hinder efforts at creating an enabling environment. The evidence presented in the International Technical Guidance on

Sexuality Education has been instrumental in attracting greater engagement from a range of decision-makers on sexuality education. Some ongoing political and community resistance to addressing sexuality for young people within a school environment has prompted the development of new approaches to advocacy and evidence utilisation, linking HIV risk to other SRH issues such as unintended pregnancy, and focusing on engaging stakeholders in dialogue about the need for school-based education. A situational analysis in Kenya highlighted the challenges in implementing life skills lessons, the need for teacher training, dedicated space in the curriculum and institutional support for a non-examined subject. Intense support to the ministry of education has opened the debate for strengthening the life skills and sexuality education curricula, as well as garnering strong support from associations of primary and secondary head teachers, who particularly see the value of such education for learners in their care. This requires ongoing investment.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

All technical consultations and capacity building efforts are undertaken in collaboration with other UNAIDS cosponsoring organizations, national authorities, bilateral partners and civil society organizations. UNESCO contributes to joint UN planning, resource mobilization, operations and reporting through active participation in Joint UN Teams on AIDS and UN Theme Groups in at least 64 countries, further enhancing the coherence and efficiency the UN family's work at country level. At global level, joint actions are achieved through the UNAIDS Inter-Agency Task Team on Education that UNESCO convenes, and which continues to count on the active participation and joint effort of its 40 members from various constituencies. UNESCO has also hosted some inter-agency meetings that might normally be held in New York or elsewhere, such as the UNAIDS Inter-Agency Task Team on Young People, hosted in Paris in June, thus enabling UNESCO staff to avoid mission costs.

In addition to a reduction in the number of missions undertaken, work in the area of HIV and education has involved the increased use of tele- and video-conferences, as well as combining several tasks for the same mission. For example, missions planned in 2011 also combined 2012-2013 work programming discussions with country and regional UNESCO colleagues.

However, it should be noted that UNESCO has a strong track record on mobilising and implementing extra budgetary resources for its work on HIV and AIDS. For example, UNESCO's core allocation of US\$12.3 million for 2012-2013 from the UNAIDS Unified Budget and Workplan, implemented across all Sectors, and with 74% decentralised to the field, achieved an end-of-biennium implementation rate of 99%.

I.4.2. Education for sustainable development (ESD)

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Policy dialogue on ESD supported and strengthened through joint sectoral activities that take account of	Promoting an intersectoral approach to ESD teaching and learning The Platform has prepared an ESD Multiple Perspective Learning/Teaching Tool on Water for secondary education teachers. This includes a specific section on the "Gender Equality Perspective" of ESD. This tool was piloted in several countries, with the support of the UNESCO Offices in Hanoi, Kingston and Windhoek. The comments and

<p>scientific principles, culture and communication as well as respect for cultural diversity, gender equality and the human rights dimensions of ESD</p>	<p>suggestions of the workshops were submitted to the DESD Secretariat for incorporation into the final version of the Tool. The finalized version will be translated into several UN languages and widely disseminated in 2012. It will be launched in March 2012 at the 6th World Water Forum (Marseille, France), an event that gathers over 20,000 participants and where UNESCO is lead organizer of the session on water education for schools.</p> <p>In Africa, the African Network for Reorientation of Teacher Education for Sustainability (AFRITEIS) will use the ESD Multiple Perspective Tool to train a critical mass of its members in its use and distribute it to Teacher Education Institutions (TEIs). The toolkit is also expected to serve as a model for preparing other materials on selected themes relevant within the framework of ESD for re-orienting teacher education.</p> <p>Enhancing the links between ESD and culture UNESCO Programme Sectors have cooperated to demonstrate how cultural diversity and intercultural dialogue need to be seen as important components of ESD policies and programmes. UNESCO's Culture Sector has commissioned the project Linking Culture, Education and Sustainability (http://insight.glos.ac.uk/SUSTAINABILITY/UNESCOCULTURE/Pages/default.aspx) from the University of Gloucestershire to collect, analyze and share successful education and learning initiatives from across the world that provide a bridge between cultural, socio-economic and environmental learning for sustainability. The information compiled in this project has attracted a strong response from civil society organizations across the world, and is intended to inspire future policy and programming in Culture & ESD.</p> <p>Culture has been taken into account in an increasing number of national and regional ESD plans and actions and in an increasing number of intersectoral UNESCO initiatives. Further research needs to be conducted to determine if and how new regional or national policy documents for ESD are taking culture into account. Some of the challenges identified include the fact that ESD remains mainly driven by the environment agenda, thus making it difficult for culture to explicitly find its place.</p>
<p>Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education</p>	<p>Addressing water education for sustainable development The WET Foundation, UNESCO, UN-HABITAT and other partners organized the "Sustaining the Blue Planet: Global Water Education Conference" (Bozeman, Montana, 13-16 September 2011). The conference was an official preparatory event of the 6th World Water Forum and brought together nearly 200 people from almost 40 countries.</p> <p>Reinforcing ESD in teacher education and higher education Technical support was provided to BREDA and the UNESCO Bamako Cluster Office for the creation of an African Network for Reorientation of Teacher Education for Sustainability (AFRITEIS). The setting up of AFRITEIS fostered a shared understanding of the ESD concept about teacher education and a common vision for its implementation. This has allowed the members to develop, taking into consideration the adaptation of the existing guidelines to regional, sub-regional and local contexts, a framework for ESD integration in teacher education in Sub-Saharan Africa. In this</p>

regard, ESD has proven an excellent framework towards addressing the issues related to the acute shortage of qualified teachers in Africa. Similar initiatives and mobilization efforts of TEIs in other regions are necessary for increasing the number of qualified teachers and for responding to challenges that education systems face in the 21st century. To this end, the Section for Teacher Education (TED) has succeeded in developing partnerships with internal (concerned UNESCO programme divisions and sections, field offices, UIL, IBE, IICBA) and external actors. An adequately trained teaching force is also essential for providing for millions of children, young people and adults who remain under-served by the formal education system, particularly in developing countries. Adequate standards and policy frameworks for ensuring quality in training programmes for teaching personnel in non-formal education need to be developed in order to combat the persistence of illiteracy.

Enhancing media training on sustainability issues

The ESD media training kit entitled "Media as Partners in Education for Sustainable Development", developed jointly by the Education Sector and Communication and Information Sector in the 2008-2009 biennium is being used by all types of media professionals and policy-makers. It has also been distributed to students in university journalism curricula. The kit urges media practitioners to take a closer look at a few theme-based priorities and inquire how best education can respond to related ongoing and future challenges.

Notably, two workshops were conducted within the framework of UNDAF in Lesotho to strengthen media partnerships in education for sustainable development. The workshops helped to identify priority actions, furnished media practitioners with relevant information and strengthened their reporting skills for more effective coverage of sustainable development in Lesotho. These training workshops contributed towards the implementation of the Lesotho ESD policy framework.

In collaboration with the French National Commission, a French version of the ESD reference material and toolkit for media professionals has been prepared. The kit is being used to engage media trainers in French-speaking Africa in reporting relevant issues credibly and professionally, to nurture relevant media networks and to guide workshops that involve potential centres of excellence in journalism education in collaboration with UNESCO Yaoundé and BREDA offices.

The Arabic adapted version, produced by UNESCO Beirut, has been used to train and network media professionals. A Spanish version has also been prepared. Additional copies of the English language version Media as Partners in ESD were printed, raising the overall distribution to 3000 since 2008. Copies have been provided on demand for workshops on media and ESD, various academic institutions and National Commissions. Relevant training institutions are being contacted to roll out the launch of the French version for use in universities and media training institutions including those that were mobilized by country offices in 2010 in French-speaking Africa. Discussions are ongoing with the Netherlands National Commission and the Thomson Foundation to initiate a journalists' network on water and ESD-related topics.

<p>Knowledge on ESD enhanced through the exchange of innovative experiences and through the documentation and dissemination of lessons learned</p>	<p>Documenting ESD in action In order to enhance awareness-raising about both ESD and the DESD, a review of Advocacy and Communication activities was carried out. The need to better respond to the decisions of the spring and fall 2011 Executive Boards, to align with the UNESCO Strategy for the Second Half of the DESD, and to take into account developments in global discussions on sustainable development challenges such as climate change, biodiversity, and working towards green societies was recognized.</p> <p>The DESD Secretariat, in cooperation with various partners, undertakes on-going collecting of information for the preparation of reports on progress of the implementation of the DESD. The DESD publication series has been pursued to provide more illustrations of ESD in action. The analysis of the results of an email survey sent to Members States on their actions in terms of climate change education, biodiversity education and Disaster Risk Reduction education have greatly contributed to adjusting and targeting the advocacy actions.</p>
<p>Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened</p>	<p>Strengthening Biosphere Reserves as learning sites for sustainable development To highlight the interdisciplinary educational processes that can take place in biosphere reserves, UNESCO's Science Sector has led the development of teaching materials on biodiversity education - ESD for Man and Biosphere (MAB) Reserves and other specially designated protected areas in South-East Europe and the Mediterranean - in cooperation with the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), and the MAB and DESD Secretariats.</p> <p>Strengthening ESD awareness</p> <p>Through the activities carried out, the advocacy objectives are being achieved and UNESCO is continuing to enhance its clearinghouse role for the promotion of the DESD and for ensuring that various stakeholders get involved in the Decade and commit to its implementation.</p> <p>Both the DESD website and publications are well appreciated by Member States and ESD stakeholders around the world. ESD documents, advocacy and information materials have been much appreciated by stakeholders, in particular since most of them are available in several of the UN official languages. Visibility of the DESD on the internet continues to be at a high level as witnessed by the DESD website being in the top 4 websites consulted on the Education portal during this period, and by over 2600 users connecting and "liking" the DESD Facebook page over this period.</p>

Cost-effectiveness/efficiency measures for this Intersectoral Platform

ESD is multidisciplinary by nature. The Intersectoral Platform on Education for Sustainable Development was one of the 35 C/5 Intersectoral Platforms and it played an important role in UNESCO's response to the DESD. The platform offered opportunities for intersectoral collaboration and operationalizing a 'one UNESCO' response to the DESD, through pursuing the various Thematic Programmes, led by the different programme

sectors and institutes of UNESCO.

This intersectoral cooperation has included making linkages between different areas of competence of UNESCO, discussing ESD-related communications and information activities, promoting cultural diversity, and exploring the integration of ESD into on-going projects.

As a concrete example, the development of the Multiple Perspective tool provided opportunities for pulling together human and financial resources, to build on competencies and contacts of various members of the subgroup working on the Tool, as well as inputs from the Field Offices involved in the pilot testing. Furthermore it offered the opportunity to look into creating synergies between different programmes and on-going activities.

The future of ESD intersectoral cooperation, after the end of the Intersectoral Platform at the end of the biennium, has been discussed and there is a clear desire to continue operationalizing a 'one UNESCO' response to the DESD.

Pursuing ESD intersectoral cooperation and work

The ESD Intersectoral Platform provided opportunities for pulling together human and financial resources, for building on competencies and contacts of various members of the platform, including inputs from the Field Offices and Institutes. Furthermore it offered the opportunity to create synergies between different programmes and on-going activities.

There is a clear desire to continue operationalizing a 'one UNESCO' response to the DESD. The future of ESD intersectoral cooperation, after the end of the Intersectoral Platform at the end of the 2010-2011 biennium, was discussed and a number of areas of work were identified. Many are already reflected in the Expected Results of the different sectors in the 36 C/5 and include, among others, the areas of climate change, biodiversity, DRR, water education, cultural diversity, local and indigenous knowledge, teacher training, media and engaging with youth.

Part II.A. II. Natural sciences

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$21 996 578	Expenditures: \$20 021 539	Allocation: \$74 156 747	Expenditures: \$56 475 575

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Science and technology policies and planning capacities of selected African Member States, including SIDS, strengthened	<p>Technical policy advice was provided to Botswana, Malawi, Namibia, Zambia and Zimbabwe.</p> <p>The national STI status reports were updated for Botswana, Burundi, Gambia, Malawi, Swaziland, Zambia and Zimbabwe, while the national science policies for Botswana, Malawi and Zambia were revised in close collaboration with the relevant Ministries. The Botswana national STI policy was endorsed by the Government. In 2010-2011 UNESCO delivered national stakeholder's workshops in Botswana and Zimbabwe and two subregional workshops on capacity building in STI policy and STI statistics and indicators for the West and Central African countries. More than 100 STI policymakers were trained in evidence-based STI policy making.</p> <p>High-level STI decision-makers in Nigeria, Central African Republic and Republic of Congo met to discuss the elaboration of national programmes and projects for the advancement of STI reforms, while a technical workshop was held in Nigeria, which strengthened the capacity of senior STI officials to continue the reform process and develop an Action Plan. This activity also facilitated six universities being selected for the National Special Grant of US\$ 210 M.</p>
UNESCO Action Plan, addressing the AU CPA on Science and Technology, focused on the implementation of its flagship projects	<p>Due to a lack of funding the establishment of the African Virtual Campus in the selected West African countries was delayed. Nevertheless, a feasibility study for the establishment of the AVC centres was undertaken for the West and Central African regions.</p> <p>In its role as the Coordinator of the UN S&T Cluster in support to the AU CPA implementation, UNESCO successfully convened four Cluster meetings and tabled inter agency programmes for joint implementation. The "Unlocking the potential of science, technology and innovation to meet the MDGs" project was developed by UNESCO and its partners under the umbrella of the One UN in Rwanda, with a successful outcome of the launch of the Rwanda Innovation Endowment Fund.</p> <p>Technical policy advice was provided to Botswana, Malawi, Namibia, Senegal, and Zambia. Nigeria, Republic of Congo and Tanzania, the Central African Republic, Democratic Republic of Congo and Zimbabwe. The national STI status reports for Botswana, Burundi, Gambia, Malawi, Zambia and Zimbabwe were finalized. The national science policies for Botswana, Malawi and Zambia were revised and have been submitted to the President's Cabinet and the</p>

	<p>implementation strategy for Botswana was elaborated and has been submitted to parliament.</p> <p>The African Inter-Parliamentary Forum on Science, Technology and Innovation led to the launch of the Pan African Interparliamentary Forum on STI. Through this Forum UNESCO was able to train parliamentarians from African countries sharing their experiences in facilitating dialogue and developing and implementing science legislation. The Forum contributed to building capacity of scientists and parliamentarians. As a follow-up, the Steering Committee of the Forum was organized by UNESCO and ISESCO in cooperation with UNECA immediately preceding the November 2011 World Science Forum. The Committee adopted a three-year plan of action and reiterated its endorsement of the East African Legislative Assembly as the hosting parliament and the secretariat.</p> <p>UNESCO co-organized training workshops for the 15 ECOWAS countries. Over 80 policy-makers were trained in evidence-based policy-making. A workshop on science and technology in One United Nations led to the establishment of the Rwandan National Innovation Endowment Fund.</p> <p>Education officials and teacher trainers from Comoros, Mauritius, and the Seychelles were trained in coastal monitoring and climate change adaptation through the Sandwatch programme.</p>
<p>Education and networking strengthened in basic and applied sciences</p>	<p>Supporting the International Year of Chemistry 2011, UNESCO in collaboration with the West African Society for Chemistry held a regional conference in Bamako in 2010 for young scientists, raising awareness on research/innovation in chemistry, focusing on climate change, environments and sustainable development issues. UNESCO and IUPAC launched the International Year of Chemistry (IYC) Global Experiment (the "Big Splash") in Cape Town, South Africa (March 2011) organized in collaboration with the City of Cape Town Municipality. One thousand pupils did the Global Experiment with the kits sponsored by the South African Department of Science and Technology.</p> <p>The MAB African network adopted its Charter and Statutes in September 2010 and agreed on key regional priorities (2010-2013), including applied research, in accordance of the Madrid Action Plan. During the biennium five new African BRs, with three new countries, have joined the network. In view of establishing a Centre of Excellence in Biodiversity in Rwanda, eight institutions were assessed and identified.</p> <p>ERAIFT is contributing significantly to built capacity and address the science-policy interface for sustainable development in Africa. The ERAIFT budget has been secured until September 2013 through extra-budgetary funds from the EU and other donors. Currently, 57 specialists from 16 African countries are being trained. By organizing the first international meeting in December 2010, ERAIFT played a leading role in the South-South cooperation network including research institutions from the three major tropical forest basins of the World (Amazon, Congo and South-East Asia).</p>

	<p>Four advanced workshops and training courses in the area of neurosciences were organized in Africa in 2010 (Côte d'Ivoire, Kenya, South Africa and Morocco) within the context of the IBRO/IBSP African neuroscience collaboration in Africa.</p> <p>Significant expertise and support for the creation of digital libraries is provided through the use of "Invenio" software developed by CERN in Morocco, Algeria, Benin, Cameroon, Senegal, and Tunisia.</p> <p>For teacher training in physics, an international teaching school on the "Evolution of the Universe" was organized in CERN improving the quality of science education in some developing countries</p> <p>A category 2 centre in biotechnology in Nsukka, Nigeria will be considered for approval by the 36th session of the General Conference. This initiative could have a great impact in Nigeria and also in the subregion.</p> <p>African countries that have benefited from UNESCO's assistance in the context of the Global Microscience project are Ethiopia, Gambia, Sudan and Tanzania within the United Nations Development Assistance Framework (UNDAF) programme. Tanzania is in the process of acquiring Microscience Kits and training teachers in 180 schools.</p> <p>Three Active Learning in Optics and Photonics (ALOP) workshops were organized in 2010 and early 2011 in Algeria, Senegal and Ethiopia.</p> <p>A meeting "International Workshop On Bioprocessing, Policy and Practice: Conservation and use of Medicinal plants of the Small Island Developing States (SIDS) of the Indian Ocean and Madagascar" was organized in Mauritius (April 2011) in collaboration with the LINKS programme of UNESCO, the Centre for Phytotherapy and Research (CEPHYR) and supporting collaboration from UNESCO Dar es Salaam and Nairobi Offices.</p>
<p>Knowledge base and capacities in formulating national energy policies strengthened</p>	<p>In Africa, six Chairs on renewable energy have been already established in Malawi, Niger, South Africa, Togo, Zambia and Zimbabwe. To promote local knowledge and the adaptation of new energy technologies to local needs, a first "African annual summer school on solar electricity for rural areas" was launched in Bamako, Mali, attracting 30 participants. UNESCO provided technical assistance to Comoros in the formulation of "Renewable Energy Policy in Comoros". Similar initiatives leading to the formulation of a renewable energy policy will be developed in Burkina Faso, Mali, Niger and Togo.</p> <p>The formulation of energy policy and sharing of related best practices in western Africa was strengthened at a regional seminar involving experts and governmental representatives organized jointly with ISESCO in Douala, Cameroon.</p>

	<p>Technical support and advisory services in the formulation of energy policies in Africa was provided through an active partnership with the Community of Sahel-Saharan States.</p>
<p>Knowledge base and capacities for national and regional freshwater management strengthened</p>	<p>IHP-related programmes and activities provided a substantial contribution, in particular via ISMAR7, G-WADI, ISARM Africa and IGAD, PCCP, FRIEND, HELP, ecohydrology and education.</p> <p>ISARM IGAD Region prepared a preliminary map of transboundary resources and established a first of its kind "Science Policy" network with technical experts from all water-related ministries as well as parliamentarians from each participating Member State.</p> <p>A preliminary assessment and inventory in the SADC region has been finalized and a study on transboundary aquifers was undertaken with the UNESCO Chair in Geohydrology (South Africa).</p> <p>The workshop "Addressing Water Quality Challenges in Africa" (Kenya) brought together 25 high-level water experts and policy-makers from 20 African countries and key regional, subregional and basin organizations of Africa.</p> <p>The 36th General Conference approved the establishment of three new category 2 centres in Africa (Kenya, South Africa and Sudan), covering groundwater, water and global changes and water harvesting.</p> <p>Technical assistance was provided to the recently established National Institute of Water Research in Mozambique.</p> <p>Emergency assistance to identify groundwater for displaced people in the drought-stricken Horn of Africa was initiated and extrabudgetary funds identified to enable the project to expand.</p>
<p>University-level Earth sciences education revitalized</p>	<p>The overall intention of this Initiative is to support the development of the next generation of earth scientists in Africa who are equipped with the necessary tools, networks and perspectives to apply sound science to solving and benefiting from the challenges and opportunities of sustainable development. Regional workshops engaged with 160 participants in Angola, Democratic Republic of Congo, Egypt, Senegal and South Africa. The result is a first description of the current major challenges to earth science education in Africa, drawing connections to the situation of African research, employment, and the global appreciation of the earth sciences.</p> <p>UNESCO's proposed activities for the Initiative were endorsed by the Geological Society of Africa at the Colloquium of African Geology in January 2011. Based on this work, the International Union of Geological Sciences requested UNESCO to lead a multi-organization working group on global trends in earth science education. UNESCO's Initiative on Earth Science Education in Africa wrapped up its regional scoping workshops and published a synthesis of the findings and has launched three initial activities in close cooperation between UNESCO Headquarters and African</p>

	<p>field offices.</p> <p>Five projects focus on Africa and the participation of African geoscientists, with 17% of IGCP projects directly related to Africa.</p>
<p>Adaptation strategies to manage coastal changes in West Africa provided</p>	<p>The Adaptation to Climate and Coastal Change in West Africa project contributed to a better understanding and management of shoreline change, induced by climate variability, in the five participating countries (Cape Verde, Gambia, Guinea Bissau, Mauritania and Senegal). Models were developed, addressing coastal management issues and adapting to climate change and IOC delivered training in the use of decision support tools for coastal management, inundation mapping, and natural disasters risk assessment and management.</p> <p>The IOC subregional subsidiary bodies were revived, including a meeting of the IOC Regional Committee for the Central and Eastern Atlantic held after a 10-year gap. The post of IOC Coordinator was created and filled in the Nairobi Office to coordinate all IOC activities in Africa.</p> <p>Owing to an enhanced policy dialogue between the IOC Secretariat and African Member States and institutions, a number of activities and consultations were held including participation and contribution of IOC to the UNFCCC COP 17 in Durban with a particular emphasis on the joint side event on the importance of science in Africa's development including the "Contribution of UNESCO and IOC activities to Sustainable Development in Africa" and support of IOC to the reinforcement of South/South Cooperation between the Republic of Korea and Africa in Earth and Climate System Sciences which will reinforce IOC programmes in Africa and WESTPAC regions.</p> <p>Implementation continued on ODINAFRICA (Phase IV) and GOOS-Africa.</p> <p>The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa; the IOC Chairs in Mozambique and United Republic of Tanzania were supported.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa

Collaboration with Field Offices was further strengthened, including through teleconferences on specific activities and programmes, and through joint proposals for extrabudgetary funding. The Addis Ababa Liaison Office was instrumental in coordination with African institutions in this regard. Headquarters generally served for backstopping only.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Professional education of women from developing countries in various natural sciences and engineering enhanced and promoted	<p>Ten outstanding women scientists were distinguished in 2010 and 2011 with the L'Oreal-UNESCO For Women in Science Awards, bringing the total to 64 women who have so far received the prize. In IYC 2011, to celebrate the Marie Curie Nobel Prize Centennial, a new Special Fellowship "in the footsteps of Marie Curie" was awarded. The 30 International Fellowships in 2010 and 2011 brought to 165 the number of young doctorate women scientists who have benefited from fellowships.</p> <p>A Meeting, Women and Science - Science For Women in Africa, was organized in Johannesburg, South Africa (March 2010) with the UNESCO Chairs Network - Women, Science and Technology for Development. Work with UNESCO Chairs in Water and Gender is being reinforced and IHP's Ecohydrology Programme launched a thematic task area in gender and cultural diversity.</p> <p>In Ethiopia an assessment of gender equality and learning success in public universities was undertaken, and gender sensitive policies and a code of conduct were developed. The Science Teachers Association of Nigeria collaborated with UNESCO to organize a meeting on enhancing gender mainstreaming in science and engineering courses and to distribute learning materials on CD for women secondary teachers and girl students. This led to a greater number of girls opting for science studies at tertiary level in the county.</p> <p>A first UNESCO - Barefoot College Partnership meeting was held in December 2011 in Nairobi. Participants agreed to exploit the far-reaching possible impact on sustainable management of BR, offered by collaboration between UNESCO and Barefoot College programmes, especially the training of grandmother solar engineers and to focus efforts in Africa. This programme will target remote villages, where threats to biodiversity are the result of poverty, overexploitation of natural resources, conflicts or marginalization of indigenous populations. Strategy agreed will include a combination of on-site training by previously trained Barefoot Solar Engineers and a selection of grandmothers to be trained at Barefoot College in India. A first cohort of ten grandmothers will be trained in March 2012.</p> <p>Expected result implemented and will continue, particularly in Africa and the Arab region.</p>
Participation by women in UNESCO-sponsored scientific networks and activities increased	<p>Support was provided to Networks of Women Engineers and Scientists in Africa (WEGSA) for a baseline study on the participation of girls in engineering, mathematics and physics courses in tertiary institutions in Kenya and Botswana with future studies planned for Lesotho and Swaziland; scientific camps of excellence to mentor girls; grants for women scientists from Africa to participate in scientific conferences; a scientific conference organized by African Women in Science and Engineering; and the production of a report, Mainstreaming Gender in Science and Technology Policies</p>

	<p>and Programmes in Kenya.</p> <p>A film "Women Sharing a Chemical Moment in Time", made by UNESCO for the launch of IYC, summarized the worldwide event which took place on 18 January 2011 with women from 44 countries participating to share their experiences of chemistry.</p> <p>Fourteen of the 24 winners of the MAB Young Scientists Research Grants for 2010-11 were women and four of the 12 members of the International Advisory Committee for Biosphere Reserves are women. In many of the MAB and biosphere reserve networks, women play a significant leadership and coordinating role. For example, in the Yasuni BR, achieved gender-balanced participation within the communities for the regional planning and administration platform during the biennium.</p> <p>Expected result implemented and will continue.</p>
<p>Inclusion of women in STI policy decision-making increased, and the reasons for their inclusion understood by policy makers</p>	<p>In science policy, gender mainstreaming in S&T involves ensuring that gender perspectives and attention to the goal of gender equality were central to all science activities including policy development, research, advocacy and dialogue, legislation, resource allocation, as well as planning, implementation and monitoring of programmes and projects. The International Forum on Women in Science and Technology in Muslim Countries, organized by UNESCO, ISESCO and ISTIC in Kuala Lumpur in September 2011, was an excellent opportunity to address a range of critically important themes in gender equality and gender empowerment in STI through the participation of women in science policy design. Particular attention was given to how to mobilize policy for the next generation of women scientists.</p> <p>The book <i>Savoirs féminins liés à la nature, plantes médicinales et médecine traditionnelle dans les Mascareignes</i> was launched in April 2011 in Mauritius. It describes the medical knowledge held and practiced by women in La Réunion, Mauritius and Rodrigues.</p> <p>The new two-volume book <i>Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles</i> presents women's knowledge alongside men's knowledge, thereby highlighting women's status as knowledge holders and the complementary nature of the two knowledge sets. Women experts in fisher knowledge, as well as in knowledge transmission and education, contributed to all 2010 project activities, thereby building capacity and reinforcing their contribution to decision-making processes.</p> <p>Expected result implemented and will continue</p>
<p>The gender dimension of biodiversity conservation</p>	<p>During the UNESCO International Conference on Biodiversity Science and Policy, which launched the IYB in January 2010, SC and the Division for Gender Equality coordinated a side event on biodiversity and gender. The Conference</p>

highlighted internationally	<p>Recommendations included a request to ensure the equal participation of women and women's organizations in decision-making processes related to biodiversity, and also that the Gender Plan of Action of the CBD be fully implemented that measures be taken to ensure gender equality is mainstreamed, and that appropriate measures be taken to guarantee that the benefits derived from access to biodiversity be shared.</p> <p>The new protocol on Access and Benefit Sharing (ABS) adopted by the CBD/COP10 in Nagoya, Japan, in October 2010 has opened up significant opportunities for establishing cultural protocols for the use of biodiversity, including concerning women stakeholders.</p> <p>UNESCO and the CBD agreed on a joint implementation plan of activities on cultural and biological diversity, including the gender dimension.</p> <p>Result implemented and will continue</p>
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Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

ODG/GE held training for gender focal points in December 2011 which should facilitate improvements in the coming biennium.

II.1. Policies and capacity-building in science, technology and innovation for sustainable development and poverty eradication

II.1.1. Enhancing the leverage of science through integrated science, technology and innovation (STI) policy

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 446 039	Expenditures: \$2 871 343	Allocation: \$23 185 717	Expenditures: \$19 428 561

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs	<p>During the Biennium UNESCO continued to support Member States in the design, reformulation and evaluation of their national STI policies and related mechanisms and instruments. This support was delivered as technical assistance, policy advice, training workshops and through the sharing of good practices among Member States.</p> <p>Meetings were also held with high-level STI decision-makers in other pilot countries including Tanzania, Nigeria, Central African Republic and Republic of Congo, to discuss the elaboration of national programmes and projects for the advancement of STI reforms. A Seminar on the "Reform of the Science and Innovation System in Tanzania within</p>

the framework of the One UN Programme" provided information on the "Delivering as One" process in Tanzania and of UNESCO's participation, leading to the drafting of the first United Nations Development Assistance Programme (UNDAP) in the world.

Policy advice : Technical policy advice was provided to Tanzania, CAR, Namibia, Zimbabwe, Senegal, Zambia, Malawi, Botswana and Costa Rica. The national STI status reports for Botswana, Burundi Zimbabwe, Gambia, Zambia and Malawi were produced; the national science policies for Botswana, Malawi and Zambia were revised and are currently submitted for adaption. Senegal is finalizing the new Policy and Costa Rica is revising R&D funding mechanisms.

Capacity development: : To date we have had 4 sub regional training workshops on capacity building in STI policies, statistics and indicators in Africa (SADC, 2008; East Africa, 2009; and West Africa, 2010 and Central Africa 2011) Building capacity in STI policies was undertaken via national stakeholders workshops in Zimbabwe and Botswana to debate the revision of the STI policy and its implementation strategy,

Monitoring: The monitoring is done by assessing the number and importance of the policy documents developed and adapted by Member States.

Challenges:

Although there were a number of achievements (new projects and funds mobilised in support of STI policy development and reforms, capacity-building and training activities conducted, networks enlarged, international cooperation enhanced, local capacities strengthened) certain challenges at national level persist such as changes in governments and senior personnel, lack of counterpart funding, lack of capacities and knowledge in the area of science policy, identification and nomination of the local team who would follow the STI policy review process which normally takes at least 18 months to completion, and finally the implementation of the said revised STI policies into concrete measurable interventions.

Another challenge is trans-national nature of STI and, how UNESCO's work can contribute to the global science policy while remaining focused on the specific priorities, interests, needs and challenges faced at national level. Encouraging coherence in science policy between the global and local level is considered as an approach to overcome such challenge. The two new initiatives STGAP and GOSPIN have that in mind..

Lessons learnt:

In view of the transversal and multidisciplinary nature of science policy, it is important to engage in a consultative process and ensure broad participation in the policy formulation and review, involving different science-based ministries and public bodies, civil society representatives as well as the private sector. This is also a great challenge

	<p>for the success of projects in this field, in particular at national level.</p> <p>Furthermore, UNDAF and PRSPs do not most of the time contain STI components requiring extra efforts to bring those components to the planning process.</p> <p>MS have made the very same and or similar requests to other UN Agencies such as UNCTAD and UNECA. We need a better coordination and harmonization among the UN Agencies so as to deliver in a more coherent way and avoid duplications. In this context UNESCO has called for a meeting with the relevant UN Agencies.</p> <p>The more active role of program specialists from the Field Office should be considered. FOs and their staff have been actively engaged, however, better coordination is necessary. Often the FO has a better knowledge of the local context and the request and needs of the government and policymakers. The policy review should be in close cooperation with FOs and program specialists in order to meet the needs of the MS.</p>
<p>ER 2: Regional STI strategies developed and existing strategies effectively promoted</p>	<p>Several regional parliamentary meetings took place during this Biennium: High-level Arab Parliamentarians Meeting on "Adoption and Implementation of the Regional STI Action Plan" ; The Inter-Parliamentary Forum on Science, Technology and Innovation Policy for the Mediterranean Region; The South and South East Asian Science Policy Forum and the African Inter-Parliamentary Forum on Science, Technology and Innovation.</p> <p>Key Achievements/Successes: These meetings were important because they brought STI for Development to the Parliamentary debate. They also allowed for sharing of experiences and good practices among the parliamentarians of the region. These meetings were also important in the definition of Action Plans for Capacity Building and exchange of experiences among the participants.</p> <p>As an example: a new science policy forum in the Mediterranean was established. The main outcome of this forum was the creation of a network of parliamentarians, scientists and other stakeholders within the Mediterranean region to strengthen the relationship between parties and to follow up on the priority policy issues agreed upon. The forum was well supported, as over 20 parliamentarians and at least 30 scientists from across the region attended the meeting.</p> <p>Policy advice- Through theses fora UNESCO and its partners were able to bring together Parliamentarians from Science and Technology committees from different regions sharing its experiences in developing and implementing science legislation . It also provided the opportunity for UNESCO to share its experiences in Science policy at parliamentary level as well as distribute relevant publications in this area.</p> <p>Capacity development- These fora contributed to the development of capacity by improving the dialogue between parliamentarians with scientists and other stakeholders as well as presenting various mechanism on Science and</p>

Technology assessment within Parliaments. The various resource documents and publications as well as contacts shared at the different fora also support capacity development efforts.

Challenges:

Devising new ties to commit Parliaments of member states to work together, to coordinate relevant activities, and to mobilise and commit the respective constituencies of these member states; defining systematic regional action plans (for example as regards to the creation of mechanisms that will allow, at the regional level, to improve the environment for innovation and entrepreneurship; human resources development; technology transfer and knowledge sharing; the inter-regional information infrastructure; communicating with society at large; and monitoring and measuring progress.

The competing schedules of Parliamentarians made it difficult to agree upon a suitable time for the forum.

Guaranteeing sustainability and maintaining the momentum in order to keep dialogue between parliamentarian, scientists and media on a regular basis

Lessons learnt:

It is important to maintain the dialogue between scientist and parliamentarians and keep it alive once the meeting is over. Facilitating continued cooperation between Parliaments within the Region in order to share experiences on science legislation is fundamental and therefore greater technical support should be provided to follow up on the activities discussed during the different fora.

There is a real need to support Parliaments in dealing with science legislation in line with new forms of governance based on dialogue and participation. Capacity building for parliamentarians in STI issues at national, regional and global level is of crucial importance.

World Science Day: In keeping with the annual tradition, since 2001, the World Science Day for Peace and Development was celebrated worldwide on 10 November 2010 and 2011. 2010 activities were in recognition of the role of science in the advancement of 'mutual knowledge and understanding of people as a contribution to the International year for the rapprochement of cultures'. The year's theme was "Science for the rapprochement of peoples and cultures". The exhibition of "Les sciences arabes"- was held in cooperation with the Institut du Monde Arabe, and other scientific institutes and schools.

A very large number of diversified events and activities (high level science decision makers meetings, workshops, movies, scientific games and exhibitions) all around the world involved UNESCO's Field Offices, National Commissions, Ministers of Science and Technology, Science Centers, Parliaments, Universities, schools and NGOs.

Policy advice- The celebration of the Day provided Ministers of Science and Technology, Parliamentarians and policy makers with an opportunity to make statements on the importance of Science and Technology for development and express their commitment.

2011 activities focus on Green Societies: Equity, Inclusiveness and participation. The main activity at HQ was the Seminar on UNESCO Policy for engagement with Indigenous Peoples. This high-level seminar was well attended and raised the importance of this topic at UNESCO.

The exhibit was related to the International Year of Chemistry and students from one of the Paris Schools showed how they carry-out experiments using the micro-science kits. This school is part of a network of schools around the world participating in this programme.

Capacity development: The celebration of the Day contributed to the development of capacity in STI by increasing public awareness, public understanding of STI and science education opportunities.

Challenges:

Designing, planning, and organizing the World Science Day as a continuous process in the countries. The need to reinforce our partnership with national and regional partners still a major task in order to improve and increase participation.

Lessons learnt:

The Celebration of the WSCPD is gaining successful interest and gathering over the year more and more partners. It has to be an opportunity for continuing debate within the countries on STI.

World Science Forum 2011: The World Science Forum took place in Budapest from the 16th to the 19th of November 2011. The WSF discussed the Changing Landscape in Science, through a series of Plenary Sessions and parallel sessions in several topics. UNESCO organized several parallel sessions and other activities during the Forum and as part of the steering Committee contributed to the overall organization of the Forum. Next WSF will take place in Brazil in 2013. This will require that we are involved in the organization from the beginning to ensure continuity and relevance of the main theme of the WSF.

Under South-South Cooperation on STI and within the framework of the South-South Cooperation in STI policy, since 2009, UNESCO annually supported two main activities: First, International Training workshop on STI policy- Embracing Structured Innovation for Socio-Economic Transformation, in Kuala Lumpur, Malaysia. The main target group of the training workshop was middle managers from developing countries. Second, the training on R&D management for high level decision makers from developing countries. The training workshop was conducted in close

collaboration with the International Centre for South-South Cooperation on STI in Kuala Lumpur, Category 2 Centre under the auspices of UNESCO, the Korean Institute for S&T Evaluation and Planning (KISTEP) and ISESCO.

Challenges:

So far, the main financial contributors for South-South cooperation in STI policy are Malaysia, the Republic of Korea and ISESCO. The major challenge is to mobilize financial and intellectual resources from other countries in the South to support these activities.

Lessons learnt:

The South-South cooperation on STI policy training and technical advises were very useful. The involvement of different partners support UNESCO's efforts on this area.

With regard to the Consortium on Science and Technology in the South (COSTIS) The secretariat engaged and remains in contact with the distinguished Ambassador of Venezuela, who was requested by the previous Chairperson of the G77 in New York to coordinate and follow-up, on the actions necessary for the organization of the General Conference of COSTIS in particular with the preparation of a detailed work plan for the preparation of the Conference. To this end, UNESCO assigned the necessary human and material resources to support the completion of the work for the organization of the General Conference of COSTIS.

Despite the postponement of the Third South Summit in Lybia, UNESCO created a special account to house the extrabudgetary funds raised (estimated budget US\$ 680,000) to support the organization of the General Conference of COSTIS.

Under the UNISPAR Programme, the following activities were conducted:

1. Asia-Pacific Regional Workshop on Nurturing SMEs in Science Parks and Technology Business Incubators was organized in Tehran, Islamic Republic of Iran, from 18 to 21 January 2010, in cooperation with Pardis Technology Park (Islamic Republic of Iran) and ISESCO. The main objective of the workshop is to upgrade the knowledge of managers or future managers of science and technology parks on nurturing SMEs. To reach this objective the workshop was organized in six different parts as follows: introductory lecture, lectures, participant presentations, working group discussions and a technical visit to a science park and technology incubator.

2. Technical Assistance on Nanotechnology Park in Sri Lanka. UNESCO team of experts has conducted a field mission to Colombo at the end 2010 to make an assessment in order to elaborate the Concept Plan of the Sri Lanka Nanotechnology Park. The Concept Plan was submitted to the Minister of Science and Technology on 19 March 2011.

	<p>3. National training workshop on Commercialization of scientific research results was organized in Almaty, Kazakhstan, from 30 May to 1 June 2011. It was organized in cooperation with the National Center for Scientific and Technical Information (NCSTI), Ministry of Education and Science of Kazakhstan.</p> <p>UNESCO was present and deliver the keynote Opening Speech in the International Conference in Science Parks in Iran November 2011. The meeting target the Asia-pacific Region and was hoted by IRIS, the UNESCO Category Center in Science Parks. The meeting had a good representation from the different countries in the Region and the role of UNESCO was praised.</p> <p><u>Challenges:</u> UNESCO has received a lot of request to provide its Member States with technical assistance and training on the development of science park and technology incubator. Mobilization of financial resources from donor countries is our main challenge.</p> <p><u>Lessons learnt:</u> Every country need a specific approach in commercialization of its scientific results and its technologies.</p>
<p>ER 3: Science policy database improved and knowledge exchange enhanced</p>	<p>Every five years, the UNESCO Science Report analyses the trends and developments that have shaped scientific research, innovation and higher education worldwide over the interim period. The UNESCO Science Report 2010 was launched on World Science Day for Peace and Development in Paris and simultaneously by field offices, including Beijing, Brasilia, Brazzaville, Montevideo and Tashkent. Other launches took place after 10 November in Cuba, Ecuador, Guatemala, Nairobi and elsewhere. A number of National Commissions for UNESCO and other partners collaborated actively in launching the report. In parallel, UNESCO press releases generated news stories in media such as The Economist (UK), Le Monde (France), Physics Today (USA) and Der Spiegel (Germany), as well as in broadcast media. The report continues to be cited in the media and in policy documents. The report has also inspired a number of national policy debates. In May 2011, UNESCO Publishing signed an agreement with the China Science and Technology Press for a Chinese edition of the report.</p> <p>The report contains a wealth of policy advice. In addition, the examples of policies adopted by countries in different contexts around the world should foster the sharing of recent information-, data- and experience and enrich the policy debate. The observation has been made that certain themes could be explored in greater detail, such as the disequilibrium between countries when it comes to intellectual property and the difficulties some countries encounter in transposing Western models, one example in the report being the reform of the university system in Japan.</p> <p>The Report should empower stakeholders by making information and data on emerging trends and developments in science, technology and innovation policy around the world freely available.</p>

	<p><u>Challenges:</u> The UNESCO Science Report is a monitoring report. In the 2010 edition, an attempt was made to provide more information on individual countries, via country profiles within regional chapters and a greater number of chapters on individual countries. The 2010 edition included a vast statistical annex provided by the UNESCO Institute for Statistics. It took two years to produce the UNESCO Science Report 2010.</p> <p>Monitoring: Through citation indexes, free distribution, press coverage, PDF downloads and sales, we are monitoring the impact of this report for science policy-making.</p> <p>New projects: In 2011 two new initiatives were designed and discussed with experts around the world. The STI global assessment programme (STIGAP) and the global observatory in STI policy (GOSPIN). These two initiatives have been transformed in project proposals for extra-budgetary resources and Arab and the African regions are the priorities for both programmes. Organizations such as ERWATCH (EU) and OECD are interested in partnering with us in the implementation of these initiatives.</p>
<p>ER 4: Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaptation as well as recognition and promotion of local and indigenous knowledge</p>	<p>With support from the Government of Denmark, the new Sandwatch manual was published in English in Oct 2010 and in French in Sep 2011. Capacities of Sandwatch practitioners from three SIDS regions were reinforced through training hosted by the Seychelles in Oct 2010, while Kiribati and Samoa held national Sandwatch capacity development events. A global SIDS Climate Change (CC) ESD experts' meeting hosted by the Bahamas in Sep 2011 made recommendations for the development of CCESD programmes in SIDS. A review of current science policy in the Pacific was undertaken in 2011. Due to the current financial situation, a planned Pacific-wide science policy discussion was postponed. The geographical disparity of SIDS regions poses challenges to implementation. These are addressed through joint mobilization of HQ and field offices, and networking with external partners. The redesigned UNESCO SIDS website was selected by UNDESA as an example of good UN agency practice in 2011. Through the Youth Visioning initiative, 8 youth-led projects on HIV-AIDS awareness were completed during 2011 with support from UNAIDS, along with two projects related to climate change. The University Consortium of Small Island States (UCSIS) has nearly completed work on a joint masters' programme on island sustainability to be launched in mid-2012. With a UNDESA/ Spain MDG Fund project and a joint ED-SC approach to UNESCO's engagement, the challenge of sustaining UCSIS as an active and engaged UNIWTIN network is being effectively addressed.</p> <p>In the context of the Climate Frontlines project supported by the Government of Denmark, UNESCO, IPACC and WMO co-organized a workshop in Chad in Nov 2011 to facilitate knowledge exchanges between pastoralists and meteorologists in the Sahel region. In Jul 2011, UNESCO co-organized an interagency experts' workshop in Mexico City on "Indigenous Peoples, Marginalized Populations and Climate Change Vulnerability, Adaptation and Traditional Knowledge". Including a SIDS session, the technical report of this workshop was provided to the authors of the IPCC's forthcoming 5th Assessment Report. More than 30 Climate Frontlines field research projects were initiated around the world - including eight in SIDS - with the majority already completed. Ensuring timely delivery from</p>

partners in remote and isolated communities has been a particular challenge. More rigorous monitoring of contractors and project partners should improve this situation during 2012.

In Nicaragua, a project with the Mayangna people, supported by the Royal Embassy of Norway, resulted in the 2010 publication of a 2-volume book on Mayangna knowledge of fishes and turtles in Spanish and the Mayangna language. In 2011, the project developed pilot pedagogical materials to support use in Mayangna schools of the book. While two further workshops, in Nov2010 and Jun 2011 coordinated the development of the pedagogical materials. The project has been challenging due to the remote location of the technical team. While capacity-building the team is a time-consuming task, efforts are expected to result in long-term benefits. In the Solomon Islands, a locally-accessible Wiki-based online educational resource was developed in the Marovo language. A project workshop series resulted in Marovo-language lesson plans for classroom use. The limited reach of internet and ICT facilities in the Pacific presents a challenge to replication of the approach elsewhere. "Building Island Resilience", a booklet on the Intersectoral Platform for SIDS was published in Oct 2011 with CLT/WHC. The publication "Islands as Crossroads - Sustaining Cultural Diversity in Small Island Developing States" was launched by the Director-General in Mar 2010 and "Women's Knowledge: Traditional Medicine and Nature (Mauritius, Reunion and Rodrigues)" was launched in April 2011 at a workshop co-organized by UNESCO on bioprocessing of the medicinal plants of the Indian Ocean SIDS. A set of 7 posters on indigenous/traditional knowledge were finalized and prepared for publication in five Pacific languages.

Cost-effectiveness/efficiency measures for this Main Line of Action

One of the measures taken by the Division is to combine events and activities so that we can use more efficiently our human and financial resources. Many of our capacity building workshops are held back to back reducing costs and travel time. We launch the USR during the World Science Day allowing us to launch the report simultaneously in 10 different places in the Globe and spending very little resources as the celebration of the WSD were already covered by the host countries.

We are decentralizing more funds to our Field Offices because it is more efficient that they manage the financial support that UNESCO is able to provide to some of our Member states. This also increases the ownership of our Field professionals with the projects we implement and hopefully it will develop a sense of commitment for future work.

We have decided that in some cases, where large programmes are being implemented, to bring the National Teams to UNESCO HQ for a technical visit allowing exchange of ideas, practices and sound policy advice from all the staff members of the Division and from other Divisions and Sectors of UNESCO> So far we have brought the Nigerian national Team, the Tanzanian national Team and the Senegalese National Team. The feedback we received from all the 3 teams was very positive.

Further, the Division has been investing in Global Programmes that bring STI policy and assessment to a larger scale then before. Good examples

are the two initiatives launched by the Division such as STIGAP and GO-SPIN. These two initiatives have a global reach without losing the specificities of each region. We have continued to prioritize the Africa and Arab regions for both initiatives.

II.1.2. Reinforcing capacity building in the sciences and strengthening science education, especially in Africa

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 506 654	Expenditures: \$2 200 195	Allocation: \$5 511 398	Expenditures: \$4 424 960

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Science education at various levels strengthened through IBSP and its action in promoting the use of satellites for innovative science education, science education policies promoted and quality of science teaching improved, with special focus on Africa and on participation of girls and women	<p>The first, micro-satellite "KEDR" has been successfully launched, commemorating the 60th anniversary of Gagarin's flight, in collaboration with Roskosmos and the Russian Academy of Sciences. Intellectual, logistical and financial support from Russian science institutions made it possible to complete the first phase of the project on the use of a satellite for promoting science education, international co-operation in the basic sciences and public awareness of science.</p> <p>Within the framework of IBSP, UNESCO implements the Global Microscience Experiments Project to promote education in the basic sciences. The project promotes the use of Microscience kits with teaching and learning materials to enable primary and secondary school pupils to conduct practical experiments in chemistry, biology and physics. To date, introductory workshops for science teachers have been organized in more than 90 countries, 40 of which were in Africa. A growing number of Member States is interested in participating in the project, including establishing Microscience experiments centres, and implementing the methodology nationally. The network of UNESCO-associated Centres for Microscience Experiments is proving to be useful for capacity-building in science education through the regional development of the project. In Africa, such Centres exist in Cameroon, Gabon, South Africa and Kenya.</p> <p>A collaborative activity supported by IBSP and the International Centre for Theoretical Physics (ICTP) is the project "Active Learning in Optics and Photonics" (ALOP), which involves organizing regional trainers' training workshops for high school and introductory university physics teachers in developing countries. The project aims to encourage physics teachers to teach optics more effectively, to promote optics teaching by active learning method, and to foster understanding and appreciation of optics. The initial aim is to train "trainers" - that is, those who have been through the program will then organize workshops for other teachers. The program supports optics and photonics education in developing nations, and as such it receives significant financial and technical support from the International Society of Optical Engineering (SPIE) and the US National Academy of Sciences. Focusing on improving optics and photonics education will result in a skilled and well-educated workforce for emerging industries in Africa, a workforce "able to contribute to the strengthening of their nations' economies, their global competitiveness, education and welfare of</p>

	<p>their people". From 2009, ALOP trainers' training workshops were held in Ghana, Tunisia, Morocco, Tanzania, Zambia, Cameroon and Algeria with more than 200 participating teachers from a total of 15 countries in Africa. In 2011 ALOP has organized three additional workshops, in Xavier University, Cagayan de Oro (Philippines), on 7-11 November 2011, in Kigali (Rwanda), on 13-18 November 2011, and at the Kathmandu University (Nepal), on 16-21 December 2011.</p>
<p>ER 6: Human and institutional capacity-building in the basic sciences strengthened to foster applications for societal needs and encourage careers in science, with emphasis on Africa and on gender equality</p>	<p>For the SESAME Project, the recent developments relating to the construction of the machine included building of a shielding wall for the ring (completed at the beginning of 2011), work on installation of the booster, the transfer line between the booster and the microtron, and the control, vacuum and electronic wracks outside the shielding wall (completed in July 2011). A tender for the cooling system has been issued in the fall of 2011. Recent political developments included the meeting on Capital Funding of SESAME by the Members of SESAME held in Amman in March 2011, which led to 5 Member States (Egypt, Israel, Iran, Jordan and Turkey) agreeing to pay 5 M US\$ each during 5 years (1M per year) for the construction of the machine. Outreach activities: UNESCO produced an up-dated version of the "SESAME brochure", and ESRF, in collaboration with UNESCO, produced a "SESAME People brochure". In general, the results of the activities carried out encompass basic installation works, promoting a fund-raising campaign, training of users, and promotion of a spirit of mutual understanding between countries with diverging political views. The need for, and efficiency of, UNESCO's role as a catalyser and promoter of multi-lateral international cooperation was again demonstrated, as was its role of a peace builder acting in areas of its competence.</p> <p>In collaboration with CERN, University Electronic Repositories have been installed in Rwanda and in Morocco, and the next country planned is Senegal. In general, in the framework of IBSP, a promising partnership was launched and developed between CERN and UNESCO in line with recommendations of the IBSP Scientific Board.</p> <p>The project "Networking and capacity building in molecular biology: UNESCO IBSP/ICGEB/TWAS partnership" is developing very well. After the workshop in Chile (September 2010), which selected five winning projects (2 from Africa, 2 from Latin America and 1 from Asia), the contracts were issued and the research phase started. All selected projects focus on plant and animal pathogens that affect agricultural productivity, what allows for efficient networking, and collaboration, between all participants. Each project receives 16'000 \$ per year, out of which 10'000 is for mobility of scientists from lagging countries to advanced ones. The total budget is created by matching funds put together (1/3+1/3+1/3) from three sponsors (50'000 per sponsor per year).</p> <p>The General Conference at its 36th session approved the establishment of the three Category II Centres: the International Centre for Advanced Training and Research in Physics, in Măgurele-Bucarest, Romania, the International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Lisbon, Portugal, and the International Centre for Research and Training in Biotechnology at the University of Nsukka, Nigeria. All three new Category II Centres created through the IBSP are supposed to lead in the implementation of UNESCO's mandate in</p>

	<p>the basic sciences, and will focus on advanced training of students and young researchers from developing countries, especially from Africa.</p> <p>The International Year of Chemistry 2011, run under the auspices of UNESCO and IUPAC, has been a success. The summary of the Year is very positive, with numerous activities largely improving the image of chemistry at a global scale. The concomitant celebrations of Marie Curie's Nobel Prize in Chemistry (1911-2011) allowed also for very efficient stressing of the role of women in science. IBSP may be proud to be at the roots of the International Year of Chemistry. In December 2011 UNESCO hosted the last international event of the International Year of Chemistry, namely the Malta V Conference, the fifth in the series "Frontiers of Chemical Sciences: Research and Education in the Middle East". Five Nobel Laureates in Chemistry participated in the event, and numerous world-known scientists from the Middle East, Europe and the USA. The Malta Conferences use science as a lever for development and a bridge to peace in the Middle East by bringing together scientists from these and neighboring countries (in the case of the Malta V Conference: Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey and United Arab Emirates) with eminent scientists from forefront industrialized countries to work together to address key issues essential for fostering sustainable development and solidarity in the region. This once more points to the strength UNESCO may bring to the "science for peace" activities.</p> <p>The IBSP-derived Human Variome Project (HVP), focusing on building global open libraries of human mutations related to inherited diseases, has recently passed through a break-through development in the form of the financial support of 300 millions US\$ from the Chinese Government, half of this sum for developing gene data bases in China, and half for activities in Asia. The HVP organized a conference in Beijing in September 2011, which launched its new Chinese and Asian activities. The IBSP Scientific Advisory Board, at its 7th meeting in March 2011, expressed deep satisfaction from this development, as it always considered the HVP project as one of the potential flagship initiatives of IBSP.</p>
<p>ER 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies</p>	<p>Progress in engineering capacity building, innovation and the development of relevant policies and associated materials included the completion of the UNESCO Report "Engineering: Issues, Challenges and Opportunities for Development" and the establishment of the extrabudgetary project on "Innovation for Development" supported by the Swedish Agency SIDA. In general, UNESCO supports the vital role of engineering in development in such important areas as poverty reduction, sustainable development and the other MDGs, climate change adaptation and mitigation. In the field activities in Africa this includes support for networks of women engineers, in the Arab Region, the use of ICTs to enhance Engineering Education. In Asia-Pacific region activity has focused on supporting professional engineering networks to improve engineering qualifications, professional standards and accreditation, assistance to regional universities to build capacity for university-private sector partnership, the dynamics of the engineering talent supply chain in China (with the UNESCO Beijing office) and knowledge sharing scheme between the Faculty of Engineering of the National University of Timor Leste and universities in other Asian countries. Networks involved included the Association of Engineering Education in Southeast, East Asia and the Pacific (AEESEAP), the ASEAN</p>

	<p>University Network, the Southeast Asia Engineering Education Development Network. The UNESCO Beijing office focused on strategies for engineering education and enhancing university-industry cooperation.</p> <p>UNESCO provided support for the 4th conference of vice chancellors and deans of science, engineering and technology (COVIDSET 2011), organized in Johannesburg by the African Network of Scientific and Technological Institutions (ANSTI) in partnership with UNESCO Nairobi Office, UNECA and Durban Institute of Technology (DUT). The theme was Harnessing Africa's Scientific, Engineering and Technology Innovations for Sustainable Development: The Role of Universities. The conference brought together over 150 participants from Africa, Europe, and North America comprising vice chancellors university leaders/policy makers, development partners, development Bank, researchers, international networks in science, engineering and; the private sector to deliberate on how to exploit African's research and innovation capacities and capabilities to generate new products, processes and markets for its socio-economic development as well as increase Africa's global competitiveness. A strategic action Plan was also developed for dissemination and implementation by all stakeholders.</p> <p>Three thousand copies of the UNESCO Engineering Report in CD format were produced and over 200 copies were distributed at the World Engineers Convention (September 2011). Within the framework of collaboration with Engineers Australia, support was provided for six recipients from developing countries to attend the 15th International Conference for Women Engineers and Scientists (ICWES15) held in Adelaide, Australia (July 2011).</p> <p>Review of a 200-page toolkit on "Innovation for Development: Knowledge and Research Application to Address International Development Goals" is currently ongoing. Further, the final manuscript on "Engineering Education: Transformation and Innovation" is also to be reviewed. In addition, an updated version of "An Engineer's Toolkit for a Developing World - Now is the Time", is currently being printed in 4,000 copies with the support of the Natural Sciences Sector and will be distributed widely by the Institution of Civil Engineers (London, UK).</p> <p>Pursuant to restructuring of the Natural Sciences Sector, Engineering education and capacity-building has been identified as one of four priority thematic areas for the sector and a Cross-Cutting Thematic Unit has been established to continue UNESCO's work in this area.</p>
<p>ER 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa</p>	<p>IBSP continued its activities in Africa to stimulate South-South and North-South-South cooperation and capacity building. In particular, planning for activities has been underway for the cooperative programme between the IBSP and the International Brain Research Organization (IBRO) for development of neurosciences in Africa. Several workshops and training courses have been held for Africa, e.g. a teaching course on regional Neurology in sub-Saharan Africa (Abidjan, Cote d'Ivoire, July 2010), a teaching tools workshop for Neuroscientists (Nairobi, Kenya, September 2010), a Neuroscience school on the onslaughts on the central dopaminergic system (Durban, South Africa, October 2010), a Neuroscience school on models for approaching brain health and disease (Rabat, Morocco, October 2010) and an advanced IBRO school on Comparative Neuroanatomy and Behaviour, (Nairobi, Kenya, December 2010). The project grew up despite decrease in its financing (from 50'000 to 25'000 US\$ per year from</p>

UNESCO). The project very much activated African neuroscience community, and led to the creation of a new network "Brain Sciences African Schools", to which more than twenty different research centres throughout Africa signed in. It is mainly due to them, who participated in activities with their own financing, that it was possible to actually run more schools than originally planned - 7 additional Workshops took place between October 2010 and September 2011, in cooperation with African partners.

A new initiative came from the Government of Ethiopia, who asked UNESCO to help them establishing a National Action Plan for development of research, training, and application of biotechnology. UNESCO responded by organizing a workshop in Addis Ababa in September 2011, in collaboration with UNESCO Addis Ababa Office and the Ethiopian National UNESCO Commission. The workshops brought together all Ethiopian stakeholders interested in the topic - Universities, research centres, governmental representatives and local industry, to establish priorities, and describe needs of Ethiopia in biotechnology. The workshops ended with a list of recommendations and postulates for the follow-up action. It is assumed that UNESCO will organize a next meeting in Paris, sometime at the beginning of 2012, inviting some of the Ethiopian stakeholders, but focusing mainly on the international experts in biotechnology, having deep knowledge and experience with the South. This group will discuss the actual concept of the Action Plan, and may draft the first version of the document which will be presented to Ethiopian National Authorities.

Cost-effectiveness/efficiency measures for this Main Line of Action

Programme development and implementation has been possible through cost-sharing and joint initiatives with strong partners in specialized fields of the basic and engineering sciences. This modality has proven to be very effective in attaining the objectives set out for such activities. Consolidation of efforts and resources with those of the UNESCO Field offices have allowed for a more focused response to the needs of Member States. Partnership for programme development and implementation is key to efficiency. Well planned activities may have more than two partners (e.g. UNESCO-IBSP/ICGEB/TWAS partnership), thus using regular programme funds only as a catalyst.

II.2. Sustainable management of freshwater, ocean and terrestrial resources, including renewable sources of energy, as well as disaster preparedness and mitigation

II.2.1. Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$11 608 655	Expenditures: \$10 849 976	Allocation: \$29 286 751	Expenditures: \$20 429 637

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 9: Knowledge base of	IHP played a significant role in strengthening the knowledge base and in developing capacities on the processes of

<p>the processes of the hydrological cycle, including river basins, aquifer systems and ecosystems strengthened</p>	<p>the hydrological cycle, particularly in the context of on-going global changes. In connection with other water-related expected results, the significant contribution of UNESCO in the field of freshwater was noted by the Independent external evaluation of UNESCO (185 EX/18). In the context of HELP, five thematic areas were developed on global change impacts on river basins, water governance, environmental water, water and life support systems and water education for the 91 river basins through north-south, south-south and triangular cooperation in the river basins. Related workshops were held in several Member States. IWRM Guidelines at the Basin Level were expanded for shared visioning, modeling and climate change messages for COP 16 and a customized version of the guidelines was delivered. FRIEND has contributed to a project outreach report of the WATCH Programme, where UNESCO was actively participating through IHP's FRIEND Water program. The Programme has also contributed to the area of floods and droughts. FRIEND consortium is participating in a project within the FP7 Cooperation Work Programme 2011 on Theme 6: Environment (including Climate Change) and on Vulnerability and increased drought risk. The project on "Fostering European Drought Research and Science-Policy Interfacing" has started with partners from the UNESCO-FRIEND Water network and the European Drought Centre (EDC) which has been established by UNESCO-FRIEND Water. G-WADI has effectively developed strong Asian Network and in 2010- 2011 it expanded additional networks in AFR, LAC and ARB regions. The G-WADI Geoserver has been developing several online data access and visualization tools that allow hydrologist to access high resolution precipitation estimates in real and near-real time that are customized to suit the needs of Member States. The Geoserver data was used to analyze floods in Pakistan and Namibia. The International Sediment Initiative (ISI) information system was enlarged at IRTCES (Category II Centre) and case studies were published. Following the IHP Council resolution XIX-19 on the ISARM initiative, the implementation of the recommendations of the UN General Assembly Resolution 63/124 has initiated in cooperation with Member States and partners. Various key activities were held at the international and regional levels in response to this resolution, including the ISARM International Conference on Transboundary Aquifers, and regional ISARM workshops organized worldwide, with progress in the inventory and characterization of transboundary aquifers and recommendations on legal and socio-economic aspects. Several other conferences, workshops and expert meetings took place to foster cooperation and capacity development related to Coastal Aquifers Management in SIDS in the Caribbean, the Management of Aquifer Recharge (e.g. ISMAR 7) and Groundwater Dependent Ecosystems. The first GRAPHIC LAC regional workshop was held and training courses on "Methods for Assessing the Impacts of Climate Change and Human Activities on Groundwater Resources" were organized in Tunisia and China. Methodological Guidelines on Groundwater in Emergency Situations (GWES) were disseminated. Additional details are provided on the periodic reports submitted to the Governing Bodies of IHP. A key result of IHP's active contribution to the implementation of resolution 63/124, was the adoption by the UNGA in December 2011 of a new resolution (A/RE/66/104) recognizing UNESCO's leadership in the management of transboundary aquifers and calling IHP to continue its work to support Member States.</p> <p>Regarding the <u>challenges</u>, also applying to expected results 2 and 3, the grave situation pertaining to water scarcity, lack of access to safe water and hydrohazards at the local regional and international levels is alarming. The need for</p>
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	a timely response from IHP is needed now more than ever. There is a clear need for increased extrabudgetary fund raising.
ER 10: Member States supported in strengthening policies for water governance and management in river basins, urban systems, arid and semi-arid zones, including groundwater and shared waters	Intergovernmental cooperation was fostered and training and technical support was provided to strengthen policies for water governance and management. The 19th session of the IHP Intergovernmental Council adopted 12 resolutions to enhance UNESCO's leading role in freshwater. The expert advisory group on Water and Cultural Diversity prepared a book on "Water, Cultural Diversity and Global Environmental Change: Emerging Trends, Sustainable Futures?", co-sponsored by UNU and the Centre for Political Ecology. The PCCP and ISARM programmes achieved an important part of its objectives in terms of building the capacity of Member States in managing shared water resources via training courses and joint research, which offered targeted audiences opportunities to develop and transfer knowledge. As a result, UNESCO was nominated leading agency for the preparations of 2013 International Year of Water Cooperation. UNESCO work on urban water management was reinforced and contributed to global efforts to address urban water challenges. UNESCO urban water network has been extended and utilized to enhance capacities, contributing in the publication of new documents and capacity development activities in Africa, Asia and other regions. Three projects have contributed to the identification and development of strategies for sustainable urban water management and infrastructure provision for slums. Work has advanced on the preparation for a comprehensive report on low-cost nano-material application for sea water desalination. Guidelines, case studies and a training course were developed with the International Association of Hydrogeologists for the management of aquifer recharge and with other partners for emerging pollutants in wastewater reuse. Over 30 ecohydrology demo sites were launched for north-south, south-south and triangular cooperation in coordination with UNESCO category 2 centers on ecohydrology. Key thematic workshops were delivered in association with the category 2 centers. Publications on "Water History for Our Times" and "Water History and Humanity" were prepared. Over 3,000 copies of the 3rd World Water Development Report (WWDR) were distributed with WWAP. In addition, 17 WWDR side publications were produced, of which around 20,000 were distributed globally. IHP and UNESCO-IHE have collaborated with WWAP in the preparation of the 4th World Water Development Report, which is being finalized and is on track for launching at the 6th World Water Forum (Marseille, March 2012).
ER 11: Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming	Water education activities at all levels were implemented as planned. A modular water education curriculum for integrated water resources education at the tertiary and vocational levels was developed for Africa in association with the recently approved UNESCO category 2 Regional Centre on Integrated River Basin Management in Nigeria. A global synthesis of tertiary and vocational water education was undertaken to document best practices across different regions. Water education, capacity building, flood management and knowledge needs for Pakistan Water Sector strategy were delivered as part of UN inputs into the water sector strategy of the Friends of democratic Pakistan Water Sector Task Force in Pakistan hosted by the Asian Development Bank. Collaboration between IHP and UNESCO-IHE was reinforced in the context of the restructuring of UNESCO-IHE. Strong collaboration took place in relation to joint modular degrees programme on water cooperation (with PCCP and the category 2 centre in

	<p>Dundee), short courses on several topics, research, collaboration on the The Water Channel, the preparations for the 6th World Water Forum and for the 4th edition of the World Water Development Report, being developed by WWAP. Four water-related category 2 centres were approved by the 36th session of the GC and authorized the Executive Board to approve a fifth centre. Eleven water-related centres under the auspices of UNESCO were present at the 19th session of the IHP Council and a meeting of the Directors of the centres was organized to enhance cooperation. The evaluation of several centres was undertaken, leading to the successful renewal of the respective agreements. Intersectoral work within the ESD platform on the elaboration of a multiperspective tool teaching and learning about water has progressed for launching at the 6th World Water Forum. Several international and regional meetings and training events were organized, with partners from other UN agencies and the public and private sectors, to enhance the capacities of over one thousand school teachers, informal educators and media professionals. The audiovisual platform on water films was developed in partnership with the WaterChannel.tv, now presenting over 900 movies on-line and attracting over 25,000 visitors per month. The UNESCO Water Portal was enhanced with a new thematic interface and (based on the ERI reports), accounts on the average for 50% of total visits to the Natural Sciences site (an average of 5 % of total visits to the UNESCO portal), with a peak on World Water Day (22 March) exceeding 2.2 million visits for March. The related e-newsletters were issued and distributed in English, French and Spanish to an aggregated mailing list of about 20,000 subscribers, covering water-related topics and particularly highlighting meetings/events, publications and capacity building activities undertaken in the framework of the IHP and its partners.</p>
<p>ER 12: Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity</p>	<p>Following the Dresden events (see report for June 2011), many other events commemorated the 40th anniversary of the MAB Programme. The General Conference adopted decisions to update statutes of the International Advisory Committee for Biosphere Reserves as well as the International Co-ordinating Council of the MAB Programme, adopted the Dresden Declaration on Biosphere Reserves and Climate Change, took note of the preliminary evaluation of the implementation of the Madrid Action Plan for Biosphere Reserves (2008-2013) and called for a new strategy for MAB and WNBR for the period beyond 2013 based on the experiences and lessons learnt from the implementation of the Madrid Action Plan for Biosphere Reserves. The World Network of Biosphere Reserves now count 580 sites in 114 countries and the implementation of the Madrid Action Plan has enabled to Member States to more deeply appreciate the importance of using biosphere reserves as learning laboratories for sustainable development. The second meeting of the South-South Co-operation for humid tropics between Amazon, Congo and Indonesia based MAB partners was convened in Sumatra, Indonesia and a third meeting is planned to be convened at the time of the Rio + 20 Summit in Belem, Brazil. Biosphere reserves and sustainable development was one of the 3 workshop streams in a SCOPE-Zhongkyu Technology Ltd sponsored Environmental Forum in Yixing, China in November 2011. The output of the workshop will be a publication on how biosphere reserves are addressing agenda items to be discussed at the Rio + 20 summit and how the contributions of biosphere reserves to sustainable development could be strengthened in the post Rio + 20 era.</p> <p>IGCP continues its thrust to ensure that IGCP projects emphasize and demonstrate the importance of geological sciences for improving society and sustainability options. Preparations for IGCP's 40th anniversary in 2012 are</p>

	<p>underway and the events planned will provide a significant outreach to IGCP and related UNESCO activities in geological sciences.</p> <p>The principal lesson learned from the interim evaluation of the Madrid Action Plan for Biosphere Reserves is that the successful implementation of the Plan by 2013 would require a more rigorous commitment of the MAB National Committees, UNESCO National Commissions and biosphere reserve authorities. As MAB and the WNBR is receiving sustained support of the Member States, converting that support into tangible increases in extrabudgetary funding is a sine qua non. Otherwise there is a possibility of major lapses in the implementation of the Madrid Action Plan for Biosphere Reserves during the 2012-2013 biennium.</p> <p>IGCP also will require expanded extrabudgetary support to make full use of its 40th anniversary.</p>
<p>ER 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR</p>	<p>The IberoMAB Network continued its annual gathering, convening for its XVth session in Peru in November 2011 and adopting a IberoMAB Action Plan for 2010-2020 that builds on the lessons learned via the interim evaluation of the Madrid Action Plan for Biosphere Reserves (2008-2013) and extending its vision and mission beyond 2013. Other networks like the South and Central Asia MAB and East Asian Biosphere Reserve Networks also had their gatherings to discuss and share lessons. The MAB Secretariat, in cooperation with UNESCO Nairobi launched a partnership with the Barefoot College with a significant potential for demonstrating participatory approaches for sustainable development in biosphere reserve particularly involving women in activities. The UNESCO MOU with the Stockholm Resilience Centre that has been dormant for nearly 2 years has been activated; preparations for using biosphere reserves as places for testing ecosystem services payment approaches are being developed for testing during 2012-2013 biennium. Using biosphere reserves as pilot sites for UN REDD and UNREDD+ activities has also been found attractive by some newly emerging funds; the Athelia Climate Fund has expressed an interest to establish an MOU with UNESCO in this regard and this is in progress.</p> <p>The use of biosphere reserves as test sites for global biodiversity and climate change initiatives require some high-level promotion of this opportunity among other UN agencies and particularly at the country level. This is happening in some One UN (Cap Verde, Rwanda, Tanzania and Vietnam) pilot countries; but beyond that success is sporadic. While the notion of MAB and WNBR being platforms for sustainable development has received endorsement of the UNESCO General Conference, this opportunity needs to be promoted among other UN agencies and particularly at the country level. Soliciting the commitment and co-operation of UNESCO Commissions, MAB National Committees and other national level partners continues to be a significant challenge.</p> <p>UNESCO, through MAB and the UNESCO Biodiversity Initiative, has been recognized as one of the main players in the Strategic Plan for Biodiversity and the supporting UN Decade, both covering the period 2011-2020; as well as being recognized as a core actor in the IPBES process. UNESCO leads in biodiversity in the context of the related inter-agency mechanism, the dedicated sub-group of the Environment Management Group. It also has collaborated with UNEP-WCMC and UNDP for the full operationalization of a global network of sub-global assessment of biodiversity and ecosystem services in support of poverty reduction and sustainable livelihoods, renewed strategic synergistic cooperation with FAO and with IUCN.</p>

	<p>UNESCO's active and proactive participation in the International Year of Biodiversity has contributed significantly to the successful Nagoya Outcome and to the declaration by the UN General Assembly of the UN decade on Biodiversity. The recommendation by the Busan meeting to create an IPBES, subsequently endorsed by UNGA, is also a result of UNESCO's engagement to strengthen the biodiversity science-policy interface in cooperation with relevant UN partners. As the biodiversity and climate change agendas are increasingly interlinked and harmonized, the successful establishment of a UNESCO Chair in Climate Change - the first in this area, which coincides with the prestigious chairship of IPCC provided by Dr Pachauri who is the Chancellor of TERI University, demonstrates the potential for SC to invest into strategic cooperation with India and other countries in the Region.</p>
<p>ER 14: Geosciences capacities for Earth systems observations and Monitoring with particular emphasis on geosystems, geohazard prediction and climate change adaptation strengthened, with a special focus on Africa</p>	<p>Interest in the Global Geopark activities continued to grow and the Global Geoparks Network ,which currently receives ad hoc support from UNESCO has 87 members in 27 countries. Many Member States have shown enthusiastic support during the past biennium and asked UNESCO to propose options for how to possibly formalize its cooperation with the Global Geopark Network in order to support interested Member States for future development of Geoparks.</p> <p>UNESCO's Initiative on Earth Science Education in Africa wrapped up its regional scoping workshops, published a synthesis of the findings and has launched three initial activities in close cooperation between UNESCO Headquarters and African field offices. The Initiative continues to seek extrabudgetary funding to implement these activities.</p> <p>UNESCO's expertise in Earth Sciences continues to seek interdisciplinary collaboration in areas such as: the role of science in geohazard prevention and response, extractive industries and biosphere reserves, geoengineering, global earth observation, space education and groundwater. An expert consultation held for discussing geoengineering approaches was a collaboration with IOC and the SC Sector Engineering initiative; it is expected that a publication from the consultation will be included in a peer-review journal in the early part of 2012.</p> <p>Geosciences in UNESCO is unique within the UN system. However, it requires expanded extrabudgetary support, if expectations of the Member States are to be adequately met.</p>
<p>ER 15: Capacities built for mitigation of natural disasters, with particular attention to gender parity and youth, through networking, partnerships and policy support</p>	<p>UNESCO strengthened networks and partnerships for the study of natural hazards and for risk reduction in the framework of the United Nations International Strategy for Disaster Reduction (ISDR). Support was provided to knowledge sharing among specialists in disaster risk reduction (DRR) and to capacity-building for disaster mitigation through workshops organized by the Organization and various events held in association with it. UNESCO's multidisciplinary and intersectoral approaches to the problem of natural hazards have yielded positive results, notably in the field of education and disaster resilience and overall capacity-building. The Organization's role in building capacities for mitigation of natural disasters through advocacy, networking, partnerships and institutional and policy support has been confirmed through UNESCO's participation in high-level intergovernmental and inter-agency forums such as International Disaster and Risk Conference (IDRC) Davos-2010, 3-rd Global Platform Session, the ECOSOC High level segment and the 2nd world Landslide Forum. Notably, the Organization played a prominent role within the ISDR system in encouraging advocacy for the integration of DRR into the educational programmes, including through</p>

support given to the ISDR campaign on "One Million Safe Schools and Hospitals". Contributions were made to promote DRR in the aftermath of major disasters, such as after the earthquake in Haiti and the floods in Pakistan, Benin and Namibia, as well the drought in the Horn of Africa. Owing to involvement in common country programming exercises, the Organization's participation in national and regional efforts pertaining to disaster risk reduction has expanded including in UNDAFs.

The experience of the last biennium demonstrated the fruitfulness of close cooperation within UNESCO among Programme Sectors, notably the Natural Sciences and Education and with entities of the ISDR system, including on promotion of knowledge and education for DRR, as well as the safety of schools. Cooperation between various units in the Natural Sciences including the Field units on post-crisis interventions, as well as intersectoral cooperation during the preparations of major events proved to be a great asset for providing Member States and UNESCO's partners multidisciplinary and multisectoral advices and services. In the light of the restructuring of the Natural Sciences Sector, such joint interdisciplinary activities in DRR are hopefully expected to become a feature within SC and vis-a-vis other Programme Sectors. The interdisciplinary nature of DRR could benefit from the development of a sector-wide and/or house-wide strategy to coordinate the efforts of various UNESCO sectors, divisions, institutions and offices in order to respond adequately to the emerging challenges of disasters and avoid duplication in activities, as well as multiply positive results towards UNESCO's efforts in contributing to build a culture of disaster preparedness.

Operational actions in the Field, aimed at reducing vulnerability to natural disasters through capacity building in sciences, education and raising public awareness, have capitalized on, and have been enhanced through the mobilization of both regular programme budget and extrabudgetary resources. Future DRR actions should be focused on mobilizing increased extrabudgetary funding and on stimulating further cooperation with DRR stakeholders at national and local levels.

UNESCO's actions for reducing vulnerability to natural disasters should further capitalize on intersectoral activities. The Organization should also put emphasis in advising on policy and project proposals for incorporation into national development plans, such as policy support for DRR, promotion of knowledge, school safety and mainstreaming of gender equality in DRR. Further involvement in common country programming exercises will strengthen the Organization's participation in national and regional efforts pertaining to disaster risk reduction. The contributions made to promote disaster risk reduction in post-disaster situations such as the earthquake in Haiti and the floods in Pakistan, Benin and Namibia, as well the drought in the Horn of Africa have consolidated the recognized role of the Organization in this respect and proved to be a great asset in raising extra-budgetary funding for these activities and in mobilizing cooperative modes of work between various units in the Programme Sector and Field units on post-crisis interventions. Future actions should be focused on mobilizing increased extrabudgetary funding and on stepping up cooperation with stakeholders involved in disaster resilience at national and local levels. Despite the welcome improvements in coordination between Headquarters and the Field and between Programme Sectors described in the SPO-5 evaluation, new impetus is required.

<p>ER 16: Member States supported in policies for renewable and alternative sources of energy and related capacity-building</p>	<p>To promote the renewable energy policy making and the sharing of scientific knowledge and best practices on the solar energy conversion, use and application the third edition of the annual "African solar energy summer school" held in Bamako, Mali. This initiative benefited to thirty five participants from nine western African countries. In addressing the capacity building and sharing of knowledge and best practices as well as the South-South Cooperation, a regional seminar on "Use and application of renewable energy technologies and their adaptation to climate change" was organised in Yaoundé, Cameroon and benefited to thirty three participants representing thirteen African countries took part to this event. Concurrently, to promote the partnership and scientific exchange in the different renewable energy technologies as well as the related best practices, support was provided to the organisation of two major international events that served as a platform on solar PV and wind Science and technology: the "26th Photovoltaic Solar Energy conference & exhibition" and the "10th World Wind Energy Conference and Renewable Energy Exhibition". The publication of the quarterly Energy Bulletin was furthered by the International Sustainable Energy Development Centre (ISED), category 2 center under the auspice of UNESCO. This centre could prove to be a useful tool in addressing the sustainable development targets and poverty reduction through access to modern energy services. Contribution to UN-Energy activities was furthered through the active participation to UN energy activities. Preparatory work and discussions have been initiated in view of the planned events foreseen during the 2012 "International Year of sustainable energy for all".</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

For IHP, cost-effectiveness and efficiency is a high priority. The majority of IHP activities are performed with partners, with IHP only providing minor seed funding. IHP has a comparatively high ratio of resources per staff, meaning that it is implementing more activities with less resources. In addition, UNESCO water programmes also have attracted a significant number of extrabudgetary resources for water-related actions, which far exceed the regular budget funds by a proportion of over 10 to 1. The rapidly expanding network of water-related category 2 centres under the auspices of UNESCO is also providing an important and cost-effective contribution to the implementation of IHP, by hosting programmes such as IFI, ISI and IDI and by contributing to specific activities.

II.2. Sustainable management of freshwater, ocean and terrestrial resources, including renewable sources of energy, as well as disaster preparedness and mitigation

II.2.2. Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 420 230	Expenditures: \$3 085 025	Allocation: \$14 196 694	Expenditures: \$10 136 402

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 17: Ocean observing systems and data exchange standards enhanced	<p>The implementation level of the Global Ocean Observing System (GOOS), the ocean/climate component of the Global Climate Observing System (GCOS), was successfully sustained above 60%, as planned, with the overall system completion rate standing at 62%. The IOC and partners demonstrated that effective delivery of ocean observations and services could be enhanced with further funding. With the acquisition of the Ocean Biogeographic Information System (OBIS), IOC strengthened its global role in oceanographic data and information exchange and management.</p> <p>The experience acquired in the implementation of approaches and methodologies for climate and coastal adaptation in West Africa contributed to the recognition of UNESCO as one of the Multilateral Implementing Entities of the Adaptation Fund of the UNFCCC.</p> <p>(see also 36 C/REP/8)</p>
ER 18: Enhanced coordination of research on ocean ecosystems, marine habitats and biodiversity, and best practices promoted in the management of marine and coastal ecosystems	<p>As a main sponsor of the International Ocean Carbon Coordination programme (IOCCP) IOC contributed to the development of new science in ocean acidification and ocean fertilization. In the field of ocean health, substantial improvements were achieved on the monitoring of harmful algal blooms (HABs) and the early warning systems to mitigate or minimize the impacts of HAB in human health and also to protect shellfish markets.</p> <p>Approaches, methodologies and tools developed by IOC for marine spatial planning obtained wide acknowledgment. The Ad Hoc Working group of the United Nations General Assembly (June 2011) decided that the Regular Process for the Global Reporting on the State of the Marine Environment would advance with the organisation of Regional Workshops, with IOC playing a major role in the Caribbean. A joint UNEP/IOC proposal to develop a joint clearing house mechanism was welcomed by UN Member States.</p> <p>(see also 36 C/REP/8)</p>
ER 19: Risks from tsunami and other ocean and coastal-related hazards reduced, with special	<p>The Indian Ocean Tsunami Warning and Mitigation (IOTWS) reached the full operational stage in October 2012, when a new regional tsunami advisory service provided by Australia, India and Indonesia became operational, starting a new era of regional cooperation for tsunami warning in the Indian Ocean. This marks the culmination of 6 years of development and preparation since the IOC was mandated to coordinate the establishment of a tsunami</p>

<p>emphasis on particularly vulnerable regions in Africa, LDCs and SIDS</p>	<p>early warning system in the Indian Ocean. The readiness of the Pacific Tsunami Warning System (PTWS) was proven on the occasion of the Great East Japan Tsunami of 11 March 2011, with an alarm sent within 3 minutes from the 8.9-magnitude earthquake. In the Caribbean (CARIBE-EWS) and the North-eastern Atlantic and the Mediterranean (NEAMTWS), significant progress was achieved in the establishment of the sea level networks, tsunami watch providers and tsunami information centres. (see also 36 C/REP/8)</p>
<p>ER 20: Member State requests for policy and capacity development responded to by integrating knowledge and experience available from all relevant IOC programmes, with special attention given to particularly vulnerable regions in Africa, LDCs and SIDS</p>	<p>In keeping with UNESCO priority Africa, in 2011 the 26th IOC Assembly approved the establishment of the IOC Sub-Commission for Africa, Including Adjacent Island States, which unifies the African regional bodies to improve IOC visibility, facilitate coordination among the Member States in the region, and will ensure the efficient implementation of IOC programmes in Africa. The new Sub-commission will implement IOC programmes in Africa in the areas of capacity building, ocean observation, and ocean sciences, adding to the work being done for 30 years by the Sub-Commissions for the Caribbean (IOCARIBE) and the Western Pacific (WESTPAC). The UNESCO/IOC-UNDP-IMO-FAO interagency paper "A blueprint for ocean and coastal sustainability" is informing the preparation of the Rio+20 outcome document for oceans and sea and SIDS. Under the leadership of the Director-General, UNESCO was instrumental in the launching of the initiative of the UN Secretary-General for an "Oceans Compact" to build a framework to advance policies and actions to address the most urgent issues regarding sustainable management of oceans. (see also 36 C/REP/8)</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Ongoing improvements concern internal coordination, cost efficiency measures, communication and cooperation with the field network and streamlining of subsidiary governance structure. Through the biennium, direct handling of operating costs allowed for some fine-tuning of expenditure estimates and thus savings (funds were re-distributed according to programme priorities). In the second part of the biennium, meetings of IOC subsidiary bodies were held "paperless" relying exclusively on electronic documentation. Smaller meetings were held entirely through distant video and phone communication. Communication with the IOC field network was enhanced through new functions of regional liaison at the headquarters. The number of secondary subsidiary bodies (task teams) established by IOC primary subsidiary bodies was reduced.

II.3. UNESCO science institutes

II.3.1. UNESCO-IHE Institute for Water Education (UNESCO-IHE)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$0	Expenditures: \$0	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Sustainable development enhanced through water education and training, primarily in developing countries	In the period 2010 - 2011, UNESCO-IHE continued to offer four fully accredited International Master of Science programmes in environmental science, water management, municipal water & infrastructure, and water science and engineering, with a total of 21 specialisations. Under these programmes, 377 MSc degrees awarded distributed as follows: 148 in water science and engineering, 62 degrees in water management, 93 in environmental science and 74 in municipal water and infrastructure. 40% of the MSc degrees were awarded to women. 46% of the MSc degrees were awarded to students from Africa and 24% from Asia. 11 MSc specialisations were offered in cooperation with partner universities either in the form of a double degree programme or through a joint erasmus mundus programme: 1)limnology and wetland ecosystems 2)sanitary engineering, 3)urban water engineering and management, 4) water supply engineering, 5)agricultural water management for enhanced land and water productivity, 6)ecohydrology, 7)coastal engineering and port development, 8)land and water development, 9) hydroinformatics, 10)intergrated lowland development and management planning 11)environmental technology for sustainable development. Finally, a total of 310 participants were trained through regular short courses, 240 through online courses, 55 through regional refresher seminars for alumni and approximately 200 through tailor made trainings reaching more than 800 mid career professionals worldwide.
Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	110 PhD fellows were registered out of which, 25% are women and 45% are from Africa. During the 2010 - 2011 period, 17 PhD thesis were published and 377 MSc research papers addressing priority water resource issues in developing countries were published fitting one or more of the five possible research themes being environmental integrity, information and communication systems, urbanization, water management and governance and water security. 4 published books, 33 published chapters in a book, 184 articles in journals and 119 papers in proceedings.
Capacities of local water-related organizations built and increased	UNESCO-IHE continues to be highly successful in the acquisition of externally competitive projects. In the period 2010 - 2011, more than 60 research and development projects were running. One such project deals with transboundary water management issues: "In Search of Sustainable Catchments and Basin wide Solidarities - transboundary water management of the blue Nile river basin" funded by the Netherlands Organisation for Scientific Research (NWO). Another successfully running project which UNESCO-IHE is the lead partners funded by the European Commission is "Knowledge based approach to develop a prevention of Culture of water related risk". More than 15 new contracts for projects dealing with institutional strengthening were signed involving

	<p>universities/institutions in the South. These projects have activities ranging from educational curriculum development to advisory type services. Running projects are commonly composed of at least one but more frequently several Institutions from the South such as Birzeit University, Eduardo Mondlane University, Asian Institute of Technology and Sana'a University.</p>
<p>Knowledge and information developed and shared through partnerships and joint activities in education, research and capacity-building</p>	<p>The institute developed joint activities with various water centers of UNESCO. The MSc specialization in Water Conflict Management was given together with UNESCO-IHP's "From Potential Conflict to Cooperation Potential" programme and UNESCO's Centre for Water Law, Policy and Science in Dundee. A short course on the History of Water Management was also jointly organized by UNESCO-IHE and IHP. UNESCO-IHE also gave a joint course and exchanged staff with the International Centre for Water Hazard and Risk Management in Japan (ICHARM). The Institute continues to be the lead partner in the capacity strengthening of the HidroEx category II center for water education in Brazil, at a first instance through the completion of a workplan for the next 4 years.</p> <p>The UNESCO-IHE Partnership Research Fund (UPaRF) allocated new funding for 7 small scale research projects involving a total of 13 partner institutes and the total portfolio now contain a total of 37 research projects with 70 partners institutes in 37 different countries. Of the 70 partners institutes, there are 44 universities and research institutes and 11 water sector organizations from developing countries and some 15 institutes from developed countries. Many of these projects bring together partner institutes from different corners of the world such as the project "Upscaling small scale land and water system innovations in dryland agro-ecosystems for sustainability and livelihood improvements" where University of Dar es Salaam, Delft University of Technology, IWMI and University of KwaZulu Natal. UNESCO-IHE now has some 50 running institutional agreement such as memorandums of understanding, cooperation agreements or letters of intent, including those specific to the implementation of joint programmes. The support of water sector networks continued to be a priority for UNESCO-IHE and some 3 water sector capacity building networks were supported in the period 2010-2011.</p>

Cost-effectiveness/efficiency measures for this Institute 3

The acquisition of such externally funded projects are one of the main sources of funding for the Institute accounting for approximately 33% of its sources of income in 2010. 37% of the income comes from the subsidy from the Dutch Ministry of Education and the remaining amount from tuition fees, making UNESCO-IHE completely extrabudgetary.

II.3.2. Abdus Salam International Centre for Theoretical Physics (ICTP)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 015 000	Expenditures: \$1 015 000	Allocation: \$1 904 760	Expenditures: \$1 982 191

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Advanced research training of scientists, especially women and young scientists, and university teaching staff in physics and mathematics enhanced	<ul style="list-style-type: none"> • With over 110 conferences and workshops in Trieste, ICTP hosted and thus enhanced during 2010-11 the training of over 10,000 scientists, including over 20% women, which is an increase over past participation rates by women (women are particularly underrepresented in physics and even more so from developing countries). • In addition, 27 conferences and workshops organized by ICTP outside Trieste; 11 in Africa, 6 in Asia, 8 in Latin-America, 2 in Europe. • ICTP hosted 42 scientific activities in Trieste, organized by other institutions, with 2,430 participants.
South-South and North-South-South cooperation and activities in Africa strengthened	<ul style="list-style-type: none"> • Regional ICTP branch opened in Sao Paulo, Brazil. Under preparation opening of similar regional branches in Mexico and in other countries. • New affiliated centres have been supported in Africa, Latin America, Eastern Europe and Asia. • Support provided to Science without Borders programme in Brazil, to ANSOLE - the African scientists engaged in solar energy research, to the SESAME laboratory. • New affiliated centres have been supported in Africa, Latin America, Eastern Europe and Asia
Synergies with other organizational units contributing to Major Programme II enhanced	<ul style="list-style-type: none"> • In November 2010, ICTP celebrated 45+ years of activity. The new Strategic Plan was shared with Nobel Prize winners, government ministers, and leaders of development agencies from developed and developing countries joined in an international dialogue to determine new, effective strategies for scientific research and education, during the conference "Science and Development for a Changing World" held in Trieste. • The ICTP Strategic Plan 2010-2014 contains the findings of ICTP's own assessment of achievements, challenges and lessons learned, including the impact of joint ICTP- UNESCO activities for the developing world. The plan was supported by the participants at the conference. The Strategic Plan is directly relevant to MLAs 1 and 2 of MP II, the intersectorial platform for science education, and the two global priorities, Africa and gender equality. The top five targets of the Strategic Plan, some of which have already been realized, are: <ul style="list-style-type: none"> • ICTP science will be enriched by a formal Ph.D. programme as a natural extension of the current Diploma programme in collaboration with SISSA. Programme started September 2011. • will be extended by establishing regional centres of excellence in developing countries. ICTP's scientific reach • The range of ICTP's science will be increased by strengthening existing research sections and adding new ones, particularly in energy, quantitative biology and computing sciences. Progress has been made in the first two areas. • role in developing improved Internet-based techniques and new e-learning methods to further supplement and replace the traditional classroom. CERN, MIT and OpenCourseWare Consortium have made contact with ICTP for

	<p>collaboration. One hour of ICTP recording costs less than a cup of coffee. On www.ictp.tv, more than 7,500 recorded hours are publicly available. For higher-quality recordings, ICTP uses the iTunes University. Quality recordings are made of the Diploma-programme lectures. ICTP will play a leading</p> <ul style="list-style-type: none"> • Office will seek new funding and support opportunities. Activities for a fundraising campaign for the fiftieth anniversary of ICTP have started. A new Institute Advancement <p><u>Challenges and lessons learnt:</u></p> <ul style="list-style-type: none"> • Lessons learned from past years have been incorporated into the new Strategic Plan. • ICTP is in agreement with the comments made by the external evaluators: "Challenges moving forward relate to keeping a close watch on programme expansion, improving monitoring and reporting systems, and enhancing collaboration with UNESCO in view of creating more win-win opportunities for both institutions." • Fund-raising is a challenge. The external evaluators recommend: "UNESCO and ICTP should discuss options for delegating wider authority to the Centre for the raising of external funding. At present, ICTP faces some institutional limitations in accessing external funding. • The challenge of adopting SISTER and results-based programming to mesh with UNESCO's systems has been met through on-site training.
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Cost-effectiveness/efficiency measures for this Institute 3

ICTP has seen that it can reach many more persons by recording all its lectures and making these available via adapted electronic communication tools. All lectures at ICTP are now recorded. The cost per hour of ICTP recording is less than a cup of coffee. At www.ictp.tv, more than 7.500 hours or recordings are available.

The great potential of the wireless sensor networks, and the accelerating development and availability of solar energy technology, has had ICTP revise its strategy and to increase its commitment to electronic communication. As was said at a workshop at ICTP; The ultimate society is a knowledge society, where information is accessed, used, created and shared. The broadband technology will enable the knowledge society to meet the MDGs, and advanced mobile technology will help "internet connectivity" become "ubiquitous connectivity".

ICTP has implemented FABS, UNESCO's financial and accounting system. During the autumn 2011, the system will be operative and SISTER implementation will begin. As a consequence, the budgetary and accounting figures will be available also in SISTER in future.

ICTP receives for it extrabudgetary contributions of around \$5-7M/biennium from various research programs, funds and academic institutions.

These considerations were directly incorporated into the ICTP Strategic Plan .

II.4. Intersectoral Platforms (ADG/SC lead)

II.4.1. Science education

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Framework of overall science education strategy developed based on an analysis of data on the state of science and mathematics education in Member States</p>	<p>Several studies were conducted notably aimed at providing a baseline for science teaching and learning. In this context a national study on Teachers Personnel Training System conducted and key gaps and priorities areas identified for improving Teachers Training System in Ethiopia. A framework of action developed on improving Non-formal Teachers education personnel in Africa; which was hosted by Ethiopia.</p> <p>Through the New Delhi office an activity was undertaken 'Inside Primary Schools- A study of teaching and learning in rural India' where data collection in 5 states: Rajasthan, Andhra Pradesh, Assam, Jharkhand and Himachal Pradesh included information about schools, teachers, students, village and household characteristics. The data collected was analyzed in consultation with three districts from each of the states on the basis of substantial differences in indicators such as percentage of scheduled caste/scheduled tribe population, percentage of children out of school, women's literacy rates, and children's learning levels as measured by the Annual Status of Education Report 2008.</p> <p>Through the Windhoek Office, a Baseline Study on Women in Sciences in Lesotho was commissioned and the report has been delivered to UNESCO Windhoek office (October 2011). A similar exercise is being undertaken for Swaziland and the information gathered will be put in an online database.</p> <p>During the last 6 months, activities regarding practical hands-on science education were carried out in two countries namely Haiti and Sudan. Within the framework of the International Year of Chemistry especially the Global Water Experiment, an activity was organized involving 200 students, mostly girls (14-15 years old) from two schools in Haiti. The host College Coeur Immaculé de Marie (C.I.M) which hosts around 1000 girl students, was completely destroyed by the recent earthquake and the students are currently being accommodated in temporary buildings provided by UNICEF. The students analysed the quality of water and learned how to treat their local water sources using simple Microscience kits. Further a teacher training workshop on Microscience Experiments was organized in Port au Prince, Haiti involving about 40 participants including secondary school teachers, curriculum planners, representatives of different ministries and other national stakeholders attended the workshop.</p> <p>Following advances made by the Sudan National Commission for UNESCO and ISESCO and the group of experts working on the Microscience project in Sudan, UNESCO assisted further by equipping 3 schools with 120 adapted Students' Sudanese kits and 12 Teacher's kits for secondary schools in Biology, Chemistry and Physics.</p>
<p>Member States assisted in</p>	<p>In the context of dissemination of science knowledge through national broadcast services</p>

<p>integrating science journalism as a competency in journalism education programmes, and science content in public service broadcast media increased</p>	<p>in Ecuador, media products such as videos, pictures, posters, booklets and other materials were published, disseminated and debated with young people and teachers of secondary and technical education institutions as a support to the educative reforms in areas such as Prevention of HIV, Scientific education, Culture of Peace, Human Rights and Gender.</p> <p>A pre-conference workshop on climate change and biodiversity targeted at 20 developing-country journalists was successfully held in parallel to the 7th World Conference of Science Journalists in Doha, Qatar. The African-regional study by Makerere University on science and technology journalism in Africa, originally envisaged to take fewer than 4 months, has been completed. Further South Africa's Rhodes University successfully held a workshop (September 2011) in Cape Town, to consider the inclusion of climate change in the journalism curricula of several universities in Africa, Asia and Latin America.</p> <p>With the aim of reinforcing the capacity of Djiboutian journalists on climate change and environmental issues the Eastern Africa Journalists Association (EAJA) with the financial support of UNESCO, organised a 2-day Environmental Reporting Workshop for Djiboutian journalists in Djibouti. This focused on developing the skills needed to increase the prominence of environmental reporting by strengthening the skills of Djiboutian journalists from different media houses to promote a safer environment. Further a 1-Day round table discussion on Science Reporting was supported and participants drawn from all media houses in Addis Ababa and representative of Science Journalists Association and Ethiopian National Journalists Union, attended.</p> <p>As second part at the discussion 30 journalists have taken part at this discussion on climate change and science journalism.</p> <p>In the context of capacity building and support for STI policies in Africa and as a follow up to a survey carried out in Senegal in 2009, a meeting was organized at UNESCO involving Ministry officials and senior STI policymakers, representatives from Universities and the scientific research community from Senegal. This meeting was used to expose the participants to the panorama of activities undertaken by UNESCO in Senegal and relevant to the national STI policy review. Presentations were made by representatives from the various sectors on science ethics, science journalism, hydrological aspects of climate change, and also the social dimensions of access to technology.</p> <p>The collaboration between UNESCO and Nature Education of the Nature Publishing Group for the launch of a World Library of Science has continued and it is envisaged that the launch of the first phase will begin in 2012.</p>
<p>Teaching of ethics of science and technology, in particular bioethics, promoted and incorporated in university curricula</p>	<p>A series of training activities of the National Bioethics Committees has been carried out in the framework of the Assisting Bioethics Committees project in various countries among these El Salvador, Jamaica, Kenya, Gabon, Togo, Guinea and Cote d'Ivoire.</p> <p>In the context of improving the quality of science ethics teaching, ethics teacher training courses were held in various regions of the world: 2 in Croatia, hosted by the Inter-University Center (July 2010 and July 2011), and 1 in Serbia, hosted by the Serbian Academy of Sciences and Arts (June 2011), with more than 15 participants in each class. A short half-a-day introductory course in bioethics was held in Baku, Azerbaijan, following immediately the IBC session from 31 May to 3 June, using the opportunity to benefit from the wealth of experts attending the IBC there.</p>

	<p>The improvement of ethics teaching quality through the establishment of strategic networks, included the establishment of one international association of ethics teachers and one meeting of UNESCO Chairs in Bioethics. The international association of ethics teachers was established, with a provisional secretariat at the Healthcare Ethics Center of Duquesne University in Pittsburgh, USA, in May 2011. The network already has more than 100 members, is in the process of elaborating specific projects, and will have its first meeting in May of 2012. As part of a pilot phase, the UNESCO Bioethics Core Curriculum has been steadily introduced in 16 institutions of higher education in Argentina, Armenia, Belarus, Brazil, Cote d'Ivoire, Kenya, Japan, India, Malaysia, Indonesia, Israel, Kyrgyzstan, Russian Federation, and Uruguay. The Core Curriculum has been translated, with the initiative and financial resources of the national stakeholders - UNESCO National Commissions, foundations, NGOs, academic establishments, into several languages, such as Japanese, Azerbaijani and Dutch, in addition to the 6 official languages of UNESCO.</p> <p>The integrated training programme on bioethics for distance education (e-learning) was elaborated by the UNESCO Moscow Office in close cooperation with the UNESCO Institute for Information Technologies in Education and leading specialists from CIS countries, members of the Regional Network of National Bioethics Committees. The training is available for the wide access at the UNESCO IITE website.</p>
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

Activities were developed and implemented in partnership with expert organizations and institutions in relevant fields of the work undertaken, using where possible existing national expertise, networks and infrastructure. This provided a valuable mechanism for collecting basic data, targeting programme action to specific needs of Member States and effectively applying and disseminating the results of action undertaken to strengthen science education, improve the teaching of science at all levels including the use of media and IT technology. Cost-sharing with other organizations, National Commissions, universities have been an important part in ensuring the successful implementation of all activities within these expected results.

II.4.2. Contribution to the implementation of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Key SIDS-relevant issues - e.g. climate change, indigenous knowledge and linkages between biological and cultural diversity - integrated into education and	The new Sandwatch manual was published in English in October 2010, integrating new chapters and activities on climate change adaptation and networking. Spanish and Portuguese editions will be completed in early 2012. Demand for the new manual was very strong, requiring a reprinting of the English edition in June 2011. An interregional SIDS training and networking event was held in the Seychelles in October 2010, while national capacity development events were organized in Kiribati and Samoa. The geographical disparity of the SIDS regions makes implementation of Sandwatch in SIDS a particular challenge. However, Sandwatch workshops experience has shown

awareness programmes and policies as a contribution to UNDESD	<p>that inter-regionality can be achieved through joint mobilization of HQ and field offices, combined with the establishment external networks and partnerships. Sandwatch was presented at the global SIDS Climate Change Education for Sustainable Development (CCESD) experts' meeting held in the Bahamas in September 2011. The meeting brought together approximately 100 experts from all SIDS regions to define priorities and make recommendations for the development of CCESD programmes in SIDS. Input to the Bahamas event was provided by a Caribbean regional workshop on CCESD held in June 2011 in the British Virgin Islands, developing a declaration on CCESD in the Caribbean as well as two sub-regional action plans for CCESD.</p> <p>In the context of Climate Frontlines (CF), field-based research projects were conducted and completed in Bahamas, Cap Verde, Madagascar, Papua New Guinea (PNG), Tonga, Solomon Islands, and Trinidad and Tobago. Additional projects are ongoing in the Federated States of Micronesia (FSM) and Palau. An interagency experts' workshop on the theme of "Indigenous Peoples, Marginalized Populations and Climate Change: Vulnerability, Adaptation and Traditional Knowledge" held in July 2011 in Mexico City, including a special section on SIDS. The technical report of this workshop has been provided to the authors of the IPCC's forthcoming 5th Assessment Report with a view towards ensuring the recognition of climate change related local and indigenous knowledge in the report. Work on the further adaptation and improvement of the Pacific 'The Canoe Is the People' educational resource kit was nearly completed by the Ministry of Education in the Cook Islands, with a view towards publication in mid-2012.</p> <p>During 2011, assistance was provided to Fiji, Tonga and Vanuatu for the development of Tsunami Early Warning System (EWS) components. Tsunami Response Plans are now in draft form for the three countries. Their completion and adoption will be addressed in early 2012, delayed due to the budgetary constraints currently faced by UNESCO.</p> <p>Also in the context of UNESCO-IOC, implementation of ODINAFRICA-IV continued with the organization of the third coastal and marine atlases workshop in Grand-Bay, Mauritius from 25-29 July 2011. UNESCO Dar es Salaam elaborated a Joint Programme with UNDP Mauritius for the application of renewable energy for marine protection areas (MPA) in Rodrigues Island, Mauritius. This activity forms part of a larger UNDP-supported activity on capacity development, green employment and renewable energy for marine protected area management and eco-tourism in Rodrigues. An important beneficiary institution is a school - the Grande Corail La Fourche Government School - that resides within the selected MPA. The incorporation of the school into this activity will help reduce monthly electricity bills as well as alleviate the water problems in the school. The school's participation will also impact gender equity issues as all boys and girls would equally benefit from the increased power available. The increased availability of water will help improve sanitation and hence support a more comfortable and healthy learning environment for girls.</p>
SIDS Member States assisted in formulating and implementing policy frameworks, modalities and tools for sustainable island living	<p>In the Pacific, a literacy environment assessment tool for adults was developed in PNG. A field trial of a Pacific Literacy and Numeracy Assessments tool was completed in Kiribati, Nauru, Solomon Islands, Tonga, Tuvalu and Vanuatu, with panel leaders were trained in October 2011. The capacity of teacher trainers, teachers and principals to deliver a quality learning environment as well as in-service training was enhanced through training workshops in FSM, Kiribati, Nauru, PNG, Solomon Islands, Tuvalu and Vanuatu. Some delays were experienced due to logistic challenges such as travel from remote islands, scheduling conflicts, and competing demands on UNESCO staff and partners. 14 modules were developed by 3 different agencies (UNESCO 6 modules, SPBEA 6 modules, and UNICEF</p>

	<p>2 modules). Agencies will now edit the modules, and the edited version be shared with Pacific member states in order for the modules to be incorporated into teacher in-service training programs and curricula. A review of current science policy initiatives in the Pacific was undertaken in 2011. Due to UNESCO's current financial constraints, a planned multi-partner Pacific science policy discussion was postponed until 2012.</p> <p>In the Caribbean, evaluation and support to a strategy developed by the Dominican Republic Ministry of Education led to the finalization of a teachers' training publication that meets the requirements of the national authorities. In the some Caribbean countries, there is a need to strengthen institutional capacities among education planning units, often under-resourced and with limited capacities, and to ensure that education planning tools are disseminated effectively. Advocacy for TVET policy review and development was sustained throughout the biennium. Many Caribbean countries do not have TVET policies in place and require urgent technical advice and support. TVET is often viewed as a 'less attractive option'. Promotion of the importance of TVET and skills training is needed given the increasing rates of youth unemployment. The education sector's response to HIV/AIDS was strengthened across the Caribbean. Advocacy for the role of education in the response to HIV/AIDS is necessary. Ministry of Education focal points for HIV/AIDS require backstopping and facilitation in order to network and advocate for the investments in HIV/AIDS with their Ministers of Education.</p> <p>Through an Interagency Task Team platform on TVET Policy, support and advice was provided for the further implementation of the policy review on TVET in Guinea Bissau, with agreement reached on the concrete methodologies and modalities for the implementation. National capacity for the implementation of a "citizenship education curricula" was strengthened in Sao Tome and Principe. In the Seychelles, data collection for a literacy survey launched in 2010 was completed. Work on analysis and report writing (to have started in December 2011) had to be postponed to 2012 due to UNESCO's current financial constraints. Support for science reform and science policy development was provided to Indian Ocean SIDS. The capacity of over 500 persons was enhanced in the areas of management of national science systems for system reforms as well as the development of national science policies. UNESCO provided technical advice and support for advancing national science systems, and supported the development of the Seychelles' first science policy. UNESCO continued its engagement with the University Consortium of Small Island States (UCSIS), a UNITWIN network. UCSIS finalized preparations for a joint masters' programme in sustainable island development to be launched in mid-2012. UCSIS participated in the Bahamas CCESD conference. Since its inception in 2005, a challenge has been to ensure that UCSIS remains active and engaged. With ongoing UNDESA/Government of Spain project and a joint ED-SC approach to UNESCO's engagement, this is beginning to be the case.</p>
Integrated policies and practices for the safeguarding and management of natural and cultural heritage developed, shared and applied within	<p>In the context of UNESCO's cultural conventions, improvements in the capacity of Pacific SIDS in term of heritage management took place during the biennium. This is demonstrated by several new SIDS sites added to the World Heritage list during 2010 and 2011, including the Phoenix Islands MPA in Kiribati, the Bikini Atoll nuclear test site in the Marshall Islands, and Historic Bridgetown and its Garrison in Barbados. All the Pacific state parties to the World Heritage Convention completed World Heritage periodic reporting in 2011. The Pacific World Heritage Action Plan (2010-2015) is currently being carried out by Pacific islands and territories. UNESCO has been coordinating a hub of</p>

and across SIDS regions	<p>regional agencies, NGOs, experts and communities with the aims of enhancing knowledge management, capacity building, and partnership building in Pacific heritage management.</p> <p>In the Caribbean, the Caribbean Capacity Building Project is now fully operational and benefits 16 Member States and 20 World Heritage sites. It builds and strengthens capacities in heritage management, fosters cooperation in the region, and contributes to understanding the synergies between heritage conservation and new developments. A feasibility study on a Pacific Underwater Cultural Heritage Capacity Building Programme has also been prepared in 2011. A follow up regional consultation is planned for 2012/2013 in cooperation with Pacific member states.</p> <p>The combination of RB and EXB and the involvement of national commissions contributed to ensure cost-effectiveness and sustainability of follow-up to a series of intangible cultural heritage safeguarding workshops organized at the national level in the Pacific and the Caribbean, where over 200 experts had the opportunity to discuss the development of national intangible cultural heritage safeguarding strategies. This led to five SIDS (Fiji, Tonga, Trinidad and Tobago, Vanuatu and Jamaica) ratifying the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The capacity of the Pacific Islands Museum Association (PIMA) was improved in terms of its research activities, networking and on-line presence. PIMA has been progressively developing its advisory capacity both for tangible and intangible cultural heritage in the Pacific. A virtual gallery framework developed with UNESCO assistance now needs to be populated with data, information and images in the coming years, which will require strengthened partnership with museums outside the Pacific.</p>
Participatory mechanisms and community networks for the development of programmes and policies related to sustainable development strengthened, with particular focus on youth empowerment, access to knowledge, and the role of ICTs	<p>Within the framework of the Youth Visioning for Island Living (YV), an intersectoral initiative promoting capacity building of youth in sustainable SIDS development - 8 youth-led projects on HIV/AIDS awareness were completed during 2011, representing Bonaire, Dominica, Grenada, Niue, Papua New Guinea, Samoa, Seychelles and Tanzania (Zanzibar). YV received additional support from the UNAIDS unified programme and budget Two Youth Visioning projects related to climate change were completed during 2011 in Kiribati and Samoa, and five projects emphasizing gender, sports and street youth were implemented in Federated States of Micronesia, Fiji (2), Solomon Islands and Tonga. In the Caribbean, the First Forum of Ministers Responsible for Social & Sustainable Development updated the design of policy frameworks for social development of youth in Caribbean SIDS, while the YouthPath programme disseminated best practices on youth poverty alleviation at the World Youth Conference held in Mexico in August 2010.</p> <p>The dedicated UNESCO SIDS website - which reports on UNESCO-wide activities and events in SIDS - was redesigned and regularly updated throughout 2010-2011 in English and French. In 2010, the website was selected by UNDESA as an example of good UN agency practice in reporting on activities in SIDS. UNESCO contributed to the development of the new UN-wide SIDSNet web portal. A set comprising eight exhibition panels and a detailed booklet on UNESCO's contribution to the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS was published in October 2011 as a collective effort of UNESCO's sectors and programmes giving a glimpse into the current biennium activities in SIDS. Complementing targeted on-the-ground actions, a number of key SIDS publications were launched during the biennium:</p> <p>"Islands as Crossroads" (UNESCO Publications, March 2011) on the role of cultural diversity and sustainable</p>

	<p>development in SIDS, based on a UNESCO symposium held in the Seychelles in 2007.</p> <p>"Women's Knowledge: Traditional Medicine and Nature" (Mauritius, Reunion and Rodrigues) (UNESCO Publications, April 2011), brings together the UNESCO priorities of SIDS, gender equality and Africa, highlighting the interrelationship between cultural and biological diversity.</p> <p>"Migration and Climate Change", the first authoritative overview of the relationship between climate change and migration. Includes case studies from the Pacific islands.</p> <p>"Sandwatch: Adapting to Climate Change and Educating for Sustainable Development" (see ER1). English October 2010. French September 2011.</p> <p>Within the framework of MOST a series of videos on empowerment of girls were screened on local TV in the Solomon Islands. A subregional report on youth and violence was completed with UNDP and disseminated to Member States; and a sports project was completed in FSM. The Asia-Pacific Institute for Broadcast Development (AIBD) provided training to facilitate delivery of the course material to Pacific media professionals. Two capacity building workshops in ICT policy and master plan development were successfully completed in the Caribbean, benefitting educators from Barbados, Antigua and Barbuda, Grenada, St. Kitts and Nevis, St. Lucia, Dominica, St. Vincent and Grenadines, Montserrat, Anguilla and British Virgin Islands. This led to other countries in the Caribbean requesting policy and master plan development. The UNESCO Bangkok ICTs in Education ToolKit is being used in several Caribbean countries to develop ICT policy and Master Plans. The UNESCO ICT Competency Framework for Teachers is an important resource material.</p>
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

During the 35C/5, the Intersectoral Platform for SIDS did not have a specific budget allocation. Instead, contributors to the Platform have sought to develop intersectoral collaboration around joint activities, thereby pooling the resources at the disposal of each contributor. This approach has been supplemented by innovative low-cost implementation modalities, for example the use of volunteer networks - such as the globally distributed Sandwatch network. Effective collaboration between colleagues in HQ and Field Offices has also greatly contributed to the implementation of the Platform's activities.

II.5. Intersectoral Platform (ADG/IOC lead)

II.5.1. UNESCO action to address climate change

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality, coherence and relevance of the Organization's programme delivery in the area of	As outlined in 184 EX/5 concerning the follow-up to 35 C/Resolution 33 on item IX. UNESCO and the Global Action on Climate Change, prior to the fifteenth Conference of the Parties (COP 15) to the United Nations Framework Convention on Climate Change (UNFCCC), Copenhagen, 7-19 December 2009, the Director-General developed a UNESCO climate initiative, which she had announced in her inaugural speech. This initiative built on the UNESCO

<p>climate change enhanced</p>	<p>Strategy for Action on Climate Change and was designed as a contribution to the concerted global effort towards the outcome of COP 15. Subsequently, the Director-General established through her Ivory Note (DG/Note/10/14) of 12 April, 2010, a Thematic Working Group on Climate Change (TWGCC) tasked with operationalizing UNESCO's Climate Change Initiative.</p> <p>The TWGCC, towards which some 60 staff members have contributed, submitted its report to the Director-General in August 2010. The report recommended that the UNESCO Climate Change Initiative should be based on a limited number of new integrated themes, namely: a UNESCO Climate Change Adaptation Forum, a Climate Change Education for Sustainable Development Flagship Programme, a Global Climate Change Field Observatory of UNESCO Sites, and contributions to building the interdisciplinary climate change knowledge base in close partnership with other UN agencies. Together, these four new measures form a coherent UNESCO Climate Change Initiative that will assist Member States to enhance their climate knowledge base for building green societies.</p> <p>Overall, good progress has been made in relation to all the expected results of the Platform and the associated UNESCO Climate Change Initiative and the key priorities of SIDS and Africa (see below). The gender dimensions of UNESCO's Climate Change Initiative have also been priority.</p> <p>Facilitated by the Climate Change Platform and the good efforts of all Sectors and Field Offices, the quality, coherence and relevance of UNESCO's programme delivery in the area of climate change have clearly been enhanced. The Platform has been important in facilitating and enhancing UNESCO's collaboration with UN partners and the UNFCCC, such as in conjunction with the United Nations Climate Change Conferences in Cancun, Mexico (COP16, 2010) and Durban, South Africa (COP17, 2011) where UNESCO participated actively and presented the UNESCO Climate Change Initiative and relevant activities and programmes, including through side events and exhibition booths.</p> <p>The Climate Change Platform also promoted UNESCO's application for accreditation as a Multilateral Implementing Entity (MIE) under the UNFCCC Adaptation Fund. The application was successfully approved by the Adaptation Fund Board at its 16th meeting, held December 12-14, 2011 in Durban.</p> <p>Challenges/lessons learnt: Cooperation on and among platforms can be time-consuming and the full involvement of all relevant field office colleagues can be difficult at video conferences etc due to the time-differences among HQ and Field Offices.</p> <p>The budget requirement for the successful implementation of the UNESCO Climate Change Initiative for the period 2010 - 2013 was tentatively estimated by the TWGCC to be in the order of US\$ 9-12 million, most of which would have to be secured from extrabudgetary sources. The stringent situation end 2011 concerning the regular budget</p>
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	<p>calls for further enhances fund raising efforts.</p> <p>Further information about the Climate Change Platform is available here: http://www.unesco.org/new/en/natural-sciences/special-themes/global-climate-change/</p>
<p>Knowledge base relating to climate change science, assessment, monitoring and early warning strengthened</p>	<p>UNESCO and IOC, together with WMO have continued to promote United Nations-wide collaboration on the climate knowledge base, including under the emerging Global Framework for Climate Services (GFCS). With the objective of informing public and private sector stakeholders of the longer-term climate projections and their potential impacts, as well as strengthening capacity for appropriate response adaptation strategies, the science-based UNESCO Climate Change Adaptation Forum has been further developed under the Climate Change Initiative as a contribution to the GFCS. The objective of the Forum is to inform public and private sector stakeholders (national policy makers, vulnerable communities and women, the local media, social, cultural and scientific networks and local, regional and international scientific organizations) in agriculture, fisheries (including aquaculture), forestry, alternative energy, fresh water, oceanography, environmental sciences, and coastal services of the longer-term climate projections and their potential impacts, as well as strengthen capacity for appropriate response strategies. With a focus on Africa, UNESCO and WMO have initiated a partnership to enhance the understanding of both the knowledge contributions and needs of indigenous peoples and local communities. Initiated by UNEP, UNESCO is also engaged, together with WMO in discussions on a possible new climate change research programme on vulnerability, impacts and adaptation (Provia). However, Provia would benefit from a clearer articulation in relation to the WCRP towards which UNESCO-IOC is a major partner and sponsor.</p> <p>Important progress has been made under a number of specific programmes contributing to this expected result, notably:</p> <p>Global Oceans Observing System (GOOS)</p> <p>GOOS, hosted by the Intergovernmental Oceanographic Commission of UNESCO, and cosponsored by WMO, UNEP and ICSU, provides global sustained ocean data and information for climate. GOOS was fully engaged in the World Climate Conference-3 and the subsequent work towards development of the GFCS. Secretariat staff participated several in multiagency planning meetings and have contributed text to the draft of the report of the High Level Task team leading this effort. GOOS has been active in the UNFCCC through Secretariat staff who participated in several planning meetings with partner observing systems (GCOS and GTOS). GOOS has strongly supported regional activities, including through IOC decentralized offices. GOOS published a 'Summary for Policy Makers' brochure and a GOOS brochure. Several GOOS events focusing on Africa have been organized, such as the meeting on "Decision Making support for coastal zone management, water resources and climate change in Africa" in Cotonou, Benin</p>

	<p>World Climate Research Program (WCRP)</p> <p>IOC's contributions in relation to the WCRP, include: Participation in Joint Scientific Meetings of WCRP) to debate the long term functions and structure of the WCRP and its role within the Global Framework for Climate Services; and Symposium on the Effects of Climate Change in the World Oceans</p> <p>In terms of regional activities, the Climate Change Platform has also contributed to a successful expert meeting in Monaco in 2009 on Climate Change and Arctic Sustainable Development, Scientific, social, cultural and educational challenges. Supported by Monaco, the outcomes of the meeting are presented in a book published in English and French with the same title.</p> <p>Several knowledge base issues were discussed at UNFCCC COP16 in Cancun, and at COP17 in Durban, including at side events with UNESCO participation, including the GFCS, as well as on social and human sciences research issues.</p> <p><u>Challenges/lessons learnt:</u> The strengthening of climate change knowledge base is a complex and long-term endeavour the progress towards which can be difficult to assess accurately in the short-term. Financing of sustained ocean monitoring systems remains a challenge.</p>
<p>Capacity-building and awareness-raising programmes towards climate change mitigation and adaptation promoted and supported</p>	<p>As lead agency for the UN Decade of Education for Sustainable Development (DESD, 2005-2014), the Organization plays a key role in promoting Education for Sustainable Development (ESD). Climate change education is one of the key action themes of the Decade, as was reaffirmed at the World Conference on Education for Sustainable Development held in Bonn in April 2009, shortly after which UNESCO organized, with the support of Denmark, an International Seminar on Climate Change Education at UNESCO HQ, Paris, 27-29 July 2009. During the 2010-2011 biennium UNESCO has subsequently successfully provided Member States with support in relation to capacity-building and awareness-raising programmes towards climate change mitigation and adaptation. Notably through:</p> <p>1. Facilitating dialogue on climate change education</p> <p>UNESCO has developed inputs for and facilitating interregional and regional dialogues on climate change education curricula and projects based on the best global, regional and sub-regional evidence.</p> <ul style="list-style-type: none"> • A regional workshop CCESD in the Caribbean in June, 2011 in the British Virgin Island looked at education responses for climate change targeted principally to young people in the Caribbean. The gathered diverse groups of

	<p>stakeholders from 15 English speaking Caribbean countries including: policy makers, teachers educators, curriculum planners, media trainers, NGOs and foundations, scientists and climate change experts, discussed climate change challenges in the Caribbean; educational responses to climate change and networking and outreach on climate change and developed a declaration on climate change education for sustainable development in the Caribbean as well as two sub-regional action plans on the topic.</p> <ul style="list-style-type: none"> • The International workshop on Climate Change Education in September 2011 in the Bahamas identified the challenges that climate change poses to education systems in SIDS and explored the role that education can play in adaptation to climate change. <p>2. Developing capacity and producing country case studies on climate change education for sustainable development</p> <p>National climate change education for sustainable development programmes. UNESCO supports countries to strengthen climate change education for sustainable development through capacity development in the area of policy development, curriculum development, teacher-training, reforming and greening TVET programmes and developing disaster reduction programs. The country based work has also produce detailed country-case-studies including lessons learned and recommendations.</p> <p>3. Developing climate change education tools</p> <p>Publications and resources published:</p> <ul style="list-style-type: none"> - A brochure on climate change education for sustainable development - Best practice publication on public awareness, education and capacity building (UNFCCC Article 6) for Latin America - A climate change education clearing house web site - Understanding and Responding to climate change: Let us act together: Non formal Education materials for CLCs Climate Change Responses in Education Sectors. International experiences - For youth: the UNESCO/UNEP YouthXChange guidebook on climate change an lifestyles target to educators and young people. - For educators: A starters guide introducing the scientific causes and effects ,the impact on society , policies and educational responses to climate change to teachers and curriculum developers - For teacher education institutions: A 6-day in-service teacher training course on climate change education <p>4. Acting as a clearing house</p> <p>UNESCO Climate Change Education Clearinghouse has been developed, which complements UN clearinghouse</p>
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	<p>platforms in support of Article 6 such as CC:iNet and CC:Learn. It is designed to support education professionals, ministries of education, development agencies, civil society, researchers and other partners by providing a comprehensive knowledge base of climate change policies, programs and advocacy within the education sector</p> <p>UNESCO's work was duly featured in selected side events at the Cancun and Durban Climate Change Conferences (COP16 and COP17).</p> <p>UNESCO, as part of the UN Communications Group, organized a discussion on climate change education during COP 17 in Durban. An introductory video message from Forest Whitaker, a UNESCO Goodwill Ambassadors for Peace and Reconciliation, launched the debate on the role of youth and education in the efforts to address climate change, both in terms of raising young people's awareness of the issue and encouraging them to take action therein. The recently published YouthXchange Climate and Lifestyles guidebook was launched at the event.</p> <p>The 2nd edition of the Applicable Technology Manual: South-South Cooperation on Science and Technology to Address Climate Change, jointly compiled by MOST, UNDP China, UNEP, UNESCO, the South Center and Third World Network and prefaced by Minister Wan Gang, was issued at COP17.</p> <p>Exhibits on climate change and World Heritage Sites placed in prominent public places both in Cancun and Durban.</p> <p><u>Challenges/lessons learnt:</u> Climate change education is partly a new area that has to compete with a number of issues and concerns within national school curricula. The first version of the clearing house website needs further elaboration once the UNESCO website provides a database including search functions.</p>
<p>Progress made towards a carbon/climate-neutral UNESCO</p>	<p>Greenhouse gas (GHG) Emissions Inventory exercises were conducted in summer 2010 and 2011 - preliminary results demonstrated steadily rising GHG emissions at UNESCO since 2009, particularly from business class air travel on staff missions (2.6 times higher in the 2011 exercise than in the 2010 one). At year end, UNESCO was not on track to meet an emissions reduction target of 5% per annum agreed upon in July 2010. Although the Administrative Manual has lengthened the qualifying time for Business Class flights from 8 to 9 hours in December 2011, and this will have some impact, it will not be enough to achieve the 5% reduction.</p> <p>Making train travel mandatory to various European destinations as now included in the Administrative Manual is a gesture and will make a difference of less than 0.3%. UNESCO has not approved the draft Emissions Reduction Plan (ERP) submitted by SMFP in June 2011 which contained a range of emissions reductions objectives, but this has been recently revised because one of the major objectives - to greatly reduce emissions from flights within Brazil - was achieved in November 2011 when the SMFP implemented more stringent data collection parameters, leading to</p>

	<p>a reduction of 89% in UNESCO Brasilia Office's carbon footprint and achieved the first objective in the ERP, a revised and updated version of which still awaits approval.</p> <p>At the EMG/SOM Meeting in September 2011, The Director-General committed UNESCO to implementing the UN Sustainability Management Strategy (developed over the 35 C/5 biennium by an inter-institutional UN IMG Working Group of which the UNESCO SMFP was an active member), which has GHG emissions reductions as a central element, so UNESCO action on emissions reductions will now be essential to meet that commitment. An Information Note on Sustainability Management requested by the Director-General will be prepared early in the 36 C/5 biennium.</p> <p><u>Challenges/lessons learnt:</u> Access to coherent data throughout the organization necessary for achieving good carbon accounting remains a challenge.</p>
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

The Platform itself has constituted a cost-effective/efficiency measure in view of the fact that it has not benefitted from any more direct regular programme funds while assisting in the generation of extrabudgetary funds and in adding value to sector activities through promotion of synergies. The Platform also promoted UNESCO's application for accreditation as a Multilateral Implementing Entity (MIE) under the UNFCCC Adaptation Fund. The application was successfully approved by the Adaptation Fund Board at its 16th meeting, held December 12-14, 2011 in Durban.

Expected result N°1: Quality, coherence and relevance of the Organization's programme delivery in the area of climate change enhanced

- The Climate Change Platform is increasingly cooperating with other platforms, notably the SIDS and the Africa platforms in order to enhance cost-effectiveness and efficiency.

Expected result N°2: Knowledge base relating to climate change science, assessment, monitoring and early warning strengthened

- Better use of UNESCO sites for knowledge generation in partnership with Member States is posed to multiply UNESCO's contribution, at equal cost, to enhance the organization's contributions to climate science, assessment, monitoring and early warning.

Expected result N°3: Capacity-building and awareness-raising programmes towards climate change mitigation and adaptation promoted and supported

- Climate change education is positioned within an overall ESD approach that has attracted continued extrabudgetary support and staff secondments.

Expected result N°4: Progress made towards a carbon/climate-neutral UNESCO

- It is expected that enhanced climate neutrality can produce economic savings in relation to energy consumption at UNESCO premises and through enhanced use of video conferencing facilities.

Part II.A. III. Social and human sciences

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$10 369 736	Expenditures: \$9 024 012	Allocation: \$35 712 820	Expenditures: \$25 267 871

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
<p>African Member States assisted in the development of policies through dialogues at various levels in fields related to social transformations, including in human rights, poverty eradication, the fight against racism and discrimination, gender equality, youth empowerment, migration and regional integration</p>	<p>Efforts concentrated on assisting the establishment of the West Africa Institute in Praia, Cape Verde, for international research on regional integration and social transformation and of the Regional Research and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa, these centres to become operational and to develop their plan of action. In the context, UNESCO's partnership with ECOWAS, UNESCO has contributed technical support on the development of a Regional Framework on Social Solidarity and Development.</p> <p>The implementation of the UNESCO's Strategy on African Youth is the subject of ongoing close cooperation with the Member States of the Africa Group. UNESCO has taken opportunities to publicize the strategy, for example, presenting it to the thirds Ordinary session of the Conference of AU Ministers in charge of Youth, in April, in Zimbabwe. Through the active role of the UNESCO Chair in Children, Youth and Civic Engagement of the University of Galway, capacity building and research on youth civic engagement has advanced in Zambia focusing on the development of a model for a youth centre using integrated sports, training and civic engagement interventions for youth.</p> <p>Policy dialogue on the situation of youth in the Horn of Africa has been strengthened in 2010, through the Greater Horn Horizon Forum. In view of a meeting held on 1 May 2010 entitled "Youth in the Horn of Africa", a concept paper entitled "Towards a Youth Focused Development Agenda in the Horn of Africa" was elaborated. As a follow-up, a Conference of Youth Ministers of the Horn of Africa countries was organized by the GHF on 21 and 22 December 2010, in Djibouti, to examine available research and identify policy recommendations that each Member State should then implement at country level.</p> <p>The role of sport in promoting peace and development was highlighted in a major event co-organized with UNESCO's partner IOC. The event was held in Durban and showcased the potential of sport to reach youth and as a vehicle for inclusion and informal education. Six African countries (Cameroon, Eritrea, Mali, Mauritius, Somalia and Uganda) have received financial assistance through UNESCO's Fund for the Elimination of Doping in sport for the development of education and awareness-raising projects aiming to sensitize youth to the values of sport and the health and ethical consequences of doping.</p>

Africa continued to receive priority attention in the work of the Sector in the implementation of the African Youth Strategy. In particular several new initiatives have been identified to progress this priority, such as on the development of youth employability skills and social entrepreneurship in partnership with the International Youth Foundation. Achievements include the production of a body of knowledge to inform policies and programmes in the field of youth, promotion of South-South cooperation between Latin America and the Caribbean States and African countries in the area of youth violence prevention, and raising awareness of youth development issues and the role of youth as agents for positive change.

-UNESCO actively contributed to 17th Summit of the African Union (AU), which engaged in an open discussion on the theme: "Accelerating Youth Empowerment for Sustainable Development."

-The role of sport in promoting peace and development was highlighted in a major event co-organized with UNESCO's partner IOC. The event was held in Durban and showcased the potential of sport to reach youth and as a vehicle for inclusion and informal education. Six African countries (Cameroon, Eritrea, Mali, Mauritius, Somalia and Uganda) have received financial assistance through UNESCO's Fund for the Elimination of Doping in sport for the development of education and awareness-raising projects aiming to sensitize youth to the values of sport and the health and ethical consequences of doping.

-UNESCO's work on youth violence prevention has been focused on the expansion of the programme to other regions, notably through the promotion of South-South cooperation. A policy dialogue roundtable "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from UN agencies and the sport movement. On this occasion, good practices in youth violence prevention programmes in Central America have been shared with African countries. The work on youth violence prevention has also been expanded to the Pacific, with a report on youth and violence completed in cooperation with UNDP and disseminated to Member States.

-With a view to promoting women's rights and gender equality, the Sector has developed its activities in two main areas: women's rights in post-conflict and post-disaster situations, and prevention of gender-based violence. Activities developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in

	<p>each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library.</p> <p>In the framework of the International Year for People of African Descent the Interregional Philosophical Dialogue between Africa and the Americas was convened jointly by UNESCO and the Alain Locke Society at Purdue University, West Lafayette (United States of America) in April 2011. The Dialogue facilitated exchange and cooperation between philosophers from Africa, Latin America, the Caribbean and North America, with a view to enhancing academic cooperation and capacity-building, among others through exchange programmes for students, etc. As a follow-up, the university of Purdue has set up a database of interviews with major philosophers on African and Africana philosophy and of conference debates. The video recordings of the debates are available online (http://www.cla.purdue.edu/unesco/).</p>
<p>National research systems and ethics infrastructures in African countries developed and reinforced</p>	<p>Efforts concentrated on assisting the establishment of the two Category 2 Centres: the West Africa Institute in Praia, Cape Verde, for international research on regional integration and social transformation and of the Regional Research and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa, to become operational and to develop their plan of action. In the context of UNESCO's partnership with ECOWAS, UNESCO has contributed technical support on the development of a Regional Framework on Social Solidarity and Development.</p> <p>-In the framework of the activities of Bioethics, as part of the ABC project's aim to foster partnerships between experienced and newly established bioethics committees, an agreement has been reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo. Another agreement has been reached between the Committee of Belgium and the Committee of Guinea. Finally, an agreement is also expected to be reached soon between the Danish Council of Ethics and the National Committee of Bioethics in Kenya.</p> <p>-In the context of the MOST Programme, UNESCO has in the past months capitalized on the publication of the World Social Science Report 2010 "Knowledge Divides" to promote the enhancement of research policies and capacities in social and human sciences in Member States. Several events have been held to raise awareness on the need for increased capacities in social and human sciences, in particular in Africa. A workshop was organized in May 2011 at the University of Cape Coast, with the participation of CODESRIA, and discussions have been engaged with several African universities to address the challenges identified in the WSSR. A side-event was also organized in the context of the 49th Session of the UN Commission for Social Development (February 2011) to present the findings of the WSSR. The WSSR has been translated in French and initial steps have been undertaken to make it available in Spanish.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa
During the biennium, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This resulted in a more targeted approach for Africa across the MP III

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Gender-specific information included in all policy briefs	<p>The Sector reshaped its work on gender, with a reorientation towards exploring the challenges to women's and girls' enjoyment of human rights in the context of conflict and post-conflict. It was decided to place particular emphasis on the prevention of violence against women and girls. In all other issues, the gender work has been mainstreamed across the Sector, with specific activities to reflect the gender dimension of the issues being addressed by the Sector.</p> <p>-As a result of the reprogramming exercise, the Sector is mainstreaming gender in other activities, including the development of projects on the protection of the rights of female migrants and gender and climate change induced migration. Research on the protection of women migrants within European cities will be presented and discussed during the General Conference of the European Coalition of Cities Against Racism to be held in Ghent in November 2011. Further mainstreaming efforts are currently being undertaken to ensure that the programmes on youth, sport and ethics also employ gender-sensitive and gender-transformative approaches to programming.</p> <p>An important contribution to the reflection on contemporary challenges is ensured by the International Network of Women Philosophers which, during World Philosophy Day, organized a conference to discuss issues related to the diversity of approaches and academic standards in the work of the women philosophers. The discussions allowed shedding more light on the stakes for achieving equal participation of women philosophers in the production of knowledge at international level as well as for their greater visibility.</p> <p>Gender concerns continued to be mainstreamed into all activities and policy briefs, particularly those dealing with social inclusion, environmental change, youth, sport and bioethics. In each case, the issue is to identify specific gender dimensions of the social transformations and ethical challenges so that they can be addressed through appropriately targeted policies. Raising awareness about such policies and promoting and supporting their adoption constitute tangible contributions to enhanced gender equality.</p>
Strengthening of institutional capacities for policy-oriented research and better understanding of the impact of	Capacities for policy-oriented research were strengthened through continuing support to the Palestinian Women's Research and Documentation Centre in Ramallah, and through the establishment of the Regional Research and Documentation Centre for Women, Gender and Peacebuilding in the Great Lakes Region. Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre

<p>contemporary challenges on women's rights and gender equality</p>	<p>in Ramallah in the area of research, capacity-building, documentation and advocacy for women's rights in Palestine The Regional Centre in Kinshasa was launched in September 2011 at the same time as the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and with a Donor Round Table. Support for National Associate Centre to the Regional Centre in Kinshasa has been provided through training on the establishment of a virtual library on gender and peacebuilding which will allow national representatives to make resources and research available throughout the Region.</p>
<p>Evidence-based policies developed supporting women's empowerment and women's full participation in society, especially in developing countries</p>	<p>Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy for women's rights in Palestine. The research agenda in this area was strengthened through a conference held in Paris in June 2011 on "Promoting Women's Participation in Post-Conflict Reconstruction" and assembling various members of the policy community and civil society organisations as well as academics and researchers. Planned collaboration on policy implementation following this workshop is envisaged with the Ministère des Affaires Étrangères et Européennes in France, and with the European Peacebuilding Liaison Office, as well as several NGOs. Activities to promote women's participation in post-disaster reconstruction are being developed in Haiti. An initial workshop was held on 13 and 14 June 2011 which brought together members of women's and youth associations to discuss the specific needs of women in the post-disaster context in Haiti, and to develop joint strategies and projects for promoting women's participation in reconstruction, and for preventing sexual and gender-based violence which was seen as an important obstacle to women's full participation. Based on the outcomes of this workshop, SHS is currently developing long-term projects for Haiti in collaboration with partners on the ground. Further projects on gendered analysis of post-disaster situations and women's participation in post-disaster reconstruction are being developed through the Asia Pacific Gender Studies Network (conference held in Bangkok in March 2011).</p> <p>-With a view to promoting women's rights and gender equality, the Sector has developed its activities in two main areas: women's rights in post-conflict and post-disaster situations, and prevention of gender-based violence. Activities developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library.</p>

Incorporation of gender equality issues in ethical frameworks for science and technology improved	<p>A conference of the International Network of Women Philosophers took place on the theme "Women Philosophers and 'Political Correctness'", with the participation of more than 80 women philosophers from all regions. The pertinence of the conference and its theme stems from the international scope of the Network which provides a space to discuss issues related to the diversity of approaches and academic standards in the work of the women philosophers. The discussions shed light on the significance of achieving equal participation of women philosophers in the production of knowledge at international level as well as for their greater visibility. The Issue no. 1 of the on-line Women Philosophers' Journal has been finalized and will be launched in English and French on the occasion of the WPD 2011.</p> <p>The Sector mainstreamed gender in other activities, including the development of projects on the protection of the rights of female migrants and gender and climate change induced migration. Research on the protection of women migrants within European cities was presented and discussed during the General Conference of the European Coalition of Cities Against Racism held in Ghent in November 2011. The COMEST meeting held in Doha addressed gender issues, so did an international meeting on Gender and Bioethics in Kazan (November 21 -22 November 2011).</p>
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Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This resulted in improving mainstreaming gender across the programmes

III.1. Responding to critical global social challenges and the exigency of building a culture of peace and promoting intercultural dialogue, on the basis of human rights and philosophy

III.1.1. Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$3 469 276	Expenditures: \$2 863 435	Allocation: \$11 710 882	Expenditures: \$8 447 820

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and	UNESCO actively participated in the undg Human Rights mainstreaming mechanism and contributed to the following actions: a) the revision and updating of the UN Common Learning Package on the HRBA; b) the organization of training seminars for the staff of UN Country Teams providing facilitation; c) the mapping of experiences and lessons learnt in the UN; and d) the elaboration of a preliminary operational plan for this mechanism. This mechanism offers a platform for promoting a greater UN system-wide coherence.

<p>disseminated</p>	<p>Capacity-building of staff on the human rights approach to programming both at Headquarters and in the field was carried out within the UNESCO training budget managed by HRM. Experience so far has shown the usefulness of including in the training representatives of National Commissions for UNESCO and ministries as well as of other key partners with a view of building closer ties and a common understanding on programming approaches. The synthesis of the evaluations forms filled out by the participants shows that those training activities were met with great appreciation. Participants in their overwhelming majority considered the programme of the training as very pertinent and useful for their work. They also expressed their approval of the methodology applied and commended the quality of presentations. Furthermore, UNESCO Chairs in human rights were invited to work on the development of teaching methodologies so as to include the human rights approach to programming in university curricula.</p> <p>Capacity building activities were conducted based on the recently published manual on "Empowering the Poor through Human Rights Litigation" . The Manual is building on the reflection on the freedom from poverty as a human right and clarifies the core content and the range of human rights through landmark examples of justiciability. It offers grassroots organizations and state authorities a pedagogical tool in support of advocacy, capacity building and policy-oriented action.</p> <p>Closer intersection between work on migration, social inclusion, gender and youth was sought through research-policy projects in Armenia, Costa Roca and Bolivia and Indonesia that led to the elaboration of policy recommendations for decision makers. The partnerships developed with national human rights institutions in this context serve as an excellent basis for increasing the relevance of human rights research that takes into account regional specificities and can also contribute to the design of ONE UN country strategies.</p> <p>UNESCO continued its cooperation with the various UN treaty bodies, in particular the Committee on Economic, Social and Cultural Rights, several of the UN Special Rapporteurs and the Office of the United Nations High Commissioner for Human Rights. UNESCO contribution to the Universal Periodic Review of the Human Rights Council by consolidating the information provided by different Sectors' information on the implementation of the rights within the Organization's competence in the 17 countries under review in 2011.</p> <p>Partnerships have been developed with civil society and academic and research institutions, especially with UNESCO Chairs as a result of the Bergamo meeting in 2011. The International Centre for the Advancement of Human Rights was established in 2010 as a UNESCO category 2 center in Buenos Aires, Argentina, and will become fully operational as of 2012 after the adoption of the relevant law by the Argentinian legislative bodies.</p> <p>In response to the transformations following the so called 'Arab spring', a pilot pedagogical training manual on democracy and human rights for young boys and girls was designed by a committee of experts constituted with the</p>
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support of the Ministry of Education and civil society stakeholders in Tunisia, which was utilized to enable young people to participate meaningfully in the democratic process of the country. The tested and validated manual can now be replicated in other countries.

The regional Coalitions of Cities against Racism, Discrimination, Xenophobia and Intolerance was further developed as a flagship project. The Coalitions regroup some 500 individual member cities worldwide. Close to 5000 cities are represented by national and regional associations. A major study on indicators and methodologies for assessing racism and developing municipal policies against it was accomplished in 2010. The regular reports of cities on their implementation of the Ten Point Plan of Action of the Coalition have been compiled in the form of a guide on best practices.

Research work of regional gender research networks and programmes were reoriented towards exploring the challenges to women's and girls' enjoyment of human rights in the context of conflict and post-conflict, with particular emphasis on the prevention of violence against women and girls. Significant advances have been made in the Great Lakes Region through the approval by the 184th session of the Executive Board of the category 2 status of the Regional Research and Documentation Centre for Women, Gender and Peace-building for the Great Lakes region in Kinshasa, DRC. The inception meeting of the Centre's Administrative Council was held in September 2011.

International Commemoration Days have served the purpose of promoting the values and respect for human rights and tolerance and of the fight against racism and discrimination. Every year UNESCO has celebrated through messages from the Director General, conferences and outreach activities at Headquarters and field offices, among others, the International Day for the elimination of racial discrimination, 21 March, the International Day for the Promotion of Tolerance, 16 November, the International Day of the Abolition of Slavery on 2 December, and the International Human Rights Day, 10 December. Visibility and outreach were further increased through the biennial UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights, awarded in 2010, and the UNESCO-Madanjeet Singh Prize for the Promotion of tolerance and non-violence in 2011.

Challenges and Lessons learnt:

As a specialized Organization with quite a large mandate, UNESCO is increasingly asked to contribute to the reflections of the Human Rights Council and Treaty Bodies on the implementation of the Universal Declaration of Human Rights concerning the rights in its field of competence. Likewise, Member States and important stakeholders from the academic world and civil society expect UNESCO to intervene and play a key role on these issues. It is a challenge to live up to the expectations put in the Organization while resources for this area of work are being considerably reduced.

With the growing of the Coalitions of Cities against Racism and Discrimination and the increased international

	<p>recognition of their potential, an increased UNESCO involvement is indispensable. Although the Coalitions remain autonomous entities, UNESCO's guidance, political and social weight and support is highly sought by the networks, the individual cities and the associated partners.</p>
<p>ER 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace</p>	<p>Philosophical reflection was further fostered on the occasion of the World Philosophy Day which was held on 18 November 2010, in the framework of the international year of the rapprochement of cultures. Launched by the Director-General and Luc Chatel, the French Minister of National Education, Youth and NGOs, the event gathered a large audience of over 1,500 students, teachers, youth, experts, philosophers, , etc. The Day was celebrated internationally, reportedly in over 50 countries by different institutions from all regions in the world. The High-Level Regional Meeting on Philosophy Teaching in Europe and North America (Milan, February 2011) issued specific recommendations to different stakeholders on the enhancement of philosophy teaching.</p> <p>In the framework of the International Year for People of African Descent, the Interregional Philosophical Dialogue between Africa and the Americas was convened jointly by UNESCO and the Alain Locke Society at Purdue University, West Lafayette (United States of America) in April 2011. The Dialogue facilitated exchange and cooperation between philosophers from Africa, Latin America, the Caribbean and North America, with a view to enhancing academic cooperation and capacity-building.</p> <p>Following the Arab Spring, UNESCO stepped up its efforts to promote democracy and the management of social transformations under the MOST Programme. A high-level round table on "Democracy and Renewal in the Arab World: UNESCO in Support of Transitions to Democracy" was organized on 21 June 2011. UNESCO developed a Roadmap which identified fundamental conditions for a sustainable democracy in the region to serve as a framework for multifaceted actions. There is an opportunity to address social and economic inclusion issues, but the challenge is to be able to mobilize partnerships and extra-budgetary funds for concrete actions in the region.</p> <p>Les échanges philosophiques autour des défis à la culture de la paix et à la démocratie ont été particulièrement riches à l'occasion de la célébration de la Journée mondiale de la philosophie 2011, le 17 novembre, au Siège de l'UNESCO et partout dans le monde.</p> <p>Au Siège, l'UNESCO, en coopération avec les institutions académiques, les acteurs de la société civile et d'autres partenaires du monde philosophique, a offert aux philosophes, aux chercheurs, aux enseignants et étudiants ainsi qu'au grand public une grande diversité de conférences touchant à des thèmes variés tels que : le partage équitable des bienfaits de la science, les significations philosophiques des bouleversements politiques dans le monde arabe, le rôle et la place des femmes philosophes dans l'exercice de la pensée, ou encore les pratiques philosophiques avec les enfants, la philosophie et l'égalité des chances à l'école. Les partenaires de la Journée ont réaffirmé leur engagement à promouvoir, avec l'UNESCO, la pensée critique et les innovations pédagogiques de l'enseignement de la philosophie. Les interventions et échanges de haute qualité de philosophes, juristes et experts en éthique sont de précieuses</p>

ressources pour éclairer les enjeux liés au suivi de la Déclaration universelle sur la bioéthique et les droits de l'homme qui relève du mandat de l'UNESCO.

Une contribution particulièrement importante aux échanges philosophiques a été apportée par le Réseau international des femmes philosophes. D'une part ses 3e Assises organisées à l'occasion de la Journée autour du thème "Ce que les femmes philosophes pensent du (nouveau) monde arabe. Ce que les femmes philosophes du (nouveau) monde arabe pensent", avec la participation d'une centaine de femmes philosophes des différents pays et couvrant toutes les régions du monde, ont permis un vif débat autour de quatre conférences magistrales sur le rôle des femmes dans le Printemps arabe et sur les modèles politiques à venir. D'autre part, le travail très dense d'élaboration de la Revue des femmes philosophes - dont le 1er numéro intitulé "Quadrature du cercle" (en français et en anglais) a été lancé lors de la JMP - a permis de resserrer les liens entre les membres du Réseau et d'impliquer d'autres femmes philosophes qui se sont engagées activement. Le Réseau s'est confirmé comme partenaire privilégié de l'UNESCO qui a pu, et pourra continuer à compter sur le volontarisme et la disponibilité de ses membres. Ce sont là autant de sources de réflexion utiles et "mobilisables" pour mieux comprendre les défis contemporains tels que la question de l'égalité des sexes - une des priorités de l'UNESCO -, de la justice sociale, du travail et de la place des femmes dans les sociétés africaines (priorité Afrique), etc.

Par ailleurs, le cycle de plaidoyer entrepris par l'UNESCO en faveur de l'enseignement de la philosophie dans les différentes régions du monde a été dûment complété avec le lancement, au cours de la JMP, de la publication "Enseignement de la philosophie en Europe et Amérique du Nord" (en français et en anglais), qui a complété la série qui couvre toutes les régions du monde. Cette publication, ainsi que les recommandations régionales représentent des outils importants pour les universitaires ainsi que pour les associations des professeurs de philosophie dans leur action de soutien à l'enseignement de la philosophie dans leur pays dans le cadre de réformes éducatives qui tendent à négliger la place de cette discipline dans les curricula. En termes de suivi, un appel à la création d'un Réseau international pour le développement et le soutien des pratiques philosophiques avec les enfants a été adressé à l'UNESCO et à d'autres acteurs intéressés par trois partenaires, à savoir l'International Council of Philosophical Inquiry with Children (ICPIC), l'European Foundation for the Advancement of Doing Philosophy with Children (SOPHIA) et l'Association PHILOLAB.

Dans plus de 50 pays dans le monde, des célébrations de la Journée mondiale de la philosophie 2011 ont été organisées par différents acteurs contribuant à populariser la réflexion philosophique auprès du grand public et d'accroître le programme de philosophie de l'UNESCO au niveau national. Les détails de ces célébrations sont fournis dans le document à l'adresse suivante :

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SHS/pdf/list_worldphilosophyday2011_fr.pdf

La collaboration de longue date avec le CIPSH a ultérieurement enrichi la réflexion philosophique notamment autour de

	<p>la place des sciences humaines dans la société contemporaine et à l'UNESCO, également par le biais de la revue Diogène, qui est l'une des revues de référence dans le domaine avec plus de 200,000 téléchargements en 2010 distribués de manière significative à l'échelle internationale.</p> <p>En termes de <u>défis et leçons tirées</u>, l'organisation de la Journée mondiale de la philosophie 2011 a rencontré des difficultés financières suite au manque de liquidité de l'Organisation, survenu début novembre 2011. Des coupures ont donc dû être faites à tous les niveaux. Cette Journée a bénéficié d'une réelle solidarité des partenaires et du public qui ont tous souhaité soutenir les actions de l'UNESCO en ce moment difficile ce qui a permis à la Journée d'être maintenue et de se tenir avec succès.</p> <p>Compte tenu de ces difficultés, il n'a pas été possible de répondre à plusieurs demandes de soutien financier pour célébrer la Journée en Afrique.</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

During the biennium, the Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This reprogramming exercise and restructuring process resulted in a more coherent approach, rationalized the nature and volume of activities and has served to emphasize the need for continued monitoring.

By grouping the programme activities under four strategic priority areas, it has been demonstrated that greater focus could be achieved in the Sector's work. With the renewed focus on social inclusion, the Sector has federated the work on migration, gender, and youth at municipal level through the Coalition of Cities against Racism and Discrimination thereby achieving some synergies and building a critical mass for greater impact of the programme.

III.1.2. Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 373 327	Expenditures: \$3 106 217	Allocation: \$22 061 003	Expenditures: \$15 152 359

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 3: Member States supported in the development of policies in fields related to social transformations, such as	The state of Member States social science research capacities for policy development on key issues of social transformation was addressed through platforms such as regional meetings of Ministers of Social Development, which generated high regional interest in the Caribbean (Kingston Forum 2010), South Asia (Colombo 2011), and Latin America (San Salvador 2011).

regional integration, migration, SIDS, urban development and youth	<p>These events engaged regional research organizations, UNDESA, World Bank, and partners such as ILO and UNICEF, to put the spotlight on Member States policy development capacities and to identify the research gaps in national policies that together provide a base level of social protection. The preparatory work and follow-up has engaged regional social science research networks and other UN agencies on where and how they need to target their activities in order to improve policy development on critical social issues affecting the participating countries.</p> <p>On regional integration in Africa, the West Africa Institute became fully operational. The Rethinking Latin American project produced new research on problems of social development facing that region, and disseminated its messages in regional seminars (Uruguay, Dominican Republic and Cuba) as well as at the regional meeting of Ministers of Social Development (El Salvador). For Arab States, UNESCO organized a regional workshop (Lebanon, June 2011) that examined social protection mechanisms in 7 selected countries from the Arab region (Syria, Egypt, Sudan, Palestine, Jordan, Oman and Algeria) as well as good practices and lessons from policies in other parts of the world (Asia, Europe, Latin America and Africa).</p> <p>On Member State policies related to migrants, and practical responses to their settlement and inclusion in receiving communities, UNESCO, as co-chair of the Global Migration Group, facilitated the development of a UN position on Migration and Climate Change. UNESCO elaborated on this issue in a publication on Climate Change and Migration, and in the online journal Diversities, on communities integrating migrants and their descendants. In Africa, in collaboration with INDEPTH research networks, UNESCO's study on "Climate Change, Migration and Mortality" (CLIMIMO) is still ongoing, with senior government officials being alerted to its interim findings at a regional conference (Mozambique, Oct. 2011).</p> <p>Supporting Member States developing policies to improve social inclusion of migrants and other vulnerable groups was accomplished with a particular focus on cities. Together with UN-HABITAT, and in partnership with UNESCO Chairs and the Association of United Cities and Local Governments (OCLG), UNESCO devised and promoted to Member States a toolkit on "Inclusive Cities for All: Urban Policies and Creative Practices for Migrants." In India, on the basis of a locally-adapted version, intensive dialogue led to further steps being taken by cities and their networks, and a first-ever national level workshop on Internal Migration and Human Development (funded by extra-budgetary sources) produced a policy Roadmap Toward Better Inclusion of Migrants in Cities. In China, two demonstration projects in a pilot community (dialogue between established resident and migrants and training for career development among first/second-generation children of migrants) were assessed and results disseminated to inform policy discussion with government officials locally and regionally. A related extra-budgetary funded project reached out to over 300 000 internal migrants, raising awareness on their basic human rights, e.g. access to education and health facilities. In Kazakhstan and Kyrgyzstan, two public awareness campaigns on tolerance (Nov. 2011, Nov. 2012, respectively) drew significant attention - both public participation and praise in the media-so as to bring about a renewal of public awareness and room for debate. In the Pacific region, UNESCO research drew attention to the difficulties of deportees</p>
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resettled in Tonga and Samoa, which served to inform a particularly sensitive and difficult ongoing policy discussion affecting multiple countries. To address concerns of policy-makers over brain drain from the LAC region, UNESCO mapped policies addressing diaspora networking and return (see regional workshop, Uruguay, July 2011), and offered recommendations and models. In Indonesia, a regional workshop "Migrant Workers in Asia: Policies and Practices in Social Sciences" (July 2011) received excellent media attention drawing public attention and formulating recommendations for policy; these recommendations are now under consideration by the newly established Taskforce for Migrant Workers, which reports directly to the President. The successful publication *Migration Without Borders*, which examines effects of loosening migration restrictions in terms of regional integration processes, was translated and published in 5 languages in cooperation with commercial publishers.

Also in support of Member States developing policies in fields related to social transformations, UNESCO organized meetings of the Management of Social Transformations (MOST) Programme. In 2011, Member States refined the focus of MOST aiming to raise recognition for and impact of the Programme. Two specific social transformations were adopted on (on Social Inclusion and on Global Environmental Change) by which to address the gap in research capacities the need for informed policy development, and the imperative of integrated multidisciplinary responses. A MOST National Committee Guidelines was published, aiming to strengthen MOST National Committees and to focus their work at national level on the importance of building national social science capacities and networks. Two new MOST Committees, in Mali and Trinidad and Tobago, were established. Two MOST Programme books "Mapping out the Research-Policy Matrix" and "Social Science and Policy Challenges: Democracy, Values and Capacities" contributed to understanding how public policy-making today uses, or could use, the available knowledge derived from social science research (the publications were assessed as best sellers among UNESCO Public Information Products). Through partnership with the Open University UK, the MOST Programme redesigned its online policy research tool (www.unescoclic.org). Through the MOST Programme network, UNESCO supports capacity-building of young researchers in the Latin American and Caribbean region and in Asia (e.g. the MOST summer school in Argentina, Sept. 2011, creation of LIPI Prize in Indonesia).

In supporting Member States developing policies related to youth, UNESCO co-chaired the Interagency Development Network on Youth, and contributed to the UN High Level Meeting on Youth (July 2011). In so doing, UNESCO encouraged examination of a broad policy framework to address the variety of needs and concerns of young people. UNESCO also engaged personalities to support youth actions: e.g. in 2011, Forest Whitaker became a UNESCO Goodwill Ambassador on Peace and Reconciliation with a special focus on youth. He later actively contributed support and technical expertise to the 7th Youth Forum on issues concerning peace-building and conflict resolution. UNESCO trained youth and trainers of youth for increased engagement of young men and women in civic/political dialogue e.g. Caribbean Youth Workshop (July 2011, 5 countries), three Youth Peace Ambassador Trainings in Asia (over 200 action plans prepared for peace initiatives, involving x countries), the Youth Visioning Project in the Pacific (9 research projects, 8 countries, responsive to Mauritius Action Strategy for the further implementation of the Barbados

	<p>Programme of Action on the Sustainable Development of Small Island Developing States, SIDS), and the European Athletics Youth Leadership workshop on how to establish community projects. UNESCO helped set common goals and approaches to youth development in Africa, through dissemination of the Strategy for African Youth. As part of its own implementation of the Strategy, UNESCO formed a partnership with the International Youth Foundation to fund-raise and establish a youth leadership and development programme to foster youth employability through youth-led social innovation projects. In Africa, UNESCO held a dialogue on the situation of youth in the Horn of Africa (the GHAF, which elaborated an agenda for action), and developed 4 studies to support preparation of strategies on promoting youth civic engagement to prevent violence, for Burundi, Kenya, Tanzania and DRC.</p> <p>Two topics - violence prevention among young people, and the particular issues facing youth in SIDS - were given specific attention; for example through the promotion of "open spaces" in a number of projects in LAC; by sharing practices and models at a roundtable on inclusive policies and violence prevention in the Great Lakes region (Kenya, June 2011); and through a report on youth and violence produced in cooperation with UNDP disseminated to governments in the Pacific region. Significant progress was achieved on sustainable development education and youth initiatives in the Caribbean region; see SHS participation in UNESCO's Climate Change education for sustainable development (CCESD) regional meetings in the British Virgin Islands, June 2011, and then a follow-on workshop organized by SHS, in the Bahamas, Sept. 2011. Policy recommendations were developed, as well as the extension of the related extrabudgetary-funded Youth Path network, and creation of its educational tools, responsive to the Mauritius Action Strategy for SIDS.</p> <p>A busy International Year of Youth culminated in the 7th Youth Forum (Oct. 2011), on "How Youth Drive Change," which showcased the social /civic engagements of young men and women from all regions and provided them with the opportunity to learn from the practices of others. The recommendations of the Youth Forum were carried forward into the debates of the General Conference on the future programme of UNESCO. The Forum marked a significant change by turning it from an event into a two year platform for youth interaction and participation, including the launch of the "youthvoicetour".</p> <p><u>Challenges and Lessons learnt:</u> A significant amount of effort during the biennium went into focusing the programme's activities, including re-orientating some work streams to make them more relevant to Member States needs and to respond to the call for improved impact. Much of this effort became preparatory work for the next C5. The mid-term reprogramming required adjustment of some implementation plans. Late in 2011, regular budget constraints halted some products. A further challenge is that for these results, the timeframe for achievement goes beyond a two year period. And, as far as bringing key messages to national level and to support policy-making, much depends on the strength of local partners and networks</p>
ER 4: Research policies	There are four kinds of actions that UNESCO undertook to advocate the continuing need to strengthen social sciences

and capacities in the social and human sciences in Member States supported	<p>capacities: identifying the challenges; advocacy; catalyzing lines of enquiry; and, improving tools and approaches.</p> <p>UNESCO threw light on the challenges with the publication of the 2010 World Social Science Report (WSSR) in 2010. This was produced under agreement by the International Social Science Council (ISSC) and co-published with UNESCO. The Report had a global reach and its release was accompanied by a number of events to disseminate its findings and prompt debate on the challenges of building appropriate research capacities. The disparities in research capacities across the world were made apparent with recommendations that social sciences must be strengthened in particular countries, in particular because of the importance of social sciences to policy-making on complex global issues. The concept of essential research was evoked in terms of the poorest states, who are most in need; appropriate, context-specific (local) research should guide policy decisions to, for example, achieve development goals.</p> <p>UNESCO has advocated widely the need to strengthen social sciences, and mobilized its networks to help, for example CODESRIA, a key regional organization supporting social science research in Africa, responded to the call by assuring a vigorous discussion of the Report's findings took place during its General Assembly (December 2011), in which 500 social scientists and others participated. The MOST IGC has responded by emphasizing that this need deserved a higher profile. UNESCO assured that the WSSR was translated into French and Spanish, was introduced to new audiences via meetings of all kinds (with governments, UN agencies, MOST National Committees), and was sent to National Commissions and other partners, calling on them to follow up by, for example, holding seminars to reach out to government, and non-government constituencies. This prompted numerous events (national and regional) to consider the Report's conclusions and recommendations. By the last quarter of 2011, there were more than 30 000 downloads.</p> <p>UNESCO catalyzed inquiry into certain issues to demonstrate the need for social science knowledge. For example through its partnership with ISSC, UNESCO asked ISSC in collaboration with its International Human Dimensions Programme on Global Environmental Change, to carry out a survey to map research activities and profiles on GEC. With ISSC, UNESCO convoked an expert workshop to help identify gaps in research capacities on social dimensions of global environmental change (e.g. "Pathways to Knowledge" workshop, Nov. 2011). The conclusions have been raised in preparatory meetings for Rio +20 International Conference on Sustainable Development and in a side event to COP17; these issues will be followed through agreement with ISSC and provide the basis for the next biennium work. Fourth, UNESCO has improved tools that Member States could adopt for specific actions to strengthen their social sciences capacities, specifically focusing on Africa. Through a partnership between SHS and SC sectors, and in collaboration with other partners guided by the Science and Technology Consolidated Plan of Action, the governments of Nigeria, DRC, Tanzania, and Zimbabwe were advised as to how they could strengthen social sciences. A first-time UNESCO-OECD joint innovation policy review was prepared, for science capacity-building to meet objectives for economic and social development, as foreseen in the context of Tanzania's first UNDAF (the review was later postponed at government request). UNESCO's technical adjustments on how policy reviews are conducted in a developing country are under consideration by governments to become generalized recommendations by OECD,</p>
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aiming to improve the measurement of social science capacities, as well as data about society used for social science research. Furthermore, UNESCO launched (in Nov. 2011) a major partnering initiative between the Latin American and European institutions that deliver online policy information and tools; this partnering initiative could lead to global standards, helping governments set and track goals for investments in strengthening science capacities.

Challenges and Lessons learnt:

A significant amount of effort during the biennium went into focusing the programme's activities, including re-orientating some work streams to make them more relevant to Member States needs and to respond to the call for improved impact. Much of this effort became preparatory work for the next C5. The mid-term reprogramming required adjustment of some implementation plans. Late in 2011, regular budget constraints halted some products.

A further challenge is that for these results, the timeframe for achievement goes beyond a two year period. And, as far as bringing key messages to national level and to support policy-making, much depends on the strength of local partners and networks.

Cost-effectiveness/efficiency measures for this Main Line of Action

The partnership with the International Social Science Council (ISSC) has been optimized. Considerable efficiency has thereby been gained, due to the unique position of the ISSC as an international federating body with invaluable access to knowledge resources and networks, otherwise beyond UNESCO's means to sustain.

- A very strategic use of partnerships has been made by SHS, by leveraging the expertise and specialization of UNESCO's partners in the field of social and human sciences, such as UN Habitat or the UK Open University.

III.1.3. Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$412 380	Expenditures: \$409 584	Allocation: \$1 897 170	Expenditures: \$1 627 534

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Member States supported in the development of policies for physical education and	In the anti-doping field, The third session of the Conference of Parties was held at UNESCO Headquarters in Paris from 14 to 15 November 2011. The Conference, which takes place every two years, brings together anti-doping experts from States Parties to oversee the implementation of the International Convention against Doping in Sport. The Conference considered the results of the online monitoring system, the first electronic questionnaire created for a U.N. Convention,

<p>sport and in the implementation of the International Convention against Doping in Sport</p>	<p>which looks at measures implemented to control the production, movement, importation, distribution and sale of performance enhancing drugs; anti-doping education and training; as well as drug testing programmes. The questionnaire also addresses governments' obligation to withhold funding from banned athletes and their support personnel during the period of their suspension and from sports or anti-doping organizations that fail to comply with the World Anti-Doping Code. Completed by 99 governments so far, there is currently a 74% rate of compliance with the Convention. The Conference examined the administration of the Fund for the Elimination of Doping in Sport created by UNESCO pursuant to the Convention. Over one million U.S. dollars from the Fund have been invested in 63 national and international anti-doping projects spanning all regions of the world since 2008. With a balance of three million dollars, the Fund is to help all governments around the world implement effective anti-doping programmes. Moreover, the list of substances and methods prohibited in sport, which is updated every year by the World Anti-Doping Agency (WADA), was adopted.</p> <p>Significant progress has been made in the development of strategic partnerships to support the implementation of the sport programme. Considering the natural affinity between youth and sport, the 7th UNESCO Youth Forum, held at the Organization's headquarters from 17 to 20 October 2011, was leveraged as a platform to create visibility around the sport programme and to launch several strategic partnerships with NGOs. A partnership agreement with TAFISA, a longstanding member of the Permanent Consultative Council (PCC) of CIGEPS, was launched at this time alongside the publication of a press release on the UNESCO website and the dissemination of the text to journalists. The partnership was developed in consultation with the UNESCO Africa Department and is wholly in line with the Organization's Global Priority Africa. The partnership has been oriented to focus on Africa where sport is a powerful medium to deliver UNESCO's messages. TAFISA has significant experience and strong networks in Africa (notably 34 African member organizations from 27 African countries) with which to support the implementation of the partnership. The launch provided an opportunity to present the areas of focus, particularly the flagship UNESCO-TAFISA "Volunteer Initiative for Peace through Sport" (VIPS) which aims to foster peace through education and development initiatives designed for local people, particularly young volunteers, to aid integration, socialization, sustainability, health and economic stability. By building a strong base for Sport for All in Africa, the project will use sport as a means of addressing broader aspects of social inclusion and promoting personal, social and community development towards achieving both national and international goals. A partnership agreement with Peace and Sport, Monaco was also launched during the UNESCO Youth Forum, alongside the publication of a press release on the UNESCO website and its dissemination to journalists. The agreement is wholly in line with UNESCO's strategy on African Youth 2009-2013 and with the Partner's experience and approach regarding vulnerable youth in Africa substantiating the work currently undertaken by both Organizations. Emphasis will be placed on social integration of young people, social cohesion and intercommunity dialogue in post-conflict and post-natural disasters zones in Africa. In order to establish a link between the 7th UNESCO Youth Forum and the Peace and Sport International Forum, held in Monaco from 26 to 28 October 2011, one of the 7th UNESCO Youth Forum delegates from Ivory Coast, Ms Nathalie Soro, travelled to Monaco to present the conclusions of the 7th UNESCO Youth Forum during a plenary session dedicated to youth, and to raise</p>
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awareness on the potential of youth to drive the change during the Opening Ceremony of the event, in front of an audience of international policy-makers. This was an activity funded by the partner within the framework of the new partnership. In November 2011, the partnership agreement with European Athletics was renewed. A press release announcing the consolidation of the relationship was published and disseminated to journalists across Europe. Building on the cooperation with GIZ: Youth Development through Football (YDF), UNESCO awarded patronage to their series of educational toolkits in November 2011 which will significantly leverage the UNESCO brand. Further joint activities will be organized in 2012.

Cost-effectiveness/efficiency measures for this Main Line of Action

With regard to sport and physical education, and given the focus of the regular programme, there has been a shift in orientation to lay the foundations for a programme that has the potential to generate extra budgetary funding, to be a vehicle for UNESCO's messages and values, and to serve the wider mandate of UNESCO by promoting the objectives of other Sectors.

A very strategic use of partnerships has been made by SHS, by leveraging the expertise and specialization of UNESCO's partners in the field of sport and anti-doping.

III.2. Addressing emerging global ethical issues

III.2.1. Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$3 114 753	Expenditures: \$2 644 776	Allocation: \$43 765	Expenditures: \$40 158

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 6: Policy advice provided and bioethics programmes strengthened	<p>There are three performance indicators for evaluating the degree to which we achieve the Expected Result of providing policy advice and strengthening bioethics programmes:</p> <ul style="list-style-type: none"> • statutory activities of IBC and IGBC held and policy documents produced relating to the application of the principles of the UNESCO Declarations; • activities organized and impact monitored to promote the principles of the UNESCO Declaration in different regions; and • activities organized and impact monitored in different regions to stimulate public debate and raise awareness of decision-makers

During the 2010-2011 biennium, significant progress was made in regards to all three indicators. Concretely, statutory activities of IBC and IGBC, as well as those of the UN Inter-agency Committee on Bioethics have been held according to schedule. The deadlines have been respected and all statutory meetings held on time (IBC held two ordinary sessions, and a joint session of IBC and IGBC was organized to foster exchanges of ideas and interactions between the two committees).

IBC and IGBC meetings resulted in the production of important policy advice through topical reports. IBC was able to finalize its Report on the principle of respect for human vulnerability and personal integrity (Ref. SHS/EST/CIB-17/10/CONF.501/2 Rev 2 of 22 June 2011). Concerning the issue of traditional medicine and its ethical implications, the Committee, despite the time devoted to further clarifying the issue and proceeding with hearings with involved stakeholders, IBC was not able to go into an in-depth discussion; however, the recognition expressed by Member States of the significance and time-sensitiveness of the issue led IBC to pursue its work in the coming biennium. On the issue of human cloning, the divergent positions among the members of IBC concerning the ethical implications of techniques of human cloning as well as the best option for international governance, as well as among Member States of IGBC have constituted a major hurdle as of now preventing the formulation of a final statement on this issue. Nevertheless, the divergent positions within IBC derive from its very wealth which is the unique combination of very different experiences and backgrounds of the experts composing it. Furthermore, the divergences have led to a four year in-depth discussion involving many experts on the issue and gave rise to public debates which all contributed to the broadening and deepening of the reflection on this major bioethical topic. The reports finalized by IBC (available in English and French) were made available on line (www.unesco.org/bioethics) and addressed to all Permanent Delegations and National Commissions, as well as broadly disseminated among National Bioethics Committees, UNESCO Chairs in Bioethics and other relevant academic stakeholders, who use them as a resource for all activities undertaken in which the issues addressed in the reports are raised.

Holding the 18th session of IBC in Baku, Azerbaijan, provided an occasion to foster bioethical reflection and debate in the region, as well as sharing and exchange of knowledge and experiences in the field and raising awareness of the UNESCO Declarations. Three main topics were discussed during this meeting (1) the principle of respect for human vulnerability and personal integrity, (2) the issue of human cloning and international governance; and (3) the issue of traditional medicine and its ethical implications.

During the period considered, the UNIACB confirmed its position as a forum for exchange of information, identification of and reflection on areas of common interest as well as enhanced coordination of activities and a privileged arena for promoting joint activities amongst the various UN agencies and other intergovernmental organizations in the field of bioethics. UNESCO, as Permanent Secretariat of the Committee, has ensured the smooth functioning of this arena by coordinating the exchanges among organizations, organizing the ninth meeting in Paris, and facilitating the approval of the governing documents. Despite the obstacles encountered in obtaining institutional support and clearance from all

	<p>members, the final approval of the Terms of Reference and the Rules of Procedure will now allow to assert the role and the visibility of the Committee in the UN arena. The official recognition of UNIACB by ECOSOC Decision 2010/259, which officially involve the UN Inter-agency Committee in the follow up to this decision on "Genetic privacy and non-discrimination", and the subsequent involvement of its members in the reflection on this topic, constitutes a first step in this direction.</p> <p>A challenge remains to improve the dissemination and implementation of the normative instruments in Member States, despite the individual efforts of IBC or IGBC members, as well as the collective work of the IBC in producing reports. National Commissions of UNESCO, as well as other key local stakeholders, play an important role in this regard. However, this should be further explored.</p>
<p>ER 7: Ethics infrastructures in Member States developed and reinforced</p>	<p>Five new national bioethics committees have been established, in El Salvador, Colombia, Malaysia, Oman and Malawi. While the MoU has already been signed with the newly established committee of El Salvador on 27-29 September 2010, the MoUs between UNESCO and the NBCs of Colombia, Malaysia, Malawi and Oman are pending, and are expected to take place in the first half of 2012, which will pave the way to commence the three year training in the context of ABC project, pending the overall financial situation at UNESCO.</p> <p>In terms of enhancing the capacities of the already established committees, a series of trainings have been carried out in the framework of the Assisting Bioethics Committees project in 7 countries, including the second and the third year trainings. Also as a means of enhancing their capacities, partnerships are in the last stages of negotiation between three newly established committees and corresponding three experienced committees.</p> <p>As regarding GEObs, over 1000 potential experts and institutions were contacted in the data collection process. Responses are still being received through the end of the year, and probably until next year. Particular attention was paid on Member States with no data or weak data. Data on ethics related legislation and guidelines for Finland, Greece, Ireland, Kenya, Malawi, Uganda, Mauritius (stage 1), Namibia (stage 1), Swaziland (stage 1), Turkey (stage 1), Zambia (stage 1) and Zimbabwe (stage 1) have been finalized and are online. Data collection for Lesotho (stage 1), Mauritius (stage 2), Namibia (stage 2), Serbia (stage 1), Swaziland (stage 2), Tanzania (stage 2), Turkey (stage 2), Zambia (stage 2) and Zimbabwe (stage 2) have been completed and finalization in progress; data will be made online as soon as possible. With regards to promoting the use of the information on ethics infrastructure within the databases, the GEObs has been linked to a European Commission funded project called ETHICSWEB to increase its utility and visibility in Europe.</p> <p>As for the ethics teaching programmes, UNESCO developed and introduced into more than 15 universities the Bioethics Core Curriculum, which has significantly improved ethics teaching quality in the participating educational institutions. The Core Curriculum has been translated, with the initiative and financial resources of the national stakeholders - UNESCO National Commissions, foundations, NGOs, academic establishments, into several languages,</p>

	<p>such as Japanese, Azerbaijani and Dutch, in addition to the 6 official languages of UNESCO.</p> <p>Moreover, towards the aim of improving ethics teaching quality, several strategic networks were established: the international association of ethics teachers, with a provisional secretariat at the Healthcare Ethics Center of Duquesne University in Pittsburgh, USA; and the Network of UNESCO Chairs UNITS under the leadership of UNESCO Chair in Bioethics at Haifa University, Israel. This units network is very active, with annual meeting held in May 2011 in Singapore.</p> <p>Furthermore, by the end of the biennium, a course designed specifically to train ethics teachers was held on 3 different occasions. The trainings that were planned for the second half of 2011 in Egerton, Kenya, Windhoek, Namibia and Baku, Azerbaijan had to be cancelled due to the financial situation at UNESCO.</p> <p>It is conceivable that the demand for holding these courses will further grow, requiring more resources. The success of these courses depends, to a large extent, on the high-profile, highly experienced instructors coming from diverse cultural and national backgrounds, who volunteer considerable amount of their time to assist UNESCO in carrying out its mandate in promoting ethics education.</p> <p><u>Lessont learnt:</u> The implementation of the trainings of the faced some difficulties since the second half of 2010 due to several factors: a) trainings were delayed or cancelled because of special situation in some of the countries where they were planned, or due to budgetary constraints. Moreover the final decision on establishing National Bioethics Committees depends on the political will at the country concerned and in some cases, committees suffer from lack of human and financial resources allotted to them.</p> <p>Difficulties were encountered in establishing regional networks of national bioethics committees in Africa due to the lack of local support that they have in order to even being able to establish a regular program of activities for themselves individually.</p> <p>Consequently, the program will continue to undertake the risk-mitigation actions that have been foreseen in the strategy (1) Trying to achieve costs savings through the use of IT technologies for trainings provided to the Committees in the region; (2) working with the Member States, through the delegations, national commissions and other key stakeholders to explain the importance of maintaining political and financial support for the Committees; (3) Search for more extra budgetary funds, despite of the fact that it has been done many times in the past with bad results. (4) re assess the establishment of regional networks as a performance indicator, unless the IT's will prove to be a feasible alternative.</p>
ER 8: Overarching framework for an ethical	Reorientation of work towards policy applications, on the basis of ongoing critical review of concepts and challenges, was discussed and validated at the 7th Ordinary Session of COMEST, held in Doha (Qatar) from 9 to 12 October 2012.

<p>approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed</p>	<p>In the area of environmental ethics, the main emphasis continues to be on upstream clarification of basic ethical principles, along with downstream development of practical policy tools for adaptation, including but not limited to climate change, and enhanced articulation between ethics and social science. With respect to ethics, COMEST adopted at its 7th Ordinary Session "A Framework of Ethical Principles and Responsibilities for Climate Change Adaptation", which in addition to providing clarification of basic principles and responsibilities, will serve as a focus for future intellectual work. In policy terms, efforts have been made to provide a credible and viable basis for regional activities, starting in the Caribbean and building on the outcomes of the Ministerial meeting on "Climate Change Adaptation in the Caribbean: Science, Ethics, and Policy" held in Basseterre, Saint-Kitts in March 2011. The shared vision elaborated on that occasion to enable the Caribbean region to mitigate and adapt to the damaging effects of climate change, which are especially acute in the small island developing states (SIDS) of the Caribbean vulnerable to sea-level rise and natural disasters, has been adopted as an agenda to render climate science in the Caribbean more robust and construct policy measures that could engender greater ecological and social resilience in the region. A resolution was adopted by the General Conference at its 35th session specifically calling on this basis for strengthened regional social science cooperation in the Caribbean. The establishment in the 36 C/5 of a comprehensive SHS approach to global environmental change, combining in particular environmental ethics and social science, is a direct outcome of the programme results in 2010-11.</p> <p>With regard to science ethics, the 7th Ordinary Session decided to narrow the focus of COMEST's work in order to ensure greater added value and efficiency. Noting that other institutional processes, with many of which UNESCO was associated, had produced significant clarification of general ethical principles to regulate science and the professional conduct of scientists, COMEST agreed that its own work should, while building on and if appropriate extending those achievements, focus on the complementary areas of science governance and science and society relations, notably in the context of monitoring the implementation of the 1974 Recommendation on the Status of Scientific Researchers, which the executive Board will consider at its 189th session in 2012.</p> <p>With respect to nanotechnologies, COMEST considered the recommendations made to it by the Working Group on Nanotechnologies and Converging Technologies, which met in Brussels, Belgium, on 27-28 April 2011, taking account in particular of the views of the International Bioethics Committee. COMEST agreed to adopt a pragmatic approach to definitional issues. Instead of trying to state what "nanotechnologies" or "converging technologies" are, COMEST proposes to state clearly, in ethical terms, which questions it proposes to address. While the term "ethics of nanotechnologies" remains convenient, what COMEST is really engaged in is an ethical approach to certain problems related to nanotechnologies, building on the analysis proposed in its 2008 report. In order to do this, COMEST decided first, in 2012, to proceed on a consultative basis in order to survey stakeholders' views as to problems and to the ethical principles that can help to address them.</p> <p>Finally, a new direction was opened by the conference on "Rethinking Development: Ethics and Social Inclusion", organized with the financial support of the government of Mexico in Mexico City (17-18 August 2011). Moving beyond purely economic approaches to development and introducing critical perspectives, inspired both by ethics and by critical political economy and development studies, the expert meeting examined how development can be conceived to</p>
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<p>promote more democratic, environmentally sustainable, socially just, and culturally pluralistic societies. In particular, the role of science, technology and innovation for development was emphasized and the connection between science ethics and ethical approaches to development thereby strongly affirmed.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

The Sector reviewed the implementation of its programmes to improve delivery in achieving the expected results and ensure better focus. This resulted in a more coherent approach, rationalized the nature and volume of activities and has served to emphasize the need for continued monitoring. By grouping the programme activities under four strategic priority areas, it has been demonstrated that greater focus could be achieved in the Sector's work. Concentrating on the implementation of fewer activities such as applying the normative work through capacity-building at the country-level brought about critical mass which enhanced impact.

III.3. Intersectoral Platform (ADG/SHS lead)

III.3.1. Strengthening national research systems

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Research capacities enhanced in developing countries focusing on the contribution of research to achieving internationally agreed development goals</p>	<p>The platform objective was to strengthen UNESCO's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries. The collaborative work between SC and SHS began in context of the Nigerian review. UNESCO advocated in expert workshop Nigerian country review of STI an approach to assure coverage of the social sciences subject matter. Contacts were established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform. Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences. Beyond that, no major results were achieved. The platform did not meet since 2008. OECD -UNESCO joint review in Tanzania was cancelled in June 2011. Intersectoral cooperation however continued outside the platform.</p> <p><u>Challenges and lessons learnt:</u></p> <p>On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews. While the importance of strengthening national research systems is a recognized need in Member States, the</p>

	<p>challenge is to mobilize adequate resources both human and financial in order to achieve the expected results. Way forward Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.</p>
<p>National research and knowledge management in science, technology and innovation strengthened and related capacities created</p>	<p>The platform objective was to strengthen UNESCO's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries. The collaborative work between SC and SHS began in context of the Nigerian review. UNESCO advocated in expert workshop Nigerian country review of STI an approach to assure coverage of the social sciences subject matter. Contacts were established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform. Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences. Beyond that, no major results were achieved. The platform did not meet since 2008. OECD -UNESCO joint review in Tanzania was cancelled in June 2011. Intersectoral cooperation however continued outside the platform. <u>Challenges and lessons learnt:</u> On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews. While the importance of strengthening national research systems is a recognized need in Member States, the challenge is to mobilize adequate resources both human and financial in order to achieve the expected results. Way forward Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.</p>
<p>Links between policy-making bodies, higher education and research institutions, and educational and developmental practices strengthened</p>	<p>The platform objective was to strengthen UNESCO's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries. The collaborative work between SC and SHS began in context of the Nigerian review. UNESCO advocated in expert workshop Nigerian country review of STI an approach to assure coverage of the social sciences subject matter. Contacts were established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on</p>

	<p>STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform.</p> <p>Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences. Beyond that, no major results were achieved. The platform did not meet since 2008. OECD -UNESCO joint review in Tanzania was cancelled in June 2011. Intersectoral cooperation however continued outside the platform.</p> <p><u>Challenges and lessons learnt:</u></p> <p>On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.</p> <p>While the importance of strengthening national research systems is a recognized need in Member States, the challenge is to mobilize adequate resources both human and financial in order to achieve the expected results.</p> <p>Way forward</p> <p>Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.</p>
<p>Research capacities of UNITWIN/UNESCO Chairs in selected least developed countries enhanced, including through triangular South-South-North cooperation</p>	<p>The platform objective was to strengthen UNESCO's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries.</p> <p>The collaborative work between SC and SHS began in context of the Nigerian review. UNESCO advocated in expert workshop Nigerian country review of STI an approach to assure coverage of the social sciences subject matter. Contacts were established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform.</p> <p>Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences. Beyond that, no major results were achieved. The platform did not meet since 2008. OECD -UNESCO joint review in Tanzania was cancelled in June 2011. Intersectoral cooperation however continued outside the platform.</p> <p><u>Challenges and lessons learnt:</u></p> <p>On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.</p> <p>While the importance of strengthening national research systems is a recognized need in Member States, the</p>

	<p>challenge is to mobilize adequate resources both human and financial in order to achieve the expected results. Way forward Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.</p>
<p>Scientific research enhanced through integration of ICTs</p>	<p>The platform objective was to strengthen UNESCO's contribution to integrated approaches facilitating the creation and strengthening of national research systems, linked with the development and implementation of broad science and innovation policies and a strengthening of higher education institutions, particularly in the least developed countries. The collaborative work between SC and SHS began in context of the Nigerian review. UNESCO advocated in expert workshop Nigerian country review of STI an approach to assure coverage of the social sciences subject matter. Contacts were established with OECD and with potential donors to coordinate efforts for fund raising. SC and SHS also jointly prepared high level meetings with Nigeria, Tanzania; SHS contributed to SC's developing its programming on STI in Africa, by exchange of information as well as back up and advice on numerous tasks. Integration of the disciplines of social sciences into science policy review is internally acknowledged as an agreed point of departure for planning UNESCO's interventions on science policy reform.</p> <p>Further collaboration between the SC and SHS Sectors has been implemented, especially in developing a joint methodology for reviews that take into account both the natural sciences and the social and human sciences. Beyond that, no major results were achieved. The platform did not meet since 2008. OECD -UNESCO joint review in Tanzania was cancelled in June 2011. Intersectoral cooperation however continued outside the platform.</p> <p><u>Challenges and lessons learnt:</u></p> <p>On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.</p> <p>While the importance of strengthening national research systems is a recognized need in Member States, the challenge is to mobilize adequate resources both human and financial in order to achieve the expected results.</p> <p>Way forward Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.</p>

Cost-effectiveness/efficiency measures for this Intersectoral Platform

On the basis of the outcomes of the World Social Science Report, the work of the platform was reoriented for cooperation between the Social and Human Sciences Sector and the Natural Sciences Sector with the aim to develop synergies for social policies reviews and/or national research system reviews.

While the importance of strengthening national research systems is a recognized need in Member States, the challenge is to mobilize adequate resources both human and financial in order to achieve the expected results.

Way forward

Intersectoral cooperation will continue outside the platform to enhance the national research systems in a number of countries, particularly in Africa.

Part II.A. IV. Culture

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$19 111 246	Expenditures: \$18 631 628	Allocation: \$139 584 106	Expenditures: \$106 513 468

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
New challenges of cultural diversity and intercultural dialogue addressed in cultural policies in Africa, in collaboration with the African Union	<p>Strengthening the system of governance for culture in developing countries is the main objective of a joint UNESCO-European Union programme to provide technical assistance to national and local authorities in developing countries. Thirty international experts in the field of cultural policies were selected from among six hundred applicants to carry missions; half of them are women, including from Africa. Technical assistance is provided to accompany a national team of government and civil society actors in their efforts to: establish legal, regulatory and/or institutional frameworks necessary to develop the culture sector in their country; and introduce policies that address the role of culture in social and economic development, particularly through the cultural industries. Thirteen missions will be undertaken in 2012 including seven in Africa.</p> <p>The International Fund for Cultural Diversity (IFCD) of the 2005 Convention promotes sustainable development and poverty reduction in developing countries through support for projects and activities that facilitate the introduction of cultural policies and strengthen local cultural industries. Worth over 5 million USD from voluntary contributions, the IFCD currently supports 48 projects from 35 developing countries. Of these, 26 projects from 17 African countries are receiving support. The projects vary in objective from measuring the economic contribution of Zimbabwe's cultural industries, encouraging creative entrepreneurship in South Africa through recycled arts to developing a strategic plan to implement cultural policies in Togo.</p>
Culture mainstreamed in national development policies in Africa, notably through common country programming exercises in the context of UNCTs	<p>The global capacity-building strategy of the Intangible Cultural Heritage Section aims to assist Member States in formulating or revising their national development policies in conformity with Article 13 (a) of the 2003 Convention that calls upon them to 'adopt a general policy aimed at promoting the function of the intangible cultural heritage in society, and at integrating the safeguarding of such heritage into planning programmes'. During the biennium, UNESCO put in place a set of four curricula and trained a network of 65 experts who will serve as trainers/facilitators, 25 of whom were from Africa and 40% of whom were women. UNESCO personnel from every Field Office in Africa took part in this 'training of trainers' so that they will be better able to integrate intangible cultural heritage into common country programming exercises. The capacity-building programme emphasizes the obligations of States Parties to integrate intangible heritage into their cultural policies and strengthens their national institutional and human resources so that those responsible for policy formulation are aware of ICH and the importance of its safeguarding, and so that within their policy processes the objectives of the Convention and the obligations of States</p>

	<p>Parties are reflected. The African continent is the primary target of the global capacity-building strategy, for which more than US\$ 1 million in extra-budgetary projects were implemented in the biennium and another US\$ 1 million identified for the coming biennium.</p> <p>The commitment of UNESCO to support the achievement of Millennium Development Goal Six and system-wide UNAIDS Initiatives is concretely achieved within the framework of the Culture Sector through the dissemination of an e-learning tool on culturally appropriate response to HIV and AIDS prevention and an art-based toolkit on HIV and AIDS Stigma. Both tools are being distributed in different languages among NGOs working in local communities in Southern Africa.</p> <p>Working in partnership with key stakeholders (civil service organizations, networks of people living with HIV and AIDS and traditional healers etc.), UNESCO is supporting the development of local cultural environments and evidence-based research capacity in Southern Africa (Botswana, Lesotho, Mozambique, South Africa and Zambia) in an effort to better inform national HIV and AIDS policies and programmes especially for prevention purposes.</p> <p>UNESCO initiated a successful HIV/AIDS museum education project in Cameroon in collaboration with four local schools and a community museum. The results of this project and research on other HIV/AIDS education projects in African museums were shared with UNESCO Delegations through an exhibition at HQ on World AIDS Day 1 December 2010, as well as with museum professionals throughout Africa through the International Council of African Museums List serve (AFRICOM-L).</p> <p>Ghana has participated in the first test phase of the UNESCO Culture for Development Indicator Suite (CDIS) a UNESCO initiative that is demonstrating through quantitative and qualitative data the contribution of culture to national development processes. Led by local consultants and supported by UNESCO field office in partnership with the Government of Ghana the test phase adopted a participatory and inclusive approach at the national level. This 'bottom-up' approach has ensured that the CDIS adapts to national contexts, builds capacity within statistical systems, and encourages dialogue across ministries, sectors and stakeholders around culture and development issues, contributing at the same time to refining the overall methodology for collecting data and creating the indicators. First results of the culture for development indicators will be available in 2012, when the CDIS will be also implemented in Burkina Faso and Namibia. Mali will follow.</p>
<p>Conservation of World Heritage Properties in Africa strengthened notably through capacity-building and training in cooperation</p>	<p>The second cycle of Periodic Reporting Exercise in Africa, adopted during the 35th session of the World Heritage Committee (Paris, 2011), has enabled training of around 250 people in the preparation of nomination files and retrospective Statements of Outstanding Universal Value. The in-depth understanding of the state of conservation of African sites, as well as all other recommendations related to managing development pressures will allow the establishment of an Action Plan for the period 2012-2017. This Action Plan will define the capacity building activities</p>

with the African World Heritage Fund	to be prioritized, in relation with cultural and natural heritage. Additionally, various conservation projects continue to be undertaken related to urban conservation planning (Mozambique, Mali) or to sites on the List of World Heritage in Danger (Democratic Republic of the Congo, United Republic of Tanzania). The high-level meeting requested by the World Heritage Committee (Christchurch, 2007) about the state of conservation of the 5 World Heritage sites in Danger of the Democratic Republic of the Congo was held on 14 January 2011 in Kinshasa. One of its direct consequences was the suspension of prospection for oil at Virunga National Park later in March.
Knowledge on Africa and on the tragedy of the slave trade reinforced	<p>La priorité Afrique demeure l'axe central du projet La Route de l'esclave. Les actions opérationnelles mises en œuvre depuis la création du projet participent d'une meilleure connaissance de l'histoire du continent, à travers le tragique épisode de la traite des esclaves. Les questions contemporaines y relatives sont ainsi prises en compte pour mieux mettre en exergue ce dialogue forcé et les interactions culturelles qu'il a généré. Le lien entre l'Afrique et sa diaspora est également construit dans ce processus. L'expérience et l'expertise africaine ainsi que celles des afro-descendants, en Amérique latine et les Caraïbes en particulier, sont particulièrement valorisées à travers les initiatives du projet, notamment par la présence de 6 africains et 6 afro-descendants au sein de son Comité scientifique international renouvelé au cours du dernier biennium.</p> <p>Au moins quatre des collections des Histories générales et régionales sont au cœur de la Priorité Afrique :</p> <ul style="list-style-type: none"> - L'Histoire Générale de l'Afrique (HGA) et le nouveau projet pédagogique de l'HGA ont tous deux pour principale priorité l'Afrique ; la seconde phase de ce projet contribue particulièrement à la rénovation de l'éducation en Afrique par l'introduction de curriculums communs et de manuels scolaires basés sur l'Histoire Générale de l'Afrique dans toutes les écoles primaires et secondaires et ce dans le cadre de la deuxième décennie de l'éducation pour l'Afrique (2006 - 2015). Il est à noter que cette activité a été possible grâce aux fonds extrabudgétaires. - L'Histoire de l'Humanité, l'Histoire générale des Caraïbes et les différents aspects de la culture islamique accordent toutes les trois une large part à l'histoire africaine et l'apport de ce continent au progrès général de l'Humanité.
Promotion of African languages through publishing and translation	<p>The project "Health education through training in photo romance books" (financed by the Flemish Fund) aimed to facilitate, through professional training in the SADC countries, the creation of a new HIV/AIDS sensitive high quality photo stories collections in the African market. Six linguistic versions of the publication have been issued: Kikuyu (Kenya), Luganda (Uganda), Oshikwanyama (Namibia), Swahili (Tanzania), Bemba (Zambia), and Shoona (Zimbabwe).</p> <p>As part of a programme devoted to the promotion of books and reading in Africa: a collection of technical professional books have been published in West Africa; a programme for the distribution of books to libraries in Mali and Burkina Faso has been achieved; and a special complete programme has been set up in different regions of Mali for the promotion of reading.</p>

	<p>The Index Translationum has developed a collection of records concerning African countries. This has allowed improving the statistical information concerning translations from and into different African languages (more than 1000 new records). Among the languages are Zulu, Xhosa, Tswana, Naro, Biali, Aja, Foodo, Fon, Bissa, Buamu, Bambara, Mbuko, Gbaya-Bossangoa, Bhele, Fuliuru, etc.</p>
<p>Promotion of African regional integration through the staging of cultural events</p>	<p>In addition to activities undertaken in the field of craft, UNESCO supported various events related to creative and cultural industries and arts through its Field Offices, as well as through the 22nd edition of the Festival panafricain du cinéma et de la télévision de Ouagadougou (FESPACO, 27 February- 7 March 2011).</p> <p>Technical assistance was provided to the activities of the RAPEC (Réseau africain des promoteurs et entrepreneurs culturels) and financial contribution to the organization of the 1st Pan African Congress "Culture, a lever for development in Africa" held in Lomé, Togo, in November 2011.</p> <p>Support was given to the Bamako Encounters, African Photography Biennial, at the National Museum in Bamako (Mali) as well as to the FIMA (International African Fashion show) in Niger.</p>
<p>Strengthening of local African music and crafts markets</p>	<p>The first steps of the 2005 Convention capacity building programme in Africa are put in place through an agreement signed in December 2011 with the Organization of the Francophonie (OIF). This partnership will ensure the promotion and distribution of over 1000 copies of the new publication "Politiques pour la créativité, Guide pour le développement des industries culturelles et créatives" The English version of the Guide will follow in 2012. in African countries. This publication, the first of its kind, provides how-to and practical advice on the development of public policies to support the cultural and creative industries in developing countries. It is intended for use by policy makers and those responsible of designing and implementing policies and strategies in this new field of public action. It presents in a concise, simple and practical manner, the fundamental ideas and concepts needed to develop and support a local creative economy. It covers the different stages of designing and implementing cultural and creative industries policies. It presents the key approaches, practical references and examples that are needed to go from general concepts and strategies of cultural and creative industry policy to actual implementation and follow up.</p> <p>At the grass roots level, the 2005 Convention is intervening to strengthen local African music markets. The Global Alliance for Cultural Diversity provides financial support to operational projects to promote partnerships in the cultural industries in developing countries, with a priority on Africa. In 2011, support has been granted to the Export Bureau for African Music (BEMA) in their fundraising efforts that would allow this civil society organization build capacities of music professionals at the local level, foster the emergence of viable local markets and facilitate access to international markets. In addition, the Global Alliance is supporting the consolidation of a cultural industries' incubator in Burkina Faso, "the Reemdoogo Centre in Ouagadougou" which has as its objective to contribute to the structuring</p>

	<p>of the music industry in Burkina Faso through institutional and human capacity building of entrepreneurs in the creation, development and management of SME's.</p> <p>The UNESCO Award of Excellence for Handicrafts in Central Africa was organized for craft people from Cameroon, Central African Republic and Chad and the award was granted to 4 artisans.</p> <p>Technical assistance was given to the activities of the RAPEC (Réseau africain des promoteurs et entrepreneurs culturels) and financial contribution to the organization of the 1st Pan African Congress "Culture, a lever for development in Africa" held in Lomé, Togo in November 2011. Support was given to the Bamako Encounters, African Photography Biennial, at the National Museum National Museum in Bamako (Mali) as well as to the FIMA (International African Fashion show) in Niger. UNESCO Award of Excellence for Handicrafts in Central and Western Africa was organized. UNESCO contributed to the professionalization of Africans students in art and craft in the programme "Travel to learn art and craft."</p> <p>UNESCO contributed to the professionalization of 2 Africans students in art and craft in the extrabudgetary programme "Travel to learn art and craft."</p> <p>Unfortunately, a sub regional capacity building workshop for craft women entrepreneurs in Central Africa was postponed due to the Organization wide cash flow difficulties of the end of 2011.</p>
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<p>Cost-effectiveness/efficiency measures for this Major Programme: Africa</p>
<p>Currently holding over 5 million USD in voluntary contributions, the IFCD currently supports 48 projects from 35 developing countries. Of these, 26 projects from 17 African countries are receiving support. Of these, 18 projects from 16 African countries are receiving support. Capacity building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 sub-regional meetings held) organized in cooperation with the African World Heritage Fund. Around 250 people were trained in the preparation of nomination files and retrospective Statements of Outstanding Universal Value. The in-depth understanding of the sites gained during this Exercise has allowed understand the current pressing issues in terms of conservation of African World Heritage sites, and define appropriate strategies for the period 2012-2017. The Index Translationum has developed a collection of records concerning African countries. This has allowed us to improve the statistical information concerning translations from and into different African languages (more than 1000 new records).</p> <p>The majority of training and capacity-building programmes undertaken for museum professionals in Africa involved regional training schemes, which allowed UNESCO to reduce costs and increase efficiency. This also created or reinforced the professional network to promote information sharing and sustainability.</p>

Funds under Regular Programme directly supported three important international organizations in Africa: the International Council of African Museums (AFRICOM), a professional network of anglophone and francophone museum professionals in Sub-Saharan Africa; the Centre for Heritage Development in Africa (CHDA), an international NGO dedicated to the preservation of cultural heritage in Africa and the African Heritage School (EPA), a postgraduate university institution, specialized in the preservation of tangible and intangible cultural heritage, which trains heritage professionals from 26 sub-Saharan African countries. By offering direct support to these three important African institutions, UNESCO was able to reach and benefit more museum professionals, which increased cost-effectiveness and efficiency.

La mise en œuvre du projet sur l'utilisation pédagogique de l'Histoire générale, entièrement financé par des fonds extrabudgétaires, a été ralentie par le blocage pendant quelques mois des fonds accordés par la Libye en raison de la situation dans ce pays. Face à la complexité et à la sensibilité des activités en préparation, le Comité scientifique du projet a jugé utile de recommander des actions et des rencontres, notamment avec les équipes de rédaction, qui n'étaient pas initialement prévues dans le document du projet. Par ailleurs, les attentes soulevées par le projet non seulement en Afrique mais aussi dans la diaspora africaine a conduit à élargir les domaines d'action du projet. Cette évolution du projet nécessite d'engager des actions de mobilisation auprès des partenaires les plus intéressés et notamment des gouvernements. C'est ainsi que certains pays ont accepté d'assurer le financement de certaines des réunions additionnelles.

La Route de l'esclave a vu son effectif encore réduit au cours de ce biennium, se trouvant ainsi dans la difficulté d'assurer la coordination des activités. Cependant, grâce aux contributions de certains États Membres (Bulgarie, Colombie, États-Unis, Nigeria), le projet a pu réaliser la plupart des activités programmées. Le projet a été particulièrement sollicité dans le cadre de 2011, Année internationale des personnes d'ascendance africaine et de l'initiative sur le Mémorial dédié aux victimes de l'esclavage à construire dans l'ONU à New York. Il a répondu aux attentes en développant des partenariats efficaces avec des institutions actives dans ce domaine. Compte tenu des fonds limités qui lui ont été accordés, le projet apporte une plus value appréciée par ses partenaires et une grande visibilité à l'UNESCO.

La participation des artisans à des salons/foires internationaux a été fortement encouragée, ce qui constitue un bon moyen de faire connaître la création artisanale aux niveaux national et international. Il importe donc d'aider et de conseiller les innombrables petites entreprises artisanes, de renforcer les activités de formation et de professionnalisation, et d'identifier de nouvelles stratégies qui permettront un développement social et économique de l'ensemble du secteur.

Le Siège et le hors-siège ont poursuivi leurs efforts de collaboration et de coordination dans la mise en œuvre du programme.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Women's active and visible participation in cultural and	UNESCO uses its relevant binding normative instruments in the field of culture to promote gender equality. Relevant provisions can be found in the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of

creative industries increased	<p>Cultural Expressions, which, as of January 2011, has 121 Parties and has entered its operational phase. Article 7 of this Convention calls on its Parties to introduce measures that encourage women to create, produce, disseminate, enjoy and have access to diverse cultural expressions. Information on the extent to which Parties have done so will be reported on in the Periodic reports, the first ones due to be submitted in April 2012. The analysis to be prepared by the Secretariat will report on such measures that will enable the monitoring of developments in this field. Cases of best practice that promote women will be included in all information exchange activities.</p> <p>UNESCO's Culture for Development Indicator Suite (CDIS) is collecting data and generating indicators to support the strategic integration of culture in national development policies. One of the Suites's seven dimensions concerns gender equality and during the first implementation phase in Bosnia Herzegovina, Colombia, Costa Rica, Ghana, Uruguay and Vietnam, which was completed during 2011, several indicators assessing gender equality from a cultural and development perspective were tested. These indicators address the level of gender equality of women and men in social, political, economic and health outcomes as well as perceptions towards gender equality, which are heavily driven by cultural values and aptitudes. In addition, and to have a more accurate picture, the remaining indicators of the Suite are disaggregated whenever possible by sex. Country teams participating in the implementation have proposed additional indicators to better capture the relationship between gender equality, culture and development in their respective national contexts. Such indicators include the percentage of women as heads of cultural institutions or violence against women indicators and are currently under study in the context of the revision of the Methodology Manual of the Suite.</p> <p>Skills training courses and management and marketing techniques have been part of the capacity-building efforts. Young women students in crafts and design have gained professional experience (Latin America, Asia and Africa). Through the participation in international events (SIAO, Foire de Paris, Maison & Objet, the Santa Fe Folk'Art Market), artisans have reinforced their professional networks.</p> <p>The project "Young artists for intercultural dialogue between the Arab and Western Worlds" gave recognition to several young artists that have made an outstanding contribution to dialogue and exchange between the Arab and Western cultures. 24 artists have been rewarded and a fair repartition in gender has been respected, as far as possible (8 young women).</p> <p>UNESCO contributed to the professionalization of 10 students in art and craft including 8 women and 2 men in the extra-budgetary programme "Travel to learn art and craft."</p>
States Parties to the 1972 Convention encouraged to increase women's active	<p>Since the beginning of the biennium, the participation of women in World Heritage-related workshops was around 35%. This is an average figure, as there are some disparities between regions: there is almost a balance in Latin America, Arab States and Europe, while Africa and Asia have not yet many women involved outside community-level.</p>

participation in World Heritage Committees and related management and conservation initiatives for World Heritage	Moreover, various heritage conservation activities and participatory workshops took place (for example in Africa and Latin America), focusing on local stakeholders, with an emphasis on the representation of women and young people. The involvement of women in World Heritage education and knowledge management was also promoted, for example through pilot projects in Armenia and Azerbaijan.
Gender equality integrated into the development and implementation of capacity-building activities for museums	<p>UNESCO advises in a systematic manner on the integration of narratives on women's role in societies in cultural development and heritage preservation into the materials of exhibitions and education programmes of partner museums.</p> <p>UNESCO's training materials with illustrations always respect equal visual representation between women and men.</p> <p>4 staff recently recruited for the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 10, are women. They are trained in management, conservation and restoration techniques, and follow IT and English courses.</p>
Opportunities increased for women to gain managerial experience in museums	<p>Through the various museum trainings held in Africa over the past biennium (RP and EXB), women museum professionals were systematically given priority for participation. The technical training they received in documentation, inventories and conservation prepared them to better manage and care for the collections in their respective museums.</p> <p>UNESCO, when possible, requested governmental and institutional partners to respect gender balance in the selection of participants in UNESCO's training activities.</p> <p>In Jordan, Amman, an International Museum for Women in the Arts (IMWA) is being established as Category 2 Centre. Its mandate is to promote culture, the arts, women, education, gender equality, and to improve intercultural dialogue. The museum will focus largely on education, with an emphasis on programmes for girls.</p>
Understanding among UNESCO stakeholders of the gender dimensions of intangible cultural heritage improved	The gender dimensions of intangible cultural heritage (ICH) are addressed in the capacity-building materials that have been elaborated as part of the Organization's global capacity-building strategy for safeguarding ICH. During the biennium, UNESCO put in place a set of four curricula and trained a network of 65 experts who will serve as trainers/facilitators, 25 of whom were from Africa and 40% of whom were women. UNESCO personnel from every Field Office took part in this 'training of trainers' so that they will be better able to integrate intangible cultural heritage into their country programming. Among the four curricula, for example, in the community-based inventorying training workshops, great attention is devoted to understanding that ICH information, practices and knowledge are differentially shared among various sectors of any community, including people of diverse genders. Similarly, the training materials for the workshop on implementing the Convention at the national level emphasize the importance of the Convention's human rights orientation and the requirement to consider, for the purposes of the Convention, only such heritage as respects existing human rights instruments. Although ICH practices and expressions may be limited

	to one or another gender and remain consistent with the Convention's definition, the training materials emphasize, there are other ICH practices that violate the human rights of one or another gender and are therefore to be ignored. As the capacity-building strategy moves into full implementation around the world in 2012-2013, it will certainly contribute to greater understanding of the gender dimensions of ICH among its participants and beneficiaries.
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Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

Answering to provisions in the Conventions regulating its activities UNESCO is actively pursuing women's decision making and active participation in the field of culture. UNESCO's "Culture for Development Indicator Suite" includes indicators assessing gender equality in areas like literacy rates, access to public institutions, resource utilization, services and ownership, as well as economic and legal rights. Indicators have been already collected for Costa Rica, Uruguay, Colombia, Bosnia Herzegovina, Vietnam, and are being collected for Ghana, Namibia and Ecuador. Capacity building includes courses, particularly aimed at young women, in skills, management, and marketing, as well as crafts and design. Women's participation in World-Heritage workshops is currently around 35 percent, with the lowest levels in certain areas of Africa and Asia. At the World Heritage Committee level the participation of female experts and representatives has increased over the years and was at 45 % at the 35th session of the Committee in June-July 2011 demonstrating increasing gender balance and participation of women in decision making in World Heritage statutory bodies. Further efforts are undertaken to ensure gender equality in management and conservation activities at regional, subregional and site level.

Recent initiatives to address gender equality include an effort in Vietnam to support museums in the promotion of a gender-sensitive understanding of history, an approach that is in the process of being promoted in other countries as well. The Culture Sector intends to continue to strengthen and foster a better understanding of how to include a gender equality dimension in all its activities, counting upon the fact that equal, active and broad participation of all stakeholders is not only a human rights issue, but that it may prove to be cost effective as well.

The General Conference at its 36th session approved the establishment of an International Museum for Women Artists as a centre under the auspice of UNESCO (category 2), specifically dedicated to women artists. UNESCO is assisting with a Funds-in-Trust allocated by the US Government (US\$100.000). The Government of Jordan will provide a building to house the International Museum for Women Artists in Amman. The Category 2 Centre's mandate will be to promote culture, the arts, women, education, gender equality, and to improve intercultural dialogue, education, with an emphasis on programmes for girls. The overall objective of the project is to participate in the empowerment of women and gender equality, fostering cultural diversity, intercultural dialogue and a culture of peace, tolerance and reconciliation.

4 newly recruited staff members of the Manuscript Center and the Islamic Museum of the Haram al Sharif in Jerusalem, out of a total of 10, are women. They are trained by UNESCO in management, conservation and restoration techniques, and follow IT and English courses. They actively contribute to the development of both institutions and to the safeguarding of Islamic cultural heritage.

All training and capacity building projects undertaken for museum professionals in Africa encourage women to participate. Notable progress was achieved through a June 2010 national training workshop in Tanzania, financed by the Regular Programme, where almost half of the museum professionals trained were women (14 out of 32). For the 2009-2012 project for improving documentation and inventories in Sub-Saharan African Museums, involving 33 museum professionals from 17 countries, which included 25 percent women participants.

All capacity building/training activities are targeted towards men and women museum professionals equally and without exception, therefore, it is

just as cost-effective and efficient to include women in the trainings.

L'atelier pour les femmes chefs d'entreprises en artisanat a été reportée en raison des coupures budgétaires.

IV.1. Protecting, safeguarding and managing the tangible and intangible heritage

IV.1.1. Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$5 614 483	Expenditures: \$5 545 445	Allocation: \$71 832 120	Expenditures: \$52 677 623

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Implementation of the World Heritage Convention strengthened through the effective functioning of its governing bodies	<p>2 ordinary sessions of the World Heritage Committee (34th session in Brasilia, July 2010 and 35th session at UNESCO HQs, June 2011) and one General Assembly (November 2011, UNESCO HQs) were organized. In total, 97 working documents and 42 information documents were prepared and sent within the statutory deadlines. Two extraordinary sessions were also held in Paris (14 June 2010 and 09 Nov. 2011).</p> <p>All these sessions allowed the statutory bodies of the Convention to take important decisions concerning the conservation of sites, nominations or the future of the Convention. During the biennium, several expert meetings (WH Fund and EXB financing) contributed to the reflection on the future of the Convention, including several key processes such as nominations (Switzerland, February 2010 and Thailand, April 2010), sites management, periodic reporting (Africa, Asia, Latin America), decision-making procedures of the statutory bodies of the Convention (Bahrain, Dec. 2010), state of conservation of World Heritage sites (Senegal, April 2011) which was assessed through the reactive monitoring missions (WH Fund and EXB funding) conducted all along the biennium. All these reflections were taken into account in the Strategic Action Plan for the Implementation of the World Heritage Convention 2012-2022 adopted by the 18th session of the General Assembly (Nov. 2011).</p> <p>With 2 new ratifications in 2010-2011 (Equatorial Guinea and Brunei Darussalam) the coverage of the Convention is almost universal with 188 States Parties. Consultations and awareness-raising meetings with the 5 non-signatories countries are being actively pursued, especially with Bahamas and Singapore.</p> <p>The inscription on the World Heritage List of 5 sites from non-represented countries (Marshall Islands, Kiribati, Tajikistan, Barbados and United Arab Emirates), 9 from under represented regions and 6 for under-represented categories improved the representativity of the List. Serial nominations under preparation (Silk Roads, Qhapaq Ñan...) further enhanced international exchange, since their success is based on mutual cooperation between participating States Parties. This contributes to dialogue and development in general, and promotes international and local understanding of cultural diversity.</p> <p>The establishment or the revision of Tentative Lists is also a critical tool for the credibility of the List. 52 Tentative Lists</p>

	<p>were revised during the biennium 2010-2011. And if only 2 new Tentative Lists were submitted in the biennium (Montenegro and Trinidad & Tobago), another 2 are still under preparation (St Vincent & the Grenadines and Sierra Leone) and Djibouti, Antigua & Barbuda and Cook Islands have expressed their interest;</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The report of the External Auditor on the Global Strategy presented to the General Assembly in November 2011 noted, among various challenges, the necessity to establish criteria to monitor the efficiency of nominations as a conservation tool, to strengthen the natural heritage side of the Convention, and to refocus the nominations on the most outstanding sites. The World Heritage Committee has approved the launching of experimental voluntary pilot projects related to "upstream processes", which aim to reduce the number of properties that experience significant problems during the nomination process. States Parties have already identified 10 pilot sites, out of which 5 have started the "upstream process" work. An open-ended working group was also established to produce an implementation plan for the auditor's recommendations on the Global Strategy. A first meeting is foreseen for the first semester 2012 in order to present a progress report to the 36th session of the World Heritage Committee (June 2012).</p> <p>Information sessions (14 June 2010 and 26 May 2011) and orientation sessions (25 July 2010 and 19 June 2011) were held prior to the Committee sessions for Committee members. Through Decision 35 COM 12B. para.17, the Committee asked for more capacity-building for its members regarding the processes of the World Heritage Convention.</p>
<p>ER 2: World Heritage properties more effectively protected against new global challenges and threats</p>	<p>Tourism</p> <p>The World Heritage Committee at its 34th session (July 2010) decided to close the current tourism programme. A new Programme on World Heritage and Sustainable Tourism, with a focus on policy advice and capacity-building, will be prepared for adoption by the World Heritage Committee at its 36th session in 2012. Forty experts from 23 countries representing stakeholders attended an expert meeting (Switzerland, Oct. 2011) to review the World Heritage Sustainable Tourism Programme Discussion Paper and prepare a new Programme Framework for the approval of the Steering Group. A fundraising strategy for this Programme will also be prepared for implementation in January 2012.</p> <p>Urban pressure</p> <p>The Recommendation on the Historic Urban Landscape (HUL) was adopted by UNESCO's General Conference at its 36th session (Nov. 2011). WHC has already started the follow-up process of raising awareness and providing technical assistance to local authorities for its implementation.</p> <p>Urban conservation planning has also been promoted through various projects implemented in World Heritage cities all over the world, such as Djenné and Timbuktu (Mali), St Louis (Senegal), Zanzibar (United Republic of Tanzania), Cairo (Egypt), Lumbini (Nepal), Naples (Italy), Brazil. The publication of "Managing Historic Cities" (Nov. 2010), the follow-up workshops on HUL in Baku (October 2010) and on the Swahili Coast (3 on July-August 2011) within the framework of a new extrabudgetary project funded by Flanders, achieved a widespread attention to and awareness of</p>

	<p>the new principles for urban conservation. Finally, the comprehensive and well-designed "Best Practice Guide on World Heritage Cities Conservation & Management" was presented at the XIth World Congress of OWHC (Nov. 2011).</p> <p>Climate change A workshop held in La Paz (Bolivia) in April 2011 gathered 35 participants from different Bolivian Ministries (Culture; Environment; Education), indigenous representatives and World Heritage sites and Biosphere Reserves managers from all around the region. They were trained and could share good practices about climate change adaptation and mitigation issues. Efforts are also underway to explore the role of forests World Heritage sites in the newly agreed REDD+ mechanism.</p> <p>Gender Since the beginning of the biennium, the participation of women in World Heritage-related workshops was around 35%. This is an average figure, as there are some disparities between regions and also according to the types of workshops. Women are generally actively involved at community-level and at the international level. But there are relatively few women sites managers and decision-makers at local or regional levels.</p> <p><u>Challenges and Lessons learnt:</u> Tourism: The issue of funding for the programme remains a challenge. Funding for the ALD post to coordinate the programme in the WHC will end as of 12/12 and the regular programme post for tourism at CLT was suppressed in 2011 owing to budgetary pressures. It is to be recalled that the previous programme's lack of a strategic approach was directly linked to its reliance on extra budgetary funding for the responsible staff. Urban pressure: regional consultations, a committed Chairperson and a broad range of institutional partners have all proven essential to the development and adoption of the new Recommendation on HUL. Staff and budget, however, are needed to sustain its implementation at site-level. The time taken to develop The Best Practice Guide on World Heritage Cities Conservation & Management was excessive (more than 3 years) partly due to the consultations needed between the many participating partners, but also because the OWHC provided only a minimal support to the exercise. For the REDD, the identification of World Heritage sites for undertaking pilot activities has not yet taken place since no funds are available to implement these activities. Funding sources are being sought for this purpose.</p>
<p>ER 3: Conservation for sustainable development strengthened, notably through capacity-building and training activities</p>	<p>Operational projects for the safeguarding of the World Heritage properties in Danger are on-going, mainly through extrabudgetary funding, in Bamiyan and Jam (Afghanistan), Bam (Iran), Kosovo, Belize, the 5 DRC National Parks... For the latter, the high level meeting requested by the Committee in 2007 was held on 14 January 2011 with the participation of the Director-General of UNESCO, leading to the signature of the Kinshasa Declaration. One of its direct consequences was the suspension of prospection for oil at Virunga National Park later in March. A roll out phase for RRF was implemented during the biennium (extrabudgetary funding), allowing some natural World Heritage</p>

sites to access resources to cope with immediate threats, thus permitting them to conserve their Outstanding Universal Value.

2 sites were removed in 2010-2011 (Galapagos Islands and Manas Wildlife Sanctuary), but another 6 sites were added (in Georgia, Honduras, Indonesia, Madagascar, Uganda and USA) to alert the international community to critical situations in the hope that it can join efforts to save these endangered sites.

2 projects linking tourism, culture and development (Azerbaijan and Armenia) and another one linking heritage recovery and development (Cuba) are currently being implemented. The concept of sustainable development was included in the revised Operational Guidelines approved by the Committee at its 35th session (June 2011).

Various conservation projects under extrabudgetary funding are undertaken in Africa (Mozambique, Mali, United Republic of Tanzania, Kenya...) and SIDS (Pacific and Caribbean regions). The Resource Manual on Managing Disaster Risks for World Heritage has been made available on the web in French and English in June 2010. Activities related to risk prevention were undertaken in various sites (such as Qadisha Valley in Lebanon) as well as assessment missions after natural disasters (Bhutan, Haiti, Peru, Pakistan, Philippines and Thailand). Emergency International Assistance requests were approved and/or extrabudgetary funds were raised for Haiti and Chile (after earthquake), Guatemala and Nepal (after storms), Uganda (after fire) and Indonesia (after eruptions). Out of the 46 International Assistance requests approved in 2010-2011, 30.4% are from LDCs and 26% from the Africa region. An international meeting of experts to prepare the Libyan post-conflict period in the field of cultural heritage (Oct. 2011) gathered 30 experts who drafted and approved a set of recommendations.

The 17th and 18th ICC Angkor were held (Nov. 2010 and Nov. 2011), as well as the 19th and 20th related Technical Committees (June 2010 and June 2011). The 4th and 5th ICC Iraq were held (Jan. 2010 and April 2011). As a result, some of its members were renewed in accordance with the profiles requested by Iraqi authorities who wish to be more and more involved. An International Conference for the Safeguarding of Afghanistan's Cultural Heritage was successfully held in Kabul (Oct. 2011) in place of an ICC and was able to enhance coordination and to generate funds for culture projects in Afghanistan.

In 2010-2011, around 800 people were trained in all regions in the fields of periodic reporting, nomination process and retrospective inventory. The skills developed were used. These capacity-building activities were also a way of promoting regional cooperation, especially South-South cooperation, through exchange of information and experience. The current Periodic Reporting Exercise has also allowed site managers to go into an in-depth assessment of the management and state of conservation of their site, which can be only beneficial for the long-term conservation of World Heritage properties. The World Heritage Committee also adopted the World Heritage Capacity Building Strategy at its 35th session (June 2011). It provides a framework which favors the development of effective actions and programmes to strengthen or develop capacities of practitioners, institutions, communities and networks for the conservation and management of World Heritage.

Challenges and Lessons learnt:
The main challenge remains the increase in the number of sites on the World Heritage List (46 in two years) with no

	<p>parallel financial increase in the World Heritage Fund or in the regular programme. At the request of the World Heritage Committee, the World Heritage Centre will explore possible measures to ensure adequate resources for World Heritage activities; the corresponding report will be presented to the 36th session of the Committee (St Petersburg, June 2012).</p> <p>Lack of security and/or various institutional changes resulting in a lack of national counterparts have caused delays in the implementation of certain activities in all regions. It is critical to train sites managers about the requirements of the World Heritage Convention in order to have a stable basis of knowledge and capacity on the ground.</p> <p>In the light of the increasing natural disasters and conflicts affecting World Heritage properties, the World Heritage Committee insisted that details of Disaster Risk Reduction/Emergency Planning arrangements should be systematically included in nomination dossiers and management plans.</p> <p>The success of the international conference held in Kabul showed that a reactivated ICC Afghanistan might be equally, if not more effective, in terms of activities coordination and fund-raising.</p> <p>For Libya, extrabudgetary projects are being drafted in line with the experts' recommendations for submission to donors. It is hoped that the assessment mission, which could not take place late 2011 due to the budget cuts, could be undertaken in 2012.</p>
<p>ER 4: World Heritage education, communication and knowledge management tools developed and network of partners expanded</p>	<p>A comprehensive and integrated information management system was further developed in 2010-2011 through the availability of more content on partners' websites with cross references (Youtube). GoogleMaps Local Enhance Programme has been finalized. UNESCO and HarperCollins Publishers released the world's first fully comprehensive World Heritage sites application (app) for iPhone and iPad in May 2011. This UNESCO-authorized app provides a guide to all 911 UNESCO World Heritage sites. WHC also participated and implemented the Informea.org initiative that brought together 13 Multilateral Environmental Agreements (MEA) and other relevant international instruments to develop harmonized and inter-operable information systems. Within the framework of an extrabudgetary project with Nokia, mobile applications (apps) for 50 World Heritage sites were prepared; they will be offered through Nokia Ovi online store. Their content will include latest news and events, costs, opening hours, museum information, etc. All these partnerships increase the visibility of the World Heritage Convention on the web. This shows in the 20.8% increase in the number of visitors on WHC website in 2010-2011 compared to the biennium 2008-2009.</p> <p>Young people were given the opportunity to participate in World Heritage preservation through various activities, such as the 3rd and 4th edition of the "World Heritage Volunteers Project: Patrimonto Voluntary Action" (55 youth work camp/action projects organized in 2010-2011 in 34 countries in partnership with CCIVS and 41 youth organizations); the 5 youth fora which allowed the young participants (12-15 or 18-24 years-old) to reflect on the challenges facing World Heritage and to create networks to sustain exchanges and actions; the Patrimonto Storyboard International Competition 2010/2011 (289 storyboards received from National Commissions of 43 State Parties) which selected 3 winners per theme (the first production (ongoing) concerns the theme of the role of communities in World Heritage preservation). Finally the WHYH-interactive pilot DVD version was produced (3,000 copies) and distributed since March 2010 to UNESCO ASPs network, site management authorities and partner NGOs.</p> <p>7 issues of the quarterly magazine "World Heritage" were published in English, French and Spanish (print run per</p>

issue 38,000), in partnership with Pressgroup Holdings Europe for N°55 and PFD Publications for N°56-61. The World Heritage Information kit has been translated and published into Arabic. Various promotional and educational activities took also place in Africa, Arab States and Latin America.

16 new partnerships have been concluded to raise awareness on World Heritage sites conservation (the World Air League and TripAdvisor, USA; Marc Rich Foundation, France; Panasonic, Japan), to contribute funding to sustainable tourism (the World Air League, USA and Nokia, Finland), to reflect on the links between tangible and intangible heritage (Smithsonian Institute) and for conservation projects in Africa (Angers Loire Metropole and the French Agency for Development). Another 15 are currently under negotiation. The MoU signed between UNESCO and the World Bank will provide a framework for technical cooperation in areas such as Historic Cities Preservation and Rehabilitation or the Conservation of Natural Heritage Sites. On-going discussions are also taking place with existing partners to support the 40th anniversary celebrations.

Challenges and Lessons learnt:

For Nokia apps, several technical challenges encountered with the use of UNESCO/WH logo and the technical criteria related to the names of World Heritage sites were eventually solved to the satisfaction of both partners. The next steps of the project will be to develop an online engine and interface to allow site managers to update their content with tourist and visitor-related information. Mechanisms for community and local site input and feedback will also be explored.

Funding for the production of the finalized English version and of a French version of the WHYH-DVD continues to be a challenge. Patrimonto generates world wide interest but it entails considerable coordination and monitoring effort with the main partners, and the transformation of the winning storyboard into animated film is expensive as the market pricing is calculated on the basis of film-seconds. Thanks to the extrabudgetary funds, the film production on the first theme can be implemented.

The organization of youth forums in conjunction to the annual World Heritage Committee sessions should be pursued and the experience and results over the past 7 years evaluated in order to develop concrete mechanisms for regular and meaningful youth participation in the implementation of the Convention and mainstreaming youth concerns in World Heritage Committee policy and actions.

The report of the External Auditor on PACT presented to the General Assembly in November 2011 noted, among various challenges, the necessity to improve the concordance of partnerships with the goals and objectives of the Convention.

Cost-effectiveness/efficiency measures for this Main Line of Action

In order to improve its working methods, the World Heritage Committee decided at its 35th session (June 2011) that three regular (not extended) sessions of the Committee should be held each biennium: 2 sessions would be devoted to reports, budget, nomination and state of conservation reports; the 3rd session would be held just after the General Assembly and would be dedicated to strategic and policy issues and as necessary,

reports on the state of conservation needing urgent examination.

During the 35th session of the World Heritage Committee, USB keys containing all documents were distributed to participants, instead of the usual paper copies, which led to savings in paper consumption. But on the other hand, the relocation of the 35th session to Paris gave rise to additional costs (overtime of technicians and guards, coffee breaks, badges...) which had not been foreseen at the beginning of the biennium.

Funds were mobilized to complement Regular programme and WHF. For example, the work on HUL had a budget of \$64,000 under the Regular programme, but the implementation of the new principles for urban conservation at site-level in Africa is made through extrabudgetary funds (\$399,300 from Flanders).

Guidance for filling the Periodic Reporting questionnaires was provided by UNESCO and international experts as much as possible by emails. Moreover, the costs of the related meetings were very often covered by the host countries and the participating countries (in Europe, Arab States and Asia regions).

The World Heritage Volunteers evaluation & planning meeting took into account the timing of gatherings of international youth organizations in Europe, thereby minimizing costs related to international travel for some participants. The activity is cost-effective thanks to the financial support and active participation of both beneficiaries and partners (international volunteers, local communities, families and individuals).

The release of the WHYH-DVD provides UNESCO with a cost-effective means of responding to the need for resource materials of States Parties' national institutions organizing World Heritage Education activities.

Efforts are made to be more "green" with publications that are "online only", in an electronic version that can easily be downloaded and printed by readers.

IV.1.2. Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 939 357	Expenditures: \$3 901 697	Allocation: \$16 920 177	Expenditures: \$11 553 432

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Implementation of the Convention for the Safeguarding of the	The Governing Bodies of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage were enabled to meet their respective responsibilities, as laid out in the Convention. The third session of the General Assembly of the States Parties in June 2010 made important revisions in the Operational Directives for the implementation of the

<p>Intangible Cultural Heritage ensured through the effective functioning of its governing bodies</p>	<p>Convention, aimed at harmonizing the procedures and examination cycles for the Convention's multiple mechanisms (Urgent Safeguarding List, Representative List, Register of Best Safeguarding Practices, International Assistance, etc.) and streamlining the work of submitting States Parties, the Secretariat, advisory bodies and the Committee. These resulted from a process of intergovernmental consultation and reflection that included two meetings of an open-ended working group of the Committee and an expert meeting, the latter generously supported by the Government of Japan, which also made possible an additional meeting of an open-ended working group in 2011.</p> <p>The Committee was consequently able during its fifth session (October-November 2010) and sixth session (November 2011) to fulfill one of its key functions - indeed, its most visible function - to inscribe elements on the Lists, select Best Safeguarding Practices, and confer International Assistance. At its fifth session, the Committee inscribed four elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding and 47 elements on the Representative List of the Intangible Cultural Heritage of Humanity, and approved one International Assistance Request for an amount of US\$133,600. At its sixth session, the Committee inscribed 11 new elements on the Urgent Safeguarding List and 19 on the Representative List. It also selected five new proposals to the Register of Best Safeguarding Practices. The Committee also, for the first time, received and examined five periodic reports from States Parties on their implementation of the Convention at the national level, an important obligation of both the submitting States and the Committee.</p> <p>The Committee also discharged its other statutory functions of proposing a spending plan for the Intangible Cultural Heritage Fund, increasing the resources of the Fund, promoting the objectives of the Convention, and increasing public awareness and understanding of intangible cultural heritage and its safeguarding. A recurrent comment in the General Assembly and Committee sessions was acknowledgement of the quality, clarity and usefulness of the working documents prepared for them by the Secretariat, and recognition of the transparency with which the Convention's business was carried out.</p> <p>The Convention achieved tremendous visibility globally, with the fifth Committee session unprecedented among UNESCO activities in terms of global media interest; the sixth session saw a small diminution in global media attention but it still remained among the year's signal UNESCO news events. That visibility contributed, together with the ongoing capacity-building activities of the Organization, to decisions within 22 Member States to ratify the Convention, bringing the number of States Parties to 141, bringing the Convention ever closer to its universal vocation.</p> <p>The Convention continued its work of mobilizing civil society participation, with 97 NGOs accredited by the General Assembly in 2010 and an additional 60 recommended by the Committee for possible accreditation in 2012. Importantly, the geographic representativeness of the recommended NGOs is increasingly broad, remedying some imbalances among those already accredited, and substantially increasing the number of African NGOs available to</p>
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	<p>assist in the international implementation of the Convention. The 2010 revised Operational Directives also formalize the involvement of accredited NGOs in the examination process, through their possible appointment to the Consultative Body.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>As was evident in the fifth and sixth sessions, the revisions introduced in the Operational Directives during the third session of the General Assembly were important and effective, but not yet sufficient. As the Director-General has pointed out on several occasions, the Convention finds itself at risk of being a victim of its own success. It has stimulated widespread and avid interest and created fervent expectations among States Parties and their numerous communities that it is, at present, unable to satisfy with the rigour and credibility that will be essential to its long-term sustainability.</p> <p>Practical measures to limit the number of nominations, proposals and requests to be examined each year by the Committee have been implemented on an ad hoc basis for the 2011 and 2012 cycles. While unsatisfactory to all concerned - from submitting States Parties, to the Secretariat, to the Committee - such practical limitations have been accepted as inevitable. Nevertheless, the Secretariat found itself at the end of 2011 with a delay of more than six months in the processing of nominations, proposals and requests for the 2012 cycle. The initiation of the periodic reporting - deemed by the Convention and the Committee to be a monitoring mechanism of great importance - only threatens to add further strain to a system already well beyond capacity.</p> <p>The Committee - and particularly its two advisory organs, the Subsidiary Body and Consultative Body - nevertheless manage to continue to build upon experience and strengthen their working methods and their standards of examination. The Committee and those bodies face the ongoing challenge to continue refining and improving their work while avoiding reversals or a perception of ever-shifting goal posts. As interest in the Convention from States Parties and their communities continues to grow, the greatest challenge is therefore to find a manageable workload and to take advantage of ongoing ameliorations in the Convention's procedures so that it can maintain its precious credibility and meet the ever-increasing expectations as fully as possible.</p>
<p>ER 6: Member States' capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened</p>	<p>The 2010-2011 biennium saw the Organization deploying every effort to put in place a global capacity-building strategy aimed at strengthening human and institutional resources within the Member States for the effective safeguarding of intangible cultural heritage and implementation of the 2003 Convention. Regular programme and extrabudgetary funds alike were mobilized in a carefully coordinated and complementary manner so that, by the end of the biennium, a global framework for capacity building had been constructed and activities benefitting Member States and communities were well underway.</p> <p>This entailed the creation of several curricula for priority topics: ratification of the Convention, implementation of the Convention at the national level, community-based inventorying, and preparing nominations to the Urgent</p>

Safeguarding List, all of which were essentially completed by the end of the biennium. Editorial work continues on supplementary topics and the finalization of the core topics (particularly the community-based inventorying materials), but most are now available for use.

From January to April 2011, the Section organized six training of trainers workshops around the globe at which a total of 65 regional experts (including 25 from Africa, and 40% of whom are women) were provided in-depth training on how to make use of these curricula as future facilitators of national workshops. The training of trainers workshops were organized in Beijing (10 to 14 January), Harare (24 to 28 January), Libreville (31 January to 4 February), Sofia (14 to 18 March), Havana (28 March to 1 April) and Abu Dhabi (10 to 14 April). In addition to the 65 regional experts, one representative of each UNESCO field office joined the workshops so that they will be able in the future to work effectively with national counterparts and with the experts in the organization and presentation of training activities.

Delivery of capacity-building services is possible through the deployment of extrabudgetary funds and the use of UNESCO's Regular Programme funds. During the 2010-2011 biennium, more than 30 workshops were organized at the national or subregional level, using Regular Programme funds, with another 15 supported from extrabudgetary funds. Substantial extrabudgetary funds have now been mobilized to support multi-year projects in more than 50 countries, worldwide, over the 2012-2013 biennium, including more than 15 in Africa. Typically, a series of workshops and other interventions is planned in a beneficiary country over the course of 18 to 30 months, making it possible to build progressively a solid knowledge of the Convention and its mechanisms. These carefully planned, multi-year interventions in a single country are expected to have substantially more impact than isolated, one-off activities organized without follow-up or reinforcement.

States Parties, including many members of the Committee, have closely followed the development of this global capacity-building strategy and have not only welcomed it, they have recognized both its importance and its early effectiveness. The Committee and General Assembly allocated funds from the Intangible Cultural Heritage Fund for the curriculum development and training of trainers workshops, and in several of its Decisions the Committee commended the Secretariat for this effort. Additional support from a number of donors has made it possible to lay the groundwork in 2010-2011 for a strategy that will see further impacts in 2012 and beyond.

Challenges and Lessons learnt:

At times during the biennium, this effort had the character of designing an airplane while in mid-flight. At the beginning of the biennium, the Section enlisted the cooperation of all Field Offices to develop workplans that focussed exclusively on capacity-building, within the context of this global strategy, but it took far longer than anticipated before the Section was able to develop the curriculum materials that would support the activities planned by Field Offices. The limited timeframe of the biennium and the perceived pressure to execute the Regular Programme were therefore out of synch with the pace of curriculum development and training of trainers.

	<p>The breakneck schedule of six week-long training sessions in three months in early 2011 allowed little time for reflection or correction between workshops. It was also apparent that organizing any such activity in the first month of the year was ill-advised, as year-end and year-beginning accounting shutdowns created substantial additional stress. Similarly, organizing workshops in a city that was not home to a UNESCO Field Office added a layer of administrative complexity that significantly strained our implementation capacity.</p> <p>The substantial investment of human resources required for curriculum development also left not enough time and attention to the work of project planning for the implementation phase. This contributed in part to a low execution rate for extrabudgetary projects: either funds remained within a general fund, not yet allocated to a specific project because the project document had not yet been elaborated, or an approved project document was not promptly implemented because attention was focussed on other tasks.</p> <p>Within this expected result, the six category 2 centres for safeguarding intangible cultural heritage were expected to all be functioning and to be contributing to UNESCO's programme. By the end of the biennium, only two had in fact any activities to point to; one other had organized its governing board meeting and adopted a workplan for 2012; three had not yet held a meeting of their governing bodies. Even the two centres that were operational required important work for UNESCO's staff and did not contribute to programme delivery as such. Some aspects of their institutional capacities need to be strengthened, and close coordination of their activities with the Organization is still weak. Even if category 2 centres have a tremendous potential to contribute to UNESCO's programme delivery, this potential is not yet realized.</p>
<p>ER 7: Awareness of the importance of safeguarding intangible cultural heritage increased</p>	<p>Raising awareness of the importance of intangible cultural heritage, ensuring respect for the heritage of all communities, and ensuring mutual appreciation thereof are among the Convention's core purposes, and they are therefore both ends in themselves and a means toward the Convention's other purposes of safeguarding intangible cultural heritage and promoting international cooperation and assistance.</p> <p>The Organization meets this objective through a range of publications and information resources - both digital and print - as well as through involvement in or patronage of exhibitions and events.</p> <p>The Intangible Heritage Section published in June 2010 the 2009 inscriptions on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, on the Representative List of Intangible Cultural Heritage of Humanity, and on the Register of Best Safeguarding Practices in English and French and the 2009 Representative List in Spanish. In 2011 the updated version of the Basic Texts of the Convention was published in six languages, reflecting amendments introduced by the third General Assembly and the fifth session of the Committee. The brochures on the Urgent Safeguarding List, Representative List and the Register of Best Safeguarding Practices for 2009 were printed in Arabic. A poster/leaflet presenting the 2010 inscriptions on the Urgent Safeguarding List and Representative List</p>

was published in English, French and Spanish.

During the biennium, editorial work also advanced on brochures presenting the 2010 and 2011 inscriptions, to be published in 2012. The Convention's website is continually updated to present current information about the implementation of the Convention, the activities of the Secretariat and Member States, and the work of the General Assembly and Committee.

The Organization organized a digital photographic exhibition entitled "Documenting Living Heritage: 12 photographers in Kenya" at UNESCO Headquarters during the International Festival of Cultural Diversity 2011 and the Africa Week that lasted from 16 to 27 May 2011, as well as published a catalogue of the exhibition in English and Swahili that was distributed to the public; this exhibition was financed through the Japanese FIT project on photographic documentation of the intangible cultural heritage.

During the biennium the Convention gained its first experience with webcasting the proceedings of the Committee, presenting part of the fifth session and the entire sixth session worldwide through video webcast. Together with the website, these attracted great interest, particularly at the times of Committee decisions to inscribe elements on the Urgent Safeguarding List and Representative List. In 2010, the Committee's session provided the highest visibility that any UNESCO event had ever achieved; in 2011 there was a drop-off in viewers and readers, but it remained one of the year's most visible events. It further demonstrated the commitment of the Committee to transparency and accountability in its debates. A careful media strategy in 2011 maximized regional and global media interest in the Committee session and its results.

Challenges and Lessons learnt:

The biennium saw a steady growth in the human resources of the Secretariat available to support awareness-raising activities, with the arrival of a loaned expert in early 2011 and transfers resulting from the reorganization of the Culture Sector allowing the Section to establish (in June 2011) a dedicated unit for Information Management, Communication and Publication. These were not, however, people with professional training and backgrounds in media and information, and the Section continues therefore continues to coordinate closely with BPI and other services.

Knowledge management functions - particularly, the information system that drives the Convention's website and supports all of the Convention's mechanisms of examination - were attached with that reorganization to the Governing Bodies and Processing Unit, since they are so fundamental to the Convention's effective implementation. Extrabudgetary support, particularly in the form of contributions to the Intangible Cultural Heritage Fund, permitted an incremental improvement in the sustainability of these functions, but they remain a core function of the Organization that are not - and in the near term will not be - met from within the Regular Programme and Budget.

Management of patronage requests and requests for the use of the emblem of the Intangible Cultural Heritage Convention remains a major challenge. By the end of the biennium, the work processes were established, but ICT support to facilitate those processes is not yet in place. In any case, the sheer quantity of such requests and the necessity to exercise due diligence within several concerned services of the Organization mean that even if streamlined, this work will continue to consume a substantial amount of human resources.

Cost-effectiveness/efficiency measures for this Main Line of Action

The Section has integrated a Knowledge Management System into all of its operation that is at once the collective brains of the Convention, its circulatory system and its public face. For instance, automating the process of examining nominations by the six members of the Subsidiary Body and twelve members of the Consultative Body makes it possible for examiners to consult the nominations, photos, videos, correspondence, and to submit online their examination reports. It makes it possible for the Secretariat then to generate the working documents of those bodies, prepare their draft recommendations and adapt them during their deliberations. The KMS then allows the Secretariat to produce the working documents of the Committee - where once again, all materials are available online, rather than in paper - and, when elements are inscribed, to make the nominations, photos and videos instantly available to a global public. This KMS therefore has a huge impact on the efficiency of the Convention's operations, while also making possible large cost savings through holding 'paperless' meetings.

The personnel of the Intangible Cultural Heritage Section - particularly those assigned to the Section in the wake of the reorganization of the Culture Sector in June 2011 - are mission-driven and devoted to the success of the Convention. They thus provide the Organization with unequalled value for money, by working diligently at a very high level of rigour, over long hours. While this undoubtedly pays off in terms of the quality of the results and the appreciation of the beneficiaries - States Members of the Committee, experts in the Consultative Body, experts within the network of facilitators, or participants at the national level - it is not sustainable indefinitely. The limitation to 62 nominations for 2012 cycle is a slight progress in decreasing the work demanded of the Secretariat, but is not alone a solution to the long-term requirements.

IV.1.3. Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$3 097 828	Expenditures: \$3 031 804	Allocation: \$7 724 749	Expenditures: \$5 585 622

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 8: Reconciliation, social cohesion and international	The Committee for the Protection of Cultural Property in the Event of Armed Conflict (1999) granted at its fifth and sixth meetings in 2010 and 2011 enhanced protection by inscribing five sites in Cyprus, Italy and Lithuania. It also

<p>cooperation promoted through the effective implementation of the 1954 Hague Convention and its two Protocols, and of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property</p>	<p>accorded financial assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict to El Salvador for measures related essentially to safeguarding and awareness-raising of cultural property. Educational outreach materials were produced and awareness-raising efforts undertaken. Four States deposited their instrument of ratification or accession to the 1999 Second Protocol of the Hague Convention. Thus, the Second Protocol now counts 60 States Parties. Finally, the Secretariat prepared a Standard Plan of outlining basic actions to be taken by the Secretariat in the event of armed conflict.</p> <p>A widely-attended and highly-publicized meeting celebrating the 40th anniversary of the 1970 Convention was held at Headquarters in March 2011. This Convention now counts 120 States Parties. Recent successful resolutions of cases by the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation include the signature of a bilateral agreement between Germany and Turkey regarding the Bogazkoy Sphinx, and an agreement reached on the return of the Makonde Mask between a private museum in Switzerland and the United Republic of Tanzania. Moreover, the Committee adopted new Rules of Procedure for Mediation and endorsed Model Provisions on States Ownership of Undiscovered Cultural Objects. Awareness was raised for the fight against illicit trafficking by publications and two film. Training workshops have been organized in Asia (Mongolia), Africa, Arab States, Latin America and the Caribbean.</p> <p>The Secretariat provided support to the UNESCO Database of National Cultural Heritage Laws, a highly effective practical tool to fight against illicit trafficking, containing 2315 laws from 180 countries.</p>
<p>ER 9: Implementation of measures necessary to safeguard and preserve cultural heritage in countries in conflict situations, particularly in occupied territories</p>	<p>After the Arab Spring events, priority was given to Egypt and Tunisia and later to Libya. Several meetings and missions were organized in order to assess the needs and start the first technical assistance and capacity building, training and employment generating activities in these countries.</p> <p>The two projects in Jerusalem, for the rehabilitation of the Islamic Museum and the restoration of the Islamic Manuscripts, have progressed well and play a considerable role for ensuring international attention to the Haram al Sharif and preserving the cultural heritage of the Palestinian people. Additional funds to support the Manuscripts Centre have been negotiated with the Norwegian Embassy for almost two years and an agreement over \$ 1,3 million has been signed by the donor and the Director General in December 2011.</p>
<p>ER 10: Implementation of the 2001 Convention on the Protection of the Underwater Cultural Heritage and international cooperation for the preservation of underwater cultural heritage</p>	<p>Eleven new States have become party to the 2001 Convention on the Protection of the Underwater Cultural Heritage, bringing their total number to 40. In addition to the statutory Meetings of States Parties, the Scientific and Technical Advisory Body, and the Working Group on the Operational Guidelines, four regional meetings were organized in Istanbul, Cozumel, Jamaica and Brussels. Two well attended and highly-publicized scientific colloquiums were organized, one on underwater museums in China and one on factors impacting underwater cultural heritage in Brussels. Twelve regional training courses of up to 3 month length were arranged. A new 7-language website and a Manual on underwater archaeology and the Annex of the Convention were published electronically and in print in</p>

strengthened	English, French and Spanish. Considerable extra-budgetary resources were provided by Norway and Spain. In future major projects shall be identified that permit the direct promotion of the 2001 Convention in the various regions to achieve its wide-spread ratification.
ER 11: Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts	<p>The 36th session of the General Conference approve the establishment of a category 2 centre for an International Centre for Women Artists in Amman, Jordan, which will enhance the role of women artists in the world. The Jordanian government has provided a building, and the United States of America donated \$100.000 for the establishment of the Centre.</p> <p>In Africa, partnerships with AFRICOM, CHDA and EPA have been reinforced. UNESCO raised awareness among the national authorities in Uganda about the value of their museums. As a result, plans to build a trade center at the site of the National Museum were put aside and efforts are currently underway to safeguard and develop the museum.</p> <p>Training sessions in museums were conducted successfully in cooperation with Field Offices and by combining the extrabudgetary resources and regular budget resources (Uzbekistan, Cambodia, Viet Nam, Sri Lanka, Afghanistan, Indonesia). Inventories were completed through the national/regional training activities. The 6th tome of the Cultural Heritage Protection Handbooks series was produced. New linguistic version of the Running a Museum was produced in Chinese.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Efforts were made to optimize resources available under the Regular Budget by combining activities with extra-budgetary projects and through synergies with field office activities.

The sector continues to strive to provide adequate human and financial resources for the secretariats to the 1954, 1970 and 2001 Conventions so that the Organization will remain a leading player and the Conventions achieve universality. This has to be balanced with the need to adequately resource other activities, and in particular the Museum Programme, to fulfil UNESCO's mandate and goals.

IV.2. Promoting the diversity of cultural expressions, languages and multilingualism, the dialogue of cultures and civilization, and a culture of peace

IV.2.1. Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 708 844	Expenditures: \$3 489 434	Allocation: \$20 536 696	Expenditures: \$17 168 871

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 12: The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Universal Copyright Convention implemented and related operational mechanisms strengthened	<p>Key milestones achieved:</p> <ol style="list-style-type: none"> 1) The fifth Intergovernmental Committee held in December 2011 approved 17 new projects to be financed by the International Fund for Cultural Diversity. During the 2010-2011 Biennium, the International Fund for Cultural Diversity became operational. Two calls for projects were launched and over 600 applications from governments and NGOs received. The fourth and fifth sessions of the Intergovernmental Committee (held in December 2010 and 2011 respectively) approved a total of 48 projects worth almost 3 million USD. 2) The production and approval of a first set of operational guidelines were achieved including the production of the first Basic Texts on the 2005 Convention in English, French, Spanish and Arabic. Annual report on the implementation of Article 21 was produced and approved by the fifth session of the Intergovernmental Committee in December 2011. 3) During the Biennium, there were fourteen additional ratifications to the Convention and three million USD was raised for the International Fund for Cultural Diversity 4) Implementation of technical assistance programme funded by the European Union, aimed at strengthening the system of governance for culture in developing countries including the launch of first missions, starting in Buenos Aires, followed by Seychelles, RDC, Cambodia and Vietnam. In total, requests were received from 54 developing countries eligible for technical assistance. This project was designed to contribute directly to the implementation of the 2005 Convention and aims to reinforce the role of culture as a vector for sustainable development and poverty reduction. 5) The 187th session of the Executive Board adopted new statutes to the International Fund for the Promotion of Culture. A report on the implementation of the 1980 Recommendation on the Status of the Artist was adopted by the 187th session of the Executive Board and the 36th General Conference.

<p>ER 13: The contribution of cultural and creative industries to development strengthened and highlighted, inter alia by holding the Forum on Culture and Cultural Industries, with the help of public-private partnerships</p>	<p>En vue du renforcement de la contribution des industries culturelles et créatives au développement, l'action relative à la collecte d'informations a porté notamment sur la production d'outils méthodologiques. On citera particulièrement:</p> <p>a) la finalisation du projet extrabudgétaire "Capacity building for culture in development using new UNESCO Policy/programming tools" qui a culminé avec l'organisation de 5 ateliers nationaux visant à promouvoir un usage averti des outils UNESCO des politiques publiques en culture (Phnom Penh/ Cambodja ; Kaya/ Burkina Faso ; Cuenca /Ecuador ; San Jose/ Costa Rica ; Rabat/Maroc), la mise en ligne de ces outils, et une évaluation des résultats obtenus.</p> <p>b) la finalisation de la première phase test de la Batterie d'indicateurs de l'UNESCO de culture pour le développement (CDIS) dans 6 pays de 4 régions (Bosnie Herzégovine, Colombie, Costa Rica, Ghana, Uruguay et Vietnam) et l'analyse des résultats dans le cadre d'une réunion d'experts organisée au Siège de l'UNESCO du 5 au 7 octobre 2011. Ce travail a permis d'entamer l'harmonisation et l'affinement des indicateurs, d'explorer les possibilités de comparabilité et d'initier la révision du manuel méthodologique du CDIS. La mise en œuvre de la deuxième phase test a commencé en Namibie et en Equateur (novembre/décembre 2011). La Batterie d'indicateurs et les premiers résultats obtenus ont été présentés dans les forums suivants: conférence internationale "Culture as a Resource of Modernization" (Ulyanovsk, Fédération de Russie, 26-28 septembre 2011), Joint Nordic Conference "Culture and Development: The role and meaning of culturally sustainable development in development research and praxis" (Copenhague, Danemark, 24-25 novembre 2011) et l'Encuentro para facilitar la armonización y coordinación de la gestión de la información cultural en Centroamérica organisé par l'AECID (10-11 novembre 2011, par vidéoconférence).</p> <p>c) la signature d'un accord de copublication avec l'Organisation Internationale de la Francophonie en décembre 2011 visant la publication et la diffusion de la version française de "Politiques pour la créativité : guide pour le développement des industries culturelles et créatives" destinée aux décideurs politiques de l'Afrique francophone. Des versions imprimées et en CD-ROM seront disponibles.</p>
<p>ER 14: Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet</p>	<p>Le second Forum mondial de l'UNESCO sur la culture et les industries culturelles qui a eu lieu à Monza, en juin 2011, a eu pour thème "Le livre demain". Le Forum a été suivi par 317 participants de 41 pays et par une grande quantité de bloggeurs et de "twitteurs"; il a généré 15 136 visites web et 426 articles imprimés et publiés en ligne dans les médias de 26 pays. Cette initiative très visible de l'UNESCO, se rapportant surtout au résultat n°2 a enrichi aussi le résultat 3 compte tenu de son thème.</p>
<p>ER 15: The creative, productive and managerial</p>	<p>La Reconnaissance d'excellence pour l'artisanat a été poursuivie en Asie, en Amérique latine (étendue aux pays andins) et en Afrique en renforçant la coopération avec les salons internationaux (Foire de Paris, Salon Maison &</p>

<p>capacities of craftspeople and designers supported</p>	<p>Objet, Salon International de l'artisanat de Ouagadougou, the Santa Fe Fo'Art Market). Ces activités ont permis aux artisans de développer de nouvelles opportunités commerciales, de favoriser la création de réseaux de producteurs et d'acheteurs, jusqu'au bout de la chaîne commerciale, et à travers les expositions et les foires commerciales.</p> <p>L'UNESCO a participé à des réunions aux Bahamas, au Chili, en Espagne, en Egypte et au Qatar, sur la prise en compte de l'artisanat dans les politiques de développement. Un projet de professionnalisation aux métiers d'arts par des échanges Nord-Sud a été lancé avec la Fondation Culture et Diversité (accord signé en septembre 2011 à la suite de l'évaluation positive de la phase pilote). Les quatre concours en ligne du programme Design 21 ont obtenu des candidatures provenant de plus de cent pays.</p> <p>Un atelier sous-régional pour les femmes artisanes, chef d'entreprises en Afrique a été annulé. Cependant les artisans ont pu bénéficier de toutes les activités de valorisation et de promotion mises en oeuvre par l'UNESCO.</p>
<p>ER 16: Member States supported in promoting and protecting endangered and indigenous languages</p>	<ol style="list-style-type: none"> 1. The international network of experts from 22 countries established by UNESCO was consolidated through the follow-up to a meeting organized jointly with ED, CI and SC in June 2011. An online Wifi space was created in order to enable them to continue work on policy guidelines. 2. The work on updating the Atlas of the World's Languages in Danger continued, in partnership with the Foundation for Endangered Languages (FEL). In 2011, over 120 endangered language entries were updated with new information provided by the users of the online version at www.unesco.org/culture/languages-atlas/, after having been processed and validated by FEL. 3. In October 2011, talks were initiated with the Smithsonian Institution (USA) on a grant scheme targeting indigenous linguists to enable them to conduct language documentation work. It is expected that the grant scheme would be implemented by the Smithsonian Institution in 2012 through a Partnership Agreement with UNESCO, whereby Smithsonian Institution and UNESCO provide USD 10 000 each (UNESCO's funds come from Norway FIT).

Cost-effectiveness/efficiency measures for this Main Line of Action

Cost saving measures were introduced in the organisation of the fifth Intergovernmental Committee on the 2005 Convention following the freezing of accounts in early November 2011 including reducing the number of days by half (thus reducing interpretation costs by half), cancelling DG reception and coffee breaks, reducing number of photocopies available to members, etc.

IV.2.2. Integrating intercultural dialogue and cultural diversity into national policies

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 750 734	Expenditures: \$2 663 248	Allocation: \$22 570 364	Expenditures: \$19 145 965

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 17: Culture mainstreamed in national development policy frameworks and common country programming exercises in the context of United Nations country teams	<p>In order to integrate the principles of cultural diversity into national policies and programmes, a "toolbox for cultural policy making" containing a framework document "A New Cultural Policy Agenda for Development and Mutual Understanding" and the "Cultural Diversity Lens" together with a set of other pedagogic materials, has been developed in close cooperation with relevant experts. The material has already served in a training of trainers (13 trainers) who subsequently organized workshops with national authorities from different Ministries, mainly from Ministries of Culture and some civil society actors, and/or UN colleagues in integrating culture in national development plans. The on-line version has now been completed to ensure easy access and broad dissemination among all stakeholders concerned via UNESCO's website.</p> <p>The national workshops led to the integration of UNESCO principles of cultural diversity and intercultural dialogue in policies for culture and development in the pilot countries in different ways. For example in several countries cultural diversity principles and intercultural dialogue are now reflected in the proposals for elaborating/revising the countries' cultural policy within the framework of the larger national development strategy (Morocco, Cambodia, some countries from the Caribbean). In other countries the approach enabled the formulation of an intersectoral strategy for integrating culture in national development plans (Costa Rica, Seychelles). In yet two other countries cultural diversity principles and intercultural dialogue were integrated in the strategies for culture and development at decentralized levels (Burkina Faso, Ecuador). Finally there are examples where the training enables the integration of these cultural diversity principles in UNDAFS (Mozambique, Vietnam). The recently completed e-learning version of the Cultural Diversity Lens is now available in English and French, targeting in particular stakeholders with responsibility in sustainable development. It enables planners and decision makers to integrate culture in their design, implementation and evaluation of their projects and programmes (CCAs, UNDAFs, etc).</p> <p>Eighteen Culture and Development Joint Programmes (JPs) have been funded and implemented by the MDG Achievement Fund (MDG-F) while reaching out to an estimate of 1 million direct beneficiaries and 7 million indirect beneficiaries targeting in particular indigenous and ethnic groups as well as women and youth. As of December 2011, 3 JPs are completed. Building on the principles of the UNESCO Culture Conventions, these programmes have clearly demonstrated impact sustaining the role of culture towards the MDGs, notably that culture is an economic sector which generates incomes and jobs contributing to poverty eradication (MDG1), that culturally adapted curricula</p>

content allows for improved quality education and citizenship building (MDG2), that culture-oriented activities such as craft entrepreneurs are a great source of gender empowerment (MDG 3), that socio-cultural approaches to health lead to cost-effective and more efficient health policies (MDG 4, 5 and 6) and that cultural and traditional know-how are inexhaustible resources for sustainable environment and livelihoods (MDG7). Moreover a major unforeseen impact of these programmes has been to foster dialogue and cooperation among partners at national and international level thus creating a strong fertile dynamic for future work in this field and contributing to the global partnership (MDG8). In the same vein and in line with the Paris Declaration (2005) and the Accra Agenda for Action (2008), national ownership has been very strong thanks to highly participatory processes, thus contributing to ensure sustainability of the programmes' impacts.

In addition, "Delivering as one" has been at the heart of the MDG-F experience, thus integrating efforts with national authorities in order to sharpen the impact at the institutional and community levels. Another major achievement at country level has been the integration of culture in 61% CCA/UNDAF related documents (data as of November 2011) thanks to efforts deployed to support and backstop Field Offices in this exercise.

Furthermore innovative action to introduce cultural diversity and intercultural dialogue principles in United Nations priorities such as Education for Sustainable Development or HIV&AIDS Prevention and Care, has led to concrete results. For example, policy brief has been prepared on the issues and the development of a data base on good practices to link culture, education and sustainable development commissioned by UNESCO led to strong responses from civil society organizations from around the world to share their projects through a website; this contributed to a stronger knowledge base for innovative pedagogy in this field. As regards HIV&AIDS prevention and care, the dissemination of research and tools on cultural approaches to HIV&AIDS prevention and care led the SADC Secretariat to use UNESCO's know-how and materials in their strategy to combat HIV&AIDS in member countries.

However, the challenge of responding adequately to the increasing demand for advice, tools and training in policy-making for culture and development remains. The initial training of facilitators, government officials and civil society representatives in African, Asian and Latin American countries are just a drop of water in an ocean. Similarly, while collaboration with different UNCTs has also been successfully consolidated with a view to integrating gender, cultural diversity, and human rights into UNDAFs, the demand is not yet satisfied.

In the field of mainstreaming the rights and aspirations of indigenous peoples links between the UNESCO Conventions in the field of Culture and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) have been consolidated through in-house consultations, collaboration with the UNPFII and the wider research community. Furthermore a substantive article on "International Trade in Indigenous Cultural Heritage: Comments from UNESCO in Light of its International Standard-Setting Instruments in the Field of Culture" is now available and will inform the elaboration of a UNESCO policy for engaging with indigenous peoples. The policy will certainly help

	<p>address the remaining challenge to ensure that the principles of the UNDRIP will be adequately reflected in the work of all of UNESCO's Programmes and Committees.</p>
<p>ER 18: Knowledge of African history and of the tragedy of the slave trade and its various routes in different regions of the world reinforced and disseminated and the Slave Route project reinforced</p>	<p>GENERAL AND REGIONAL HISTORIES With the aim of ensuring the widest possible promotion and dissemination of the General and Regional Histories, a particular focus was given to ensuring digitalization and online access of the six collections; other promotional material including DVD, films, a brochure and posters in two languages have been produced to this effect. The video spot of the UNESCO General and Regional Histories, produced in 2009 to highlight this significant contribution to dialogue among cultures, has been screened at different occasions during the 2010 International Year for the Rapprochement of Cultures.</p> <p>The completion of the General and Regional Histories, their translation into different languages and free online access represent a major achievement and opened up great avenues for inter alia intercultural dialogue, including cross-and/or entangled horizontal reading of these general histories as well as their use for purposes of education.</p> <p>Translation into other languages continued commensurate with the funds and human resources available: the General History of Africa (GHA) has been translated into Portuguese (Brazil), which makes it available on line in five languages (Arabic, English, French, Ki Swahili and Portuguese); the teaching of the GHA is mandatory in Brazilian schools - a Teacher's guide has also been produced for the use of this History in Brazilian schools. The digitalized online Histories, including the GHA, especially its Portuguese version are the top UNESCO publications consulted online and/or downloaded. A consultation exercise in September 2011 in Harare, Zimbabwe, sought to define the methodologies and working methods for the drafting. Coordinators for drafting teams were designated. Teams of authors have been established to draft for the primary and secondary materials in Africa, three common contents together with Teachers' guides corresponding to the three age groups targeted: Children up to 12 years, 13 - 16 year olds and 17 - 19 year olds. Thus the General History of Africa (GHA) is now capitalized for a better knowledge and dissemination. This increases UNESCO's visibility and impact in Africa, its Diaspora and beyond, as it enhances the dissemination of the GHA within the scientific and academic circles but also the public at large.</p> <p><u>Challenges and Lessons learnt:</u> Digitalization of the Volumes of the Histories, their online access and/low cost editions or prints face copyright and co-publishing-related difficulties. This poses a serious problem in complying with UNESCO's commitment towards Member States to make all volumes available online. The degree of promotion and access is constrained by the availability of financial and human resources (in particular through translation of the UNESCO Histories into other national and/or regional languages as well as their use for purposes of dialogue, education and popularization). The implementation of the project "the Pedagogical use of the General History of Africa" was delayed due to the</p>

	<p>suspension of cooperation with Libya. A fundraising strategy is being developed in order to overcome such difficulties in the future.</p> <p>ROUTE DE L'ESCLAVE Ce biennium a permis d'initier la recherche dans les régions peu couvertes (mer rouge, monde arabo-musulman, Pacifique) et d'entamer également l'élaboration de matériels pédagogiques communs pour mieux enseigner cette histoire. Le soutien aux activités de commémoration et de sensibilisation, la dynamique intersectorielle créée avec le programme d'éducation sur la traite négrière transatlantique (ED) et l'appui technique aux initiatives des bureaux hors siège et autres organisations ont ainsi contribué à renforcer l'effectivité et l'impact de la contribution du projet au dialogue interculturel. Les activités de commémoration internationale et nationales soutenues par le projet ont contribué à mobiliser et à sensibiliser la communauté internationale sur les interactions et apports issus de cette tragédie ainsi que les héritages communs. Ainsi, un film documentaire sur la thématique destiné aux jeunes est en cours de finalisation. Dans le cadre de la mise en œuvre de la Déclaration et du programme d'action de Durban (2001) et de l'Année internationale des personnes d'ascendance africaine (2011), l'UNESCO a coordonné, en étroite collaboration avec les agences des Nations Unies et CARICOM, le lancement et le suivi de la Phase I du concours international pour la création d'un Mémorial permanent au siège des Nations Unies en souvenir des victimes de l'esclavage. Le projet est également plus sensible à la dimension genre et le reflète dans le choix des experts qui collaborent à la mise en œuvre des activités.</p> <p><u>Challenges and Lessons Learnt:</u> La difficulté à mobiliser des ressources extrabudgétaires et nouveaux partenaires a mitigé considérablement la mise en œuvre des activités, particulièrement celles concernant l'inventaire de sites et lieux de mémoire ainsi que le séminaire pour le renforcement des capacités nationales en vue de créer et de promouvoir des itinéraires de tourisme de mémoire et de booster les industries créatives et culturelles locales. Malgré des négociations prometteuses notamment avec quelques pays donateurs, pour la mobilisation des ressources nécessaires à la mise en œuvre des différents projets, il n'a pas été possible de concrétiser rapidement la bonne volonté de ces pays.</p>
ER 19: Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at local, national and regional levels	<p>Dans le cadre du partenariat avec l'Alliance des Civilisations : Un memorandum d'accord a été signé entre l'UNESCO et l'Alliance des civilisations (AoC) le 29 mai 2010. En ce qui concerne les cinq projets "Vademecum" recevant un financement extrabudgétaire (Espagne), une vingtaine d'experts renommés dans les domaines de l'histoire, de la philosophie, de la littérature, des sciences et de l'art, ont élaboré, sous la direction d'un Comité d'Orientation, le contenu scientifique de l'Anthologie scientifique, philosophique, littéraire et artistique de la civilisation arabo-musulmane et de son apport au renouveau de la pensée et de la culture occidentale, destinée à sensibiliser le grand public sur la contribution de la civilisation arabo-islamique. Cette activité est réalisée dans le cadre de 2010, Année internationale du rapprochement des cultures et du partenariat avec l'Alliance des Civilisations. Le projet de "Vademecum" a été officiellement présenté lors de la Journée de la philosophie, au Siège de l'UNESCO.</p>

	<p>Les représentants de l'Alliance des Civilisations ont également participé à la Conférence "La musique comme instrument de dialogue entre les cultures, la contribution arabe" qui a été un vecteur du dialogue euro-arabe tout au long de l'histoire organisée dans le cadre du Plan Arabia.</p> <p>Des études réalisées dans les cinq régions ont permis de mieux comprendre les processus d'acquisition de compétences interculturelles permettant de promouvoir le dialogue au sein de sociétés culturellement diversifiées. Les activités réalisées dans le cadre du Plan Arabia et de l'Anthologie, ont contribué à mettre en valeur la contribution de l'Afrique du Nord dans ce dialogue. Une des cinq études sur les compétences interculturelles concerne le sud de l'Afrique.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>La diffusion et l'exploitation pédagogique du contenu de l'Anthologie sont liées à l'approbation par le donateur des propositions formulées par l'UNESCO. Cependant, les événements actuels dans la région arabe et les enjeux qui en découlent prouvent que le dialogue interculturel est plus que jamais nécessaire.</p> <p>Concernant les compétences interculturelles, la superposition entre le programme et la plateforme a apporté une certaine confusion dans la mise en oeuvre, à laquelle il conviendra de remédier. Le principal challenge sera d'assurer l'exploitation pédagogique de ces études par leur mise en ligne.</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

La mise en œuvre du projet sur l'utilisation pédagogique de l'Histoire générale, entièrement financé par des fonds extrabudgétaires, a été ralentie par le blocage pendant quelques mois des fonds accordés par la Libye en raison de la situation dans ce pays. Face à la complexité et à la sensibilité des activités en préparation, le Comité scientifique du projet a jugé utile de recommander des actions et des rencontres, notamment avec les équipes de rédaction, qui n'étaient pas initialement prévues dans le document du projet. Par ailleurs, les attentes soulevées par le projet non seulement en Afrique mais aussi dans la diaspora africaine a conduit à élargir les domaines d'action du projet. Cette évolution du projet nécessite d'engager des actions de mobilisation auprès des partenaires les plus intéressés et notamment des gouvernements. C'est ainsi que certains pays ont accepté d'assurer le financement de certaines des réunions additionnelles.

La Route de l'esclave a vu son effectif encore réduit au cours de ce biennium, se trouvant ainsi dans la difficulté d'assurer la coordination des activités. Cependant, grâce aux contributions de certains Etats Membres (Bulgarie, Colombie, Etats-Unis, Nigeria), le projet a pu réaliser la plupart des activités programmées. Le projet a été particulièrement sollicité dans le cadre de 2011, Année internationale des personnes d'ascendance africaine et de l'initiative sur le Mémorial dédié aux victimes de l'esclavage à construire dans l'ONU à New York. Il a répondu aux attentes en développant des partenariats efficaces avec des institutions actives dans ce domaine. Compte tenu des fonds limités qui lui ont été accordés, le projet apporte une plus value appréciée par ses partenaires et une grande visibilité à l'UNESCO.

IV.3. Intersectoral Platform (ADG/CLT lead)

IV.3.1. Languages and multilingualism

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Monitoring of existing language policies implemented	<p>UNESCO continued to monitor the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, and a detailed report on the subject was submitted to the General Conference at its 36th session (document 36 C/26).</p> <p>UNESCO worked on and updated the online Atlas of the World's Languages in Danger thanks to financial support from Norway, and published the print version in English, French and Spanish. As a complementary activity relating to monitoring of endangered languages, UNESCO organized in Spring 2011 (Headquarters) a joint expert group meeting ("Towards UNESCO Guidelines on Language Policies: a Tool for Language Assessment and Planning"), to develop a tool based on UNESCO's Language Vitality and Endangerment Methodology (LVE) able to underpin appropriate languages policies and measures.</p>
Formulation and implementation of language policies in favour of multilingualism improved	UNESCO continued to monitor the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, and a detailed report on the subject was submitted to the General Conference at its 36th session (document 36 C/26).
Awareness raised on the importance of multilingual approaches in all domains of language use	<p>A directory of international cooperation programmes and of funds available in this field was posted online in April 2011.</p> <p>The International Mother Language Day was celebrated worldwide on 21 February 2010 and 2011. Initiatives on the importance of translation as tool for multilingual approaches were taken in the framework of the World Book and Copyright Day and through the Index Translationum world bibliography of translation.</p>

Cost-effectiveness/efficiency measures for this Intersectoral Platform

UNESCO worked on and updated the online Atlas of the World's Languages in Danger thanks to financial support from Norway, and published the print version in English, French and Spanish. As a complementary activity relating to monitoring of endangered languages, UNESCO organized in Spring 2011 (HQ, Paris) a joint expert group meeting ("Towards UNESCO Guidelines on Language Policies: a Tool for Language Assessment and Planning"), to develop a tool based on UNESCO's Language Vitality and Endangerment Methodology (LVE) able to underpin appropriate languages policies and measures.

A survey on the inventory of languages in the various Member States was conducted in 2008-2010, with funding from the Global Environment

Facility (GEF), in the context of the development of biodiversity indicators, and the preliminary results were released on the occasion of the most recent International Mother Language Day (21 February 2011).

A directory of international cooperation programmes and of funds available in this field was posted online in April 2011.

UNESCO continued to monitor the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, and a detailed report on the subject was submitted to the General Conference at its 36th session (document 36 C/26).

Several Intangible Heritage Practices relating to languages were inscribed on the lists of the 2003 Convention.

Part II.A. V. Communication and information

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$13 690 450	Expenditures: \$12 598 030	Allocation: \$22 477 865	Expenditures: \$18 641 838

35 C/5 Global Priority Africa Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Member States actively fostering a diverse mix of public, private and community media benefitting democratic development	<p>The IPDC Bureau allocated over US\$ 2,3 million to 93 media development projects which are now in the process of being implemented in 65 countries. A large number of the projects approved concern Africa. The IPDC launched 33 media development projects in Africa, with scale-up interventions in community multipurpose centres in Mali, Mozambique and Senegal. National broadcast media licensing regimes are a key challenge, as they do not always allow for diversity of ownership, particularly for community media.</p> <p>Media Development Indicators have also been applied in several African countries, including Mauritania and Mozambique, in order to assist in the further development of pluralistic media across the African continent.</p>
Laws and regulatory frameworks for freedom of expression, freedom of the press and freedom of information established or revised according to internationally recognized standards, especially in PCPD countries	<p>UNESCO was a key partner in, and financially supported the organization of, the Pan-African Conference on Access to Information (APAI) held from 17 to 19 September 2011 in Cape Town, South Africa. It marked the 20th anniversary of the Windhoek Declaration on Promoting a Free and Pluralistic African Press. The Windhoek+20 Campaign on Access to Information in Africa, in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the African Union Commission (AUC) and the Special Rapporteur on Freedom of Expression and Access to Information of the African Commission on Human and Peoples' Rights, adopted the "African Platform on Access to Information."</p> <p>UNESCO supported the Centre for Conflict Sensitive Reporting at Rhodes University, in South Africa. The Centre has successfully developed a new curriculum for conflict sensitive reporting training and has been able to pilot this course with journalists from three conflict affected regions, namely Northern Uganda, Southern Sudan, and Kenya Rift Valley. The Centre has also been able to engage in ongoing research in the field of conflict reporting and has developed a range of materials that will be of benefit to trainers working in the field. It has also been able to assess the impact of the course during a series of dialogue and mentoring visits conducted with journalists who participated in the original pilot training programme.</p>
Excluded groups, particularly in rural areas and linguistic minorities enabled to access	In addition, and in the framework of the Sector's work in favor of people with special needs, a regional report for Africa was prepared on the use of ICTs in education for Persons with disabilities, taking into consideration use of FOSS solutions, different educational levels, and the availability of Open Educational Resources. UNESCO commissioned

<p>information</p>	<p>five regional reports including in Africa. Based on five regional reports, UNESCO is preparing a world report which will provide analysis of policy and good practices identified in each region, including Africa, analyze existing challenges, and provide concrete case studies and recommendations on inclusion of ICTs in education for teaching and learning of persons with disabilities. The global report will be published online by May 2012.</p> <p>Additionally, collaboration was put in place between the CI Sector's work on Open Educational Resources and the Culture Sector in the framework of The Pedagogical Use of the General History of Africa and the current elaboration of the curriculum, which plans to be openly licensed and made available on the OER platform.</p> <p>The reinforcement of the World Digital Library, and its considerable expansion to include 75 different language groups, including lesser known languages, also contributed to ensuring that linguistic minorities are enabled to access information. Some of the African languages included in the WDL are Afrikaans, Arabic, Dazaga, Lango, Ganda, Mossi, Nyankole, Nyoro, and Zulu.</p>
<p>Quality training opportunities for media professionals offered by media training and journalism education institutes</p>	<p>The Organization has continued its work in building capacity in 18 potential centers of excellence and reference in journalism education in Africa, and the International Programme for the Development of Communication (IPDC) has given African projects particular support. As an integral part of journalism education, UNESCO intensified its efforts to create multiple partnerships in popularizing science journalism on the continent, working with the African Union Commission, the UN Economic Commission for Africa (UNECA) and the Economic Community for West African States (ECOWAS) to host an ECOWAS-regional workshop on science communication for development in Abuja, Nigeria. The workshop provided a high-level political and institutional framework for influencing educational policy on science journalism.</p> <p>The UNESCO Model Curricula for Journalism Education publication became a key feature of the journalism programmes offered by the UNESCO-designated African potential centres of excellence in journalism education. Furthermore, UNESCO's Open Educational Resources (OER) Platform, launched in October, features the adaptation of the model curricula by the Namibian Polytechnic.</p>
<p>Capacities of African media and information professionals strengthened</p>	<p>UNESCO collaborated with the African Union of Broadcasting (AUB) and the World Broadcasting Union (WBU) to host the 5th World Electronic Media Forum in Accra, Ghana. The forum, which took place from 16 to 18 November 2011, focused on a range of issues, including: Electronic media creating awareness on climate change; User-generated content and media and information literacy; and Media ethics and media freedom. By participating in the preparatory process and financially supporting the participation of key speakers in the different panels, UNESCO successfully placed its core issues on the agenda of the forum.</p> <p>Excellent progress was made by UNESCO in its efforts to support capacity building in the area of information ethics for tertiary education institutions in Africa. An academic workshop on information ethics took place on 4 and 5 July 2011 at the University of Pretoria in South Africa which brought together representatives of African universities</p>

	<p>(Central African Republic, Ghana, Kenya, Namibia, Nigeria, South Africa, United republic of Tanzania, Uganda, Zambia and Zimbabwe), Europe and the United States of America to advance the development of a curriculum for teaching information ethics in Africa.</p> <p>The workshop was organized by the Africa Network for Information Ethics (ANIE) with the support of UNESCO, the University of Pretoria, the University of Wisconsin Milwaukee and the South African Department of Communications.</p> <p>The first International Media and Information Literacy Forum held in Morocco stimulated renewed awareness of the power of media and information in Africa and the Arab States. The Forum has paved the way for MIL in education in Africa (though the launch of the MIL curricula for teachers) and the setting up of an African Centre for MIL. In this respect UNESCO is now seen as a leader in promoting MIL for development.</p> <p>The critical abilities of media and information users and user-generated content providers are an essential factor of media development, social participation, and inclusive societies. The demand for media and information literacy is seriously increasing, particularly among young people and users who generate their own media content and populations at large; this demand represents an important challenge, and underlines the importance of UNESCO's continued work to provide guidelines, in partnership with media organizations, for user-generated content producers that reflect the key elements of media and information literacy.</p>
<p>Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training</p>	<p>Library directors and technical staff from 14 countries across Africa met in Dar es Salaam in Tanzania to attend an intensive seminar focused on Free and Open Source Software (FOSS) tools for libraries. The two-day seminar, held on November 4 and 5, was organized and supported by EIFL and UNESCO. FOSS library tools provide affordable alternatives to high-priced commercial software, and enable libraries to develop modern digital systems, without incurring large licensing costs. The seminar built participants' confidence and technical capacity to implement FOSS in their libraries. It was also an opportunity to learn how to advocate for FOSS deployment. In addition, FOSS success stories from across Africa were shared at the conference. One example was work undertaken at the University of Zimbabwe (UZ) where librarians piloted FOSS tools that help visually impaired students and researchers to access e-resources. The UZ project has sparked wide national interest in Zimbabwe, and has been nominated for a United Nations award.</p> <p>The UNESCO OER Platform and the UNESCO/Commonwealth of Learning (COL) Open Educational Resources (OER) Policy Guidelines were launched at the 35th Session of the UNESCO General Conference (2011) by the Director General and the Honourable S. Simataa, Deputy Minister for ICT of Namibia in the presence of the Rector of the Polytechnic of Namibia and the representative of the University of Namibia. The Platform and the Guidelines were developed through a series of global consultation expert workshops with several universities in Africa: Windhoek, Dar es Salaam, Cape Town, and Harare.</p>

	<p>The OER platform was developed by the University of Witwatersrand from South Africa leading the African Virtual Resources Consortium comprised of 11 African universities. In 2012, UNESCO is organizing the 2012 World OER Congress and the Africa regional meeting will be held in Pretoria, South Africa from 21 - 22 February, 2012.</p> <p>The 3-year OER Project for Union économique et monétaire ouest-africaine (UEMOA) is focused on developing higher education in: Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal, and Togo, and will assist Member States from the region in developing strategies for using ICTs in knowledge acquisition and sharing. Open Access to scientific information and research was also discussed at the UEMOA Conference on Higher Education organized by the UNESCO Bamako Office in September 2011, which will ensure that open scientific resources in multiple languages can be accessed by users in Africa.</p>
<p>Importance of African documentary heritage for building national identity recognized</p>	<p>The Open Education Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project. Experts from OER Africa play a major role in the consultation process for the development of the UNESCO/OECD Guidelines for OER in Higher Education.</p> <p>In the framework of the Memory of the World, a regional training workshop was held in Ethiopia to build capacity in the African region for nominations for the register.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Africa

Strategic collaboration has continued to be promoted with internal and external partners to ensure greater programmatic coherence and cost-efficiency in implementing the activities that support Africa.

<p>35 C/5 Global Priority Gender Equality Expected Results</p>	<p>Overall Progress Assessment (achievements and challenges/lessons learnt)</p>
<p>Gender perspectives in media content promoted through UNESCO-supported media training</p>	<p>During the biennium activities were implemented in several countries to foster gender perspectives in media content. This was tackled on three fronts:</p> <ol style="list-style-type: none"> 1) Reporting on gender equality issues 2) Training institutions applying agreed standards for journalism training curricula including gender perspectives 3) Women's active involvement in content development <p>The lack of reporting on gender equality issues and the skewed male perspectives in the media is often as a result of the absence of journalists, both female and male, who are trained to do this. To increase reporting on gender equality issues UNESCO focused on the training of journalists, and women journalists in particular in the</p>

Organization's efforts to provide training on an equal basis to men and women. For instance UNESCO supported the Centre for Arab Women Training and Research to organize a Training of Trainers (ToT) Workshop on "Gender and Women Issues in the Media" which was held in April 2011 in Rabat, Morocco. The workshop brought together 11 participants representing print, broadcast and online media from Tunisia, Algeria, Morocco and Mauritania. Trainees were equipped with skills necessary to improve their reporting on gender and were motivated to create new content.

Women's active involvement in content development and improved quality of reporting on gender equality were also stimulated through the activities involving community radio programmes, online and social media and support to television programmes on women's issues in-tandem with the International Programme for the Development of Communication. For example 20 community radio journalists from the communities of Chiapas and Michoacán, in Mexico, were trained on freedom of expression and gender awareness issues. The training resulted in a strategic alliance among indigenous community radio stations, to create a network of networks, supporting research and reporting on gender and violence.

In Colombia, support was given to FECOLPER Women's Network which is a network of journalists. 61 journalists from 24 member associations were trained on gender, violence against women and gender and democracy. The trainees formulated the Declaration of Villavicencio which will serve as a roadmap for change to be undertaken by them.

Civil society was also empowered through training to become active and demand high quality and increased programmes on gender equality. In the Maghreb UNESCO organized a logo contest for the Facebook group of the project "Women and media in the Maghreb", and the Facebook group has been launched on the occasion of International Women's Day. The guidelines, Women in media In Maghreb, design for civil society were also developed, aiming at raising awareness among Maghreb activists of the importance of improving the image of women in media content. A training workshop for civil society on media monitoring methods and advocacy work to foster gender sensitive media content in Maghreb media was also organized in Tunis in November 2011.

In the aftermath of the earthquake in Haiti, UNESCO supported the Haitian women's media association and network of 26 women's community radio stations, REFRAKA, to organize training for women journalists from different regions of the country. The three-day workshop focused on the production of reports and shows, interviewing techniques and editing. It is anticipated that these trained women journalists will have a positive impact on the gender situation in Haiti.

Finally content on women was increase in Bangladesh, where 30 young women journalist were trained and reporting on gender equality. As a result 30 radio programmes on gender were produced and 25 of them have

	been broadcast.
UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women	<p>UNESCO continued to diffuse the UNESCO Model Curricula for Journalism Education and to encourage its use as an authoritative source and an example of international standards. Support to journalism education institutions to adapt the Curricula intensified during the biennium. To date it has been introduced by more than 60 institutions in 51 countries from Africa, Asia, Latin America and the Caribbean and Europe. The modules contain special themes on gender sensitive reporting and safety of journalist issues. In this regard, several UNESCO Field Offices are implementing specific activities on gender mainstreaming in journalism training curricula. These include UNESCO's Office in Windhoek and the UNESCO Office in Rabat.. The Maghreb adaptation of the UNESCO Model Curricula for Journalism Education focuses on gender mainstreaming in journalism education. An appendix in UNESCO's Model Curricula for Journalism Education on gender mainstreaming is currently being prepared. Additionally, the UNESCO Office in Islamabad supported the Mass Communication Department at the Allama Iqbal Open University to offer a Master's Degree in "New Media and Online Journalism Programme" to women. These are only some examples of the positive outcomes. Based on evidence this pioneering work has started to transform journalism education with a focus on gender, particularly in developing countries, and will no doubt continue in the future.</p> <p>In September 2011, UNESCO organized a United Nations Inter-Agency meeting on the Safety of Journalists and the Issue of Impunity. The meeting was attended by participants from the public as well as to the Permanent Delegations and Observers to UNESCO. The security needs of female journalists were highlighted. One of the key outputs was a UN concrete plan of action to guide concerted efforts forward to ensure the safety of male and female journalists. The draft plan will be presented to UNESCO's International Program for the Development of Communication (IPDC) at its next session in March 2012 and will then be submitted to the bodies in charge of UN-wide coordination.</p> <p>Professional women journalists from the Terai region, Nepal benefited from capacity improvement through training on gender equality among media professionals. The training focused on personal security, conflict and gender-sensitive reporting.</p> <p>In 2010-2011, the International Programme for the Development of Communication (IPDC) allocated over US\$ 4.4 million to 176 media development projects. Over 50% of these projects are related to human resource development, guaranteeing the participation of at least 50% of women. Moreover, Over 10% of the projects are specifically focused on gender, seeking to enhance gender mainstreaming in journalism education institutions and media organizations, women participation in media - especially in community media - and the promotion of gender sensitive reporting in media through building capacities among professionals. A detailed implementation report for the 2010/2011 period can be viewed at www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/ipdc/ipdc/56th-meeting-of-the-ipdc-bureau-2012/</p>

	<p>In the area of sustainable development, six regional workshops and one regional online activity provided skills enhancement and capacity building opportunities for a total of 500 media professionals (at least 200 women) from more than 60 countries to deliver quality media content on sustainable development issues. At least 7 networks have been established to carry forward the momentum of the workshops at country and regional levels. Other examples can be drawn from the extra-budgetary activity designed to improve broadcast coverage of HIV and AIDS by TV producers in Central Africa (12 trainees of which 6 women), Central Asia and the Arab States (total 12 trainees of which 6 women).</p>
<p>Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women</p>	<p>Throughout the biennium, activities were implemented in diverse countries to foster gender equality perspectives in media content. For example, the UNESCO Office in Rabat organized with key partners a consultation meeting to finalize the Maghreb adaptation of the UNESCO Model Curricula for Journalism Education, which focuses on Gender mainstreaming in journalism education. The office also organized a logo contest for the Facebook group of the project "Women and media in the Maghreb", and the facebook group has been launched on the occasion of International Women's Day. An appendix in UNESCO's Model Curricula for Journalism Education on gender mainstreaming is currently being prepared. Guidelines for civil society aiming at raising awareness among Maghreb activists of the importance of improving the image of women in the media are also in development. A training workshop for civil society on monitoring media and advocacy work to foster gender sensitive media content in Maghreb media will be organized next October in Tunis. Furthermore, as part of an extrabudgetary project supporting The Centre for Arab Women Training and Research, a Training of Trainers (ToT) Workshop on "Gender and Women Issues in the Media" was held on 29 April-2 May 2011 in Rabat, Morocco with 11 participants representing different written, electronic, auditory and visual media from Tunisia, Algeria, Morocco and Mauritania.</p>
<p>Member States supported in the application of gender-sensitive indicators for media</p>	<p>UNESCO is developing, in cooperation with the International Federation of Journalists (IFJ) and other major stakeholders, a set of indicators to assess gender mainstreaming in media. These indicators will measure the role of women in media, media policy requirements, capacity building for professionals and the role of academic institutions, media owners, and civil society. The first Draft of the Gender Sensitive Indicators for Media (GSIM) will be debated and hopefully endorsed during the IPDC Council Meeting -in March 2012.</p> <p>The buy in of major organizations (International Women's Media Foundation, World Association of Christian Communication, Centre of Arab Women Training and Research, Inter African Network for Women Media and Gender Equality, Gender Links and others) working on gender issues was reached when they participated in the international consultation to validate the GSIM on 13-15 April 2011. 16 civil society actors from 12 countries representing national, regional and international NGOs working on gender in media, met, shared experiences, and made recommendations to improve the GSIM.</p> <p>The involvement and endorsement of all major print and broadcast unions/associations was secured when they</p>

participated in an online consultation. The consultation gathered important feedback from these key partners which served to enrich the Draft GSIM.

As a precursor to the piloting of the indicators and undertaking related capacity development activities, UNESCO partnered with major print and broadcast associations/unions including Asia Pacific Broadcasting Unions, Caribbean Broadcasting Union, the Southern Africa Broadcasting Association, COPEAM (Permanent Conference of the Mediterranean Audiovisual Operators) and Organizacion de Telecomunicacio iberoamericanas to carry-out general self-assessments (case studies) on gender mainstreaming in media organization policies and practices. Each union led the assessment of a sample of five media houses within its membership. The purpose of these self-assessments was to review current aspects of women and the media and existing media policies concerning the portrayal of women in the media in order to reinforce the application of gender-sensitive media development indicators. This was largely achieved. These assessments have set the stage for piloting in the coming biennium. The general consensus of all the self-assessment reports was that there exists continuing gender stereotyping in both media operations and content. While some media houses have gender policies most do not and for the media houses that do, policies) either require strengthening or capacity limitations of the media houses themselves prevents the operationalization of the policies. Capacity limitations were common for most organization.

Further research was undertaken by way of UNESCO's support the International Women's Media Foundation to produce a Global report on the status of women's working in the news media covering 66 countries. The reports highlight empirical data on the economic opportunities for women in the media industry and underscore the need for women to have an equal voice in gathering and disseminating news and information necessary for development. The report is now available on <http://iwmf.org/pdfs/IWMF-Global-Report.pdf>. Self-regulatory bodies for media and Member States are now able to take informed decision on policies regarding gender equality in media through the Global Report on the Status of Women in the News Media published in partnership with the International Women's Media Foundation.

On the occasion of International Women's Day (8 March), UNESCO joins forces with international and regional media organizations to conduct the annual "Women Make the News" policy advocacy initiative. The theme for 2011 - "Media and Information Literacy (MIL) and Gender" - sought to highlight good practices in this area and emphasized the importance of fostering media and information literate societies as a way to improve the understanding of women and men on gender perspectives in media and information systems. In addition it highlighted the need to ensure that women acquire media and information competencies (knowledge and skills and attitude) necessary for them to engage with media, Internet and other information providers for self-expression and to advance their economic aspirations. UNESCO is addressing this by encouraging Member States to understand the necessity for governments to consider national policies and strategies that introduce MIL

	<p>as a part of the formal education system. Support for the adaptation and use of the UNESCO Model Media and Information Literacy Curriculum for Teachers and the training of teachers, particularly women, are ongoing. Through Women Make the News (WMN) over 100 NGOs and over 200 media organizations have been sensitized on the importance of fostering media and information literate societies as a way to improve the understanding of women and men about gender perspectives in media and information systems. In addition, 10 case studies were collected and shared through the WMN platform.</p>
<p>National information policies formulated and implemented in a gender-inclusive manner</p>	<p>Over the past biennium, UNESCO's CI Sector has remained committed to providing support and advice on information standards and the formulation of gender-inclusive national information policies.</p> <p>The full realization of freedom of information's potential benefits for African women is curtailed by the region's relative lag amid the worldwide trend toward the enactment of freedom of information (FOI) legislation. Furthermore, the involvement of women's organizations in collective efforts advocating for the passing of FOI laws, their use of this type of legislation where it exists, and their efforts to promote women and girl's exercise of their right to know have been very limited.</p> <p>UNESCO CI therefore promoted the engagement of women's organizations in FOI-related processes, an effort aligned with UNESCO's 2008-2013 Medium-Term Strategy, and its two global priorities of Gender Equality and Africa.</p> <p>As a first phase of the project, UNESCO supported the production of a resource book on Freedom of Information (FOI) and Women's Rights in Africa, produced by the African Women's Development and Communication Network (FEMNET), available in English and in French. Compiling case studies from Cameroon, Ghana, Kenya, South Africa and Zambia, it was formally launched with a roundtable discussion held in Paris on 16 March 2010, as part of UNESCO's celebrations of International Women's Day. The meeting brought together two of the book's writers (from Kenya and South Africa), a Tanzanian pioneer in the promotion of freedom of information in Eastern Africa, an expert who addressed the role of the news media in advancing freedom of information and women's rights, and one of the founders of a renowned grassroots movement that advocated for freedom of information in India.</p> <p>Significantly, the resource book and related discussion helped identify areas for future action towards increasing women's engagement in the drafting, approval and implementation of FOI laws in Africa.</p>
<p>Gender specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs</p>	<p>The online UNESCO community on this theme within the WSIS community space attracted more than 200 experts and groups already working in the field and ensured a space for discussion concerning sustainable livelihoods and ICTs. A discussion paper on developing indicators for measuring the gender gaps in the FOSS world has been prepared and will feed further discussions during next biennium's activities.</p> <p>The Sector has participated in international debates on the subject (FOSSASIA), expanding its network and</p>

	<p>strategically preparing itself for the next biennium's work (development of indicators).</p> <p>The OER Platform features the UNESCO Model Curricula for Journalism Education and 2 adaptations by the university journalism schools of the Polytechnic of Namibia and the University of Namibia. Part of the curricula content from the Polytechnic of Namibia features the comprehensive new Gender and Media courses.</p>
<p>Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information</p>	<p>CI continued to support gender equality in terms of participation in training programmes on conflict sensitive and election reporting, while also implementing initiatives especially focused on building the capacity of women. With funding from the Finnish Government and in partnership with local organizations, CI implemented a project targeting 40 female Palestinian media professionals, particularly new graduates and mid-career journalists, building their capacity through a series of training workshops and an internship program. The female journalists were selected, and their internships began early in July 2011. Also within the Programme funded by Finland, networking and lobbying was promoted through a Female Journalists' Club, which has been joined by more than 120 Palestinian female journalists.</p> <p>In cooperation with Voices on the Rise, an Afghan association of women journalists, the Communication and Information Sector and the Division for Gender Equality organized a conference and exhibition of photographs at UNESCO's Headquarters in Paris (22-26 November 2010), on the occasion of International Day of the Elimination of Violence against Women (25 November). The itinerant photoexhibition, Voices on the Rise: Afghan Women Making the News, provides a look into the lives of Afghan women journalists, producers, managers, writers, photographers, filmmakers, human rights activists and parliamentarians.</p> <p>The pictures showed Afghan women contributing to social transformation, democratic stability and the construction of modern Afghanistan through journalism and other important fields of work, even in cases when doing so endangers their lives. Thus, the principal goal was not to present women in media and other key areas mainly as a fragile population, but as critical agents for furthering freedom of expression and freedom of information, human development and women's empowerment in the country. From a broader perspective, the pictures are especially relevant when considering the underrepresentation of women in the media (in terms of access, use and decision-making) around the world, their stereotyping in coverage and the need to enhance women's leadership and fight discrimination within the media industry.</p> <p>This event was framed within UNESCO CI's ongoing work to promote women's involvement in conflict resolution, peace-building and reconstruction, guaranteeing their freedom of expression and information, and ensuring the safety and building the capacity of women journalists - who, beyond the risks that are also faced by their male colleagues, they have to overcome gender-related obstacles like limitations imposed by society, family resistance, discrimination at work, etc.</p>

Cost-effectiveness/efficiency measures for this Major Programme: Gender Equality

UNESCO'S initiatives on gender and media were all driven by partnerships. The majority of CI activities were only partially funded by UNESCO. The Sector's strategy was and continues to be built on an alignment of our priorities and actions on gender, media and ICT with those of our key partners - many of whom have official NGO status with UNESCO.

Illustratively, the Women Make the News policy advocacy platform is an online initiative. It is organized and promoted in partnership with the International Federation of Journalists (IFJ) and all major print and broadcast unions and associations. Annually, they have assisted in multiplying and increasing the impact of this UNESCO advocacy initiative at no cost to the Organization. The Gender-Sensitive Indicators for Media and the Global report of the Status of Women in News Media were achieved through collaboration and joint-funding with IFJ and the International Women's Media Foundation, respectively.

Additionally, to the Sector tries to link the implementation of related activities in HQ with actions in the field to ensure cost savings and to magnify global impact. This has proven to be a useful approach which must be further enhanced in this upcoming new biennium - particularly in light of the financial challenges UNESCO faces.

For instance the development of normative instruments such as the Gender-Sensitive Indicators for Media, the Model Journalism Education Curricula and the Media and Information Literacy Curriculum for Teachers (all contributing to gender-specific actions and gender-mainstreaming in CI) that are then adapted and used with the active involvement of field colleagues, by most field offices has started to show efficiency and cost-effectiveness.

Finally, the Sector tries to ensure that all capacity development activities (particularly training) supported by CI involves at least 50% participation of women, as far as this is possible, and that gender perspectives are mainstreamed in all interventions. For example, mainstreaming gender equality and women's empowerment in projects submitted to UNESCO for support is fast becoming a requirement for the approval of projects by the International Programme for the Development of Communication.

V.1. Promoting freedom of expression and information**V.1.1. Promoting freedom of expression and access to information**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 362 902	Expenditures: \$4 138 582	Allocation: \$4 013 672	Expenditures: \$3 045 963

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 1: Freedom of expression more broadly	In the case of promoting awareness of freedom of expression and access to information, the main activity was the celebration of World Press Freedom Day on 3 May. UNESCO World Press Freedom Day was celebrated with an

<p>respected and related internationally recognized legal, safety, ethical and professional standards applied, including those related to the safety of media professionals</p>	<p>international conference organized in Washington, USA, and in UN Headquarters in New York. The international conference in Washington brought together around 800 participants from all regions. As a result of the discussions of the plenary sessions, the participants, including media professionals and non-governmental civil rights organizations, adopted the Washington Declaration, which stresses that independent and pluralistic media are essential for ensuring transparency, accountability and participation as fundamental elements of good governance and human rights-based development. It also calls on Member States to recognize and ensure that the same principles of freedom of expression apply equally to the Internet and other new information technologies, as they apply to traditional forms of media. . This Declaration will constitute a fundamental reference text in developing any initiatives in the field of freedom of expression and social media.</p> <p>Furthermore, more than one hundred events were organized in the world to celebrate the Day. The World Press Freedom Day 2011 commemorations in Washington, DC and around the world garnered significant press coverage and social media activity. Media coverage and online engagement provided a unique opportunity to engage a broad, global audience in support of press freedom and World Press Freedom Day, highlighting the mission of UNESCO and the U.S.-UN relationship. More than 500 news articles covered World Press Freedom Day 2011, including 24 top-tier placements. New-media tactics such as introducing the #WPFDF twitter hashtag and incorporating a Social Media Call to Action in communications to conference attendees and those engaged with World Press Freedom Day online helped boost the social media relevance of World Press Freedom Day. Overall, WPFDF social media reached nearly 9 million people.</p> <p>A major challenge was related to the historic and rapid development in the MENA countries. Since January 2011, during the unfolding of events, UNESCO closely monitored the press freedom situation in the countries in coordination with partner organizations. On several occasions, the Director-General intervened with a statement to deplore the killing or targeting of journalists, to call for restoring Internet services, or to uphold their commitments to promote press freedom and to meet the aspirations of their citizens.</p> <p>UNESCO continued to support local and regional networks monitoring press freedom violations. Activities were undertaken with major NGOs as well as regional organizations through the IFEX networks, especially in the MENA region.</p> <p>UNESCO played a global leading role on promoting freedom of expression on Internet UNESCO has actively triggered discussion on Internet freedom and privacy protection at annual meetings of the WSIS Forum and Internet Governance Forum. UNESCO events were well participated and its position on promoting Internet freedom widely acknowledged by stakeholders. UNESCO has successfully launched its first Internet freedom publication "Freedom of Connection - Freedom of Expression: The Changing Legal and Regulatory Ecology Shaping the Internet" at UNESCO Headquarters in 2011 and received positive feedback and support from its Member States. As a continued effort to</p>
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track an expanded range of policies and regulatory issues related to Internet freedom, UNESCO has initiated a global survey on Internet privacy, which will map the current regulatory landscape in in regards to Internet privacy and provide an overview of legal protections, self-regulatory guidelines, challenges, and cases relating to the topic.

Remarkable cost-effectiveness has been achieved: 35,000\$ for 10 Events organized at WSIS forum and IGF including 2 C9 facilitation meetings, 2 High Level debates, 4 workshops and 2 plenary sessions at IGF. These activities are characterized by their great sustainability given wide partnership with other stakeholders and optimization of resources with ongoing WSIS and IGF processes.

The Freedom of Expression Toolkit: A Guide to The Concepts and Issues for High School and Pre-University Students was finalized and is currently in the testing process in order to obtain feedback from its target users specifically from the high school and pre-university students groups but also from teachers and researchers who would likely be interested in using the Toolkit. The Canadian National Commission has proposed to test the toolkit in four schools from the province of Nova Scotia, Manitoba, and Alberta. In addition, CI is currently in discussion with the Omani Permanent Delegation in conjunction with the Oman Ministry of Education to translate the Toolkit into Arabic language and to test it in its schools. Furthermore, CI is working with the NGO, WAN-IFRA, to obtain feedback through their network in over 50 countries. With academia, CI is working with the Salzburg Academy which has a Media Program consisting of students from around the world to explore ways to include the Toolkit as part of their curricula.

In order to promote safety of journalists and the fight against impunity UNESCO built an alliance with UN agencies and professional organizations. A UN Inter-Agency Meeting was held at UNESCO HQ (13-14 September 2011). Representatives of United Nations agencies, programmes and funds as well as Member States, professional associations and NGOs drafted a comprehensive UN Action Plan to improve the safety of journalists and combat the impunity of crimes against them. The UN plan of action on the safety of journalists and the issue of impunity will constitute the framework of the Sector's future work as it formulates a comprehensive, coherent and action-oriented UN wide approach to the question. Within this framework, the following actions are encouraged:

- To continue to condemn violence against media professionals and record incidents where journalists are killed, in order to track impunity and bring the attention of governments to situations where the killers of journalists go free. To this end, the report presented to the IPDC Council should be further elaborated and Member States should be more in line with their commitments.
- To strengthen UN mechanisms by establishing a coordinated inter-agency mechanism on the issue of the safety of journalists and impunity, including regular reviews of progress at national and international level (such as the Universal Periodic Review or the UNESCO report to IPDC and General Conference) and by incorporating the issues of the safety of journalists and of the impunity of attacks against them into UN strategies at country level

	<p>- To reinforce our collaboration with the office of the UN High Commissioner for Human Rights, as well as the mandate and resources of the UN Special Rapporteur on the Promotion and Protection of the Right to Freedom of Opinion and Expression, and of the Special Rapporteurs on Extra-judicial Summary or Arbitrary Executions, Violence Against Women and Torture.</p> <p>The programmed benchmarks for Expected Result 1 were met over the biennium.</p>
<p>ER 2: Member States supported in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations</p>	<p>UNESCO continued its efforts to encourage professional self-regulation, investigative journalism as well as high ethical standards to provide fair and accurate information to the public in general, with a particular focus on promoting transparency and accountability of national authorities and other institutions. Assistance to media in open and post-conflict situations was provided to Afghanistan, Iraq, Sudan, Democratic Republic of the Congo, Nepal, Central African Republic, Palestinian Territories, Uganda, Liberia and in the MENA region (Tunisia, Egypt and Lybia).</p> <p>Projects which have been supported under the framework of the Power of Peace Network had concluded by the end of the biennium. These projects include the Yangon Photo Festival, a photo reportage workshop conducted for young reporters to provide training on photographic skills which culminated in a national photo festival based on the theme of peace; the 'Connecting Cultures' which took place in Oman. Live audio documentary was broadcast from the Omani desert and discussion on peace and conflict was moderated; the 'Our Everyday Lives' TV where Youth from Palestine and United Kingdom who had been trained in video production skills jointly produced an online debate programme about peace issues; the the "Friends Without Borders" campaign which produced eight world youth Peace Champions from countries pairing Israel and Palestine, India and Pakistan, Greece and Turkey, Serbia and Albania. However, the Global Cyber Ambassadors for Peace (GCAP) to promote a culture of peace, respect, harmony, safety and security for the young 'Digital Citizens' around the world had to be pushed back to a later date with amendment to the original contract due to UNESCO's financial crisis at the end of the biennium.</p> <p>UNESCO has worked in the promotion of dialogue among communication and information professionals in conflict and post-conflict situations as well as the development of key initiatives that ensure the participation of the population in peace, reconciliation and development activities. Special efforts were made to highlight the relationship between the assistance to free, independent and pluralistic media and their fundamental role in preventing violent conflict and promoting mutual understanding.</p> <p>UNESCO supported the Centre for Conflict Sensitive Reporting at Rhodes University, in South Africa. The Centre has successfully developed a new curriculum for conflict sensitive reporting training and has been able to pilot this course with journalists from three conflict affected regions, namely Northern Uganda, Southern Sudan, and Kenya Rift Valley. The Centre has also been able to engage in ongoing research in the field of conflict reporting and has developed a range of materials that will be of benefit to trainers working in the field. It has also been able assess the impact of the course during a series of dialogue and mentoring visits conducted with journalists who participated in the original pilot</p>

	<p>training programme.</p> <p>Through UNESCO's work in the MENA region, among others, UNESCO supported independent media and media associations to enhance freedom of expression in post-conflict countries and countries in transition. UNESCO also encouraged, through the Power of Peace Network, the use of communication and media in fostering dialogue, cultural self-expression, and mutual understanding.</p> <p>The programmed benchmarks established at the beginning of the biennium were met as it pertains to expected result 2.</p>
<p>ER 3: Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered</p>	<p>Knowledge sharing and standard-setting was supported through the publication and dissemination of the revised and second edition of the publication "Public Service Broadcasting: a Comparative Legal Survey". Country-focused initiatives to further quality programming in PSBs, traditional media, and digital media were implemented, reinforcing editorial independence in public service broadcasting (PSB) in Asia, Africa, Latin America and the Caribbean. Efforts specifically focused on enhancing PSB's accountability were also undertaken. Training of local and community media in disaster prevention and the provision of humanitarian information, and awareness about the related issues were facilitated. Notably, in Haiti UNESCO hosted journalists and especially community radio professionals whose premises had been destroyed, undertook a comprehensive needs assessment, and built capacity for coverage on natural disasters, conflict sensitive and electoral reporting while also sensitizing the public on the cholera disease. Knowledge at the global level was disseminated for example in the context of the WSIS process and through a report compiling methodologies and training resources for facilitators delivering "disaster-reporting" training.</p> <p>UNESCO promoted voluntary media self-regulation mechanisms through the implementation of a 30-month project funded by the EC in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Turkey, the FYR of Macedonia and Kosovo (under UNSCR 1244). The project successfully raised awareness on media accountability mechanisms and journalistic standards in the region, and contributed to the harmonization of legislative frameworks in the target countries in line with European standards. Its implementation fostered dialogue, increased the exchange of experiences, and provided a platform for knowledge-sharing not only within the region but also at the larger European level. The publication in the project framework "Professional Journalism and Self-Regulation: New Media, Old Dilemmas in South East Europe and Turkey" was translated into Albanian, Croatian, and Turkish.</p> <p>UNESCO launched new sections, dedicated to the Africa, Europe, South Asia and Southeast Asia Americas and the Caribbean, on its Professional Journalistic Standards and Code of Ethics website. UNESCO expects to increase the awareness of self-regulation among media professionals and organizations in the regions, while also encouraging the alignment of local practice with established international standards.</p> <p>UNESCO supported Public Service Broadcasting by launching the second, updated and revised, edition of the</p>

publication "Public Service Broadcasting: a Comparative Legal Survey." The launch took place at the World Summit on the Information Society Forum in Geneva, Switzerland, during the meeting on Media Regulation. UNESCO also organized an international conference on 29 June-1 July 2011 in Brasilia, Brazil to promote accountability tools in Public Service Broadcasting as well as internationally recognized financing and governing mechanisms in public broadcasters.

Legal and regulatory frameworks enabling freedom of information have been strengthened through technical assistance for their enactment and effective implementation, and the organization of thematic workshops in different Member States (eg. Liberia, Morocco, Iraq). A worldwide trend towards the adoption of these laws is taking place, and UNESCO CI advisers have supported it in the countries where they are based. UNESCO also fostered awareness-raising, knowledge sharing and standard setting on the status of freedom of information worldwide, through the support to the Pan African Conference on Access to Information in 2011. Equally important in this regard was the dissemination of Toby Mendel's revised and updated comparative legal survey on FOI covering 14 countries (now available in 8 languages) as well as his study focusing on 11 Latin American countries (available in 3 languages). The engagement of African women organizations in processes leading to the drafting, adoption and effective implementation of Freedom of Information legislation and related policies was also promoted, through a publication (in French and English) focused on the topic and related awareness-raising events. Research on FOI in South East Asia was also supported.

UNESCO also promoted respect for international standards on freedom of information, by technically assisting the drafting of laws and capacity building to implement them in countries including Cameroon, Brazil, Ghana, Kenya, Liberia and Zambia.

Overall, as pertains to Expected Result 3 of MLA 1, all programmed benchmarks were met.

Cost-effectiveness/efficiency measures for this Main Line of Action

The Sector is constantly vigilant in identifying cost-effective measures. It is foreseen to plan/monitor/evaluate more effectively all publications (production/distribution and translation), and identify synergies with other UN agencies and Sectors, where possible.

V.2. Building capacities for universal access to information and knowledge**V.2.1. Strengthening free, independent and pluralistic media and communication for sustainable development**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 763 188	Expenditures: \$4 359 316	Allocation: \$10 760 732	Expenditures: \$9 261 753

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 4: Member States supported in the development of free, independent and pluralistic media based on IPDC media development indicators	<p>UNESCO's support to Member States included the application of the Media Development Indicators (Bhutan, Croatia, Ecuador, the Maldives, Mauritania, Mozambique, Brazil, East Timor, Nepal and Uruguay), providing a way to assess national media landscapes and guide the formulation of media-related policies and strengthening free, independent and pluralistic media. While the assessments in the eight above countries have been finalized eleven are still being upgraded (Tunisia and Egypt) or finalized.</p> <p>The International Programme for the Development of Communication (IPDC) helped promote safety of journalists and the fight against impunity by building an alliance of both UN agencies and professional organizations for a joint action in this field. In 2010-2011 IPDC also launched the implementation of 176 media development projects (while the initial benchmark was 120) in more than 70 developing countries, channeling a total of US\$ 4, 5 million.</p> <p>IPDC proved to be an efficient catalytic tool in strengthening free, independent and pluralistic media and communication in Africa, a region which has received particular attention. Thanks to the special emphasis put on community media development in Africa as well as support to potential centres of excellence in journalism education throughout the continent, UNESCO has contributed to enhancing the media situation in many countries, and catered to the communication needs of marginalized and rural populations.</p> <p>Gender-sensitive indicators have also been promoted to public and other broadcasters around the world. Through a series of self-assessments, 20 media organizations are now taking steps to pilot the GSIM to improve their policies and practices. Capacity-building courses for journalists particularly require equity in participation by men and women. Gender also informs the approach to safety, and the guidance of project proposals submitted to IPDC. Self-regulatory bodies for media and Member States are now able to take informed decisions on policies regarding gender equality in media through the Global Report on the Status of Women in the News Media published in partnership with the International Women's Media Foundation.</p> <p>Existing regulatory policies for broadcasting continue to hinder the development of free, pluralistic and independent media in many countries, and significant reorientation is needed in order to introduce policies that empower community radio and community media. However, there is some progress in the adoption of Right to Information law</p>

and policy, and UNESCO can continue its work in this area, which represents one area of UNESCO's expertise.

The Media Development Indicators (MDIs) have proven to be an efficient tool for assessing media development at national level and providing policy advice to Member States and major stakeholders. The use of the MDIs to develop, in collaboration with UIS, a new set of media survey instruments will enable the regular collection and publication of media statistics that will provide credible comparative data sets to monitor the development of free, independent and pluralistic media in Member States worldwide.

Communication for development has been accepted as an important component within UN country programming. Upstream, the UN Inter-Agency Round Table enables internal dialogue, in which relevant UN system organizations can document their respective approaches to communication development. The integration of UNESCO's Media Development Indicators in national development plans and mechanisms including the United Nations Development Assistance Framework (UNDAF) has been promoted through 5 UNESCO supported communication for development country level round tables and through Field Office advocacy efforts in Bangladesh, Ecuador, India, Kazakhstan, Mauritania, Mexico, Mozambique, Nepal, Pakistan, Philippines, Rwanda, Tanzania, Uganda and Uruguay. An inter-agency booklet entitled "Communication for Development, strengthening the relevance of the UN system" was published in English and French.

Independent and pluralistic media are important for poverty alleviation as they are essential for ensuring transparency, accountability and participation, all fundamental elements of good governance. The challenge is to demonstrate this connection through updated Media Development Indicators assessments and to correlate these with social change, where feasible. This challenge, and commitment, will remain a central part of the CI Sector's work in the upcoming biennium.

UNESCO has been instrumental in involving the media as partners to disseminate knowledge on scientific and climate-change related issues, particularly in the developing countries, and has carried out capacity building in this domain. The dissemination of such knowledge, in light of contemporary global issues, remains relevant.

IPDC projects have had a catalytic impact and a multiplier effect. Although the individual projects are "small" from the funding point of view, they are seen as good practices by other stakeholders, facilitating other media development projects and creating a long-term impact on media development. Cost-effectiveness is therefore very high. IPDC projects also have the potential to leverage partnerships. However, the level of contributions to the IPDC Special Account still needs to be further strengthened.

The needs of most of the developing countries, particularly LDCs, remain very serious and UNESCO as the only UN agency in the field of free, independent and pluralist media should upscale its action in the field of media

	<p>development.</p> <p>UNESCO's comparative advantage and specific added value in the field includes the assessments of media landscapes with UNESCO's MDIs. However, two major lessons can be identified: very careful professional selection of the experts who undertake the assessments must be carried out, and the involvement of all stakeholders in the endorsement of the results and the recommendations of the studies is paramount.</p> <p>Overall, all programmed benchmarks pertaining to Expected result 1 were met.</p>
<p>ER 5: Capacities of media training and journalism education institutions increased to reach the established criteria of excellence in training, including the pursuit of gender equality</p>	<p>UNESCO's action in the area of journalism education, including its Model Curricula for Journalism Education, has been widely recognized, particularly in Africa. The curriculum has been adapted by more than 60 universities, while the benchmark was only 40, in some 50 countries from all regions of the world. UNESCO supported the organization of the Second World Journalism Education Congress so the potential Centres of Excellence and Reference in Africa could take part. In 2010-2011, within the framework of the IPDC Special initiative on the centres of excellence in journalism education, US\$ 570,000 was allocated to purchase equipment, textbooks and organize training-of-trainers workshops for the centres. Another project coordinated by Deutsche Welle-Akademie in cooperation with UNESCO has provided more than US\$ 200,000 to train trainers in pedagogical methodologies in journalism education.</p> <p>The Women Make the News policy advocacy platform on gender equality promoted media and information literacy and gender in commemoration of International Women's Day, 8 March, 2010-11 to highlight good practices in media and information systems. Over 100 NGOs and over 200 media organizations have been sensitized on the importance of fostering media and information literate societies as a way to improve the understanding of women and men about gender perspectives in media and information systems. Support was given to the International Women's Media Foundation to produce a Global report on the status of women in the news media covering 66 countries.</p> <p>UNESCO, in cooperation with the International Federation of Journalists (IFJ) and other major stakeholders, prepared the first draft of Gender-sensitive indicators for Media (GSIM). These indicators will measure: 1) the role of women in media 2) media policy requirements, 3) capacity building for professionals and 4) the role of organizations, academic institutions, governments and civil society. 16 civil society actors from 12 countries representing national, regional and international NGOs working on gender in media, met, shared experiences and made recommendations to improve the GSIM. A key starting point for the application of these indicators would be publicly funded media organizations. Following a debate during and endorsement of the GSIM by the IPDC Council, piloting by media and other information providers next biennium should help to fine tune and introduce and apply GSIM in media, particularly in PSB.</p> <p>UNESCO's assistance - professional media training, journalism education, media and information literacy initiative - have been implemented keeping in mind gender aspects in line with the IPDC-endorsed media development</p>

	<p>indicators.</p> <p>In addition to gender sensitivity, a particular attention was given to provide capacity-building opportunities to media professionals in order to increase quality media content produced by journalists on issues related to sustainable development. A core group of 15 regional radio trainers from Central and South Asia extended further at country level (Asian Broadcasting Union), a network of 40 journalism professionals from Central and West Africa (UNESCO Addis), 12 journalism trainers from 7 Arab States (UNESCO Beirut) and 104 TV producers and trainers from 24 African and Asian countries account for the formation of 3 regional journalism networks and strengthening of 1 on sustainable development issues. As part of a strategic move to strengthen journalistic capacity to report the complex issues surrounding climate change risk management UNESCO supported African journalists to cover the 16th Conference of the Parties (COP-16) in Cancun, Mexico (29 November - 10 December, 2010). In turn, the journalistic outputs were distributed to over 700 media outlets across Africa. Climate change is being included in the journalism curricula of several universities in Africa, Asia and Latin America.</p> <p>One challenge concerns the need to adopt a unified approach for the application of criteria in excellence in journalism education institutions, and hence the criteria must be revisited and updated. The partial or full adaptation of the model curricula is often lengthy due to the need to develop local reference material in vernacular languages, and more specialized syllabi are needed. In a number of countries, journalism education has yet to be understood as an obligation of the public education system. UNESCO will continue to encourage Member States to establish UNESCO Chairs in Journalism Education.</p> <p>Gender Sensitive Media is another major challenge for many countries, and would seriously contribute to improving gender equality in societies. Developing countries dramatically need expertise, standards, and sound practices in order to face and deal with their societal challenges and for sustainable democratic development.</p> <p>Despite the aforementioned challenges, all programmed benchmarks pertaining to expected result 2 were met by the sector over the biennium.</p>
<p>ER 6: Media and information literacy increased to foster informed decision-making</p>	<p>UNESCO was instrumental in fostering Media and Information Literacy (MIL), which enables citizens to become active players in knowledge societies, and to participate in democratic governance processes. The UNESCO strategy to treat media literacy and information literacy as a composite concept is being recognized globally and the Organization has launched the model MIL Curriculum for Teachers and also, in partnership with the UN Alliance of Civilizations, the first International University Network on MIL and Intercultural Dialogue.</p> <p>Gender was mainstreamed in the MIL Curriculum on the basis of equal access and training and that media and information literate citizens will be better able to challenges stereotypes and biases.</p>

	<p>Through pioneering model MIL Curriculum for Teachers and the first International University Network on MIL and Intercultural Dialogue, governments globally are taking steps to integrate MIL in the formal teacher education curriculum and stakeholders are changing their MIL strategies. In this regard, the capacity of over 250 educators from 35 countries and representing 80 teacher training institutions was enhanced through various national and regional workshops. These workshops also facilitated the preparation of nation and regional action plans/strategies for the adaptation of the MIL Curriculum for Teachers. The educators trained are now better able to take steps to integrate MIL in schools.</p> <p>Africa is far behind in respect to take-up of MIL. Therefore, the first International MIL Forum held in Morocco, 15-17 June 2011 stimulated renewed awareness of the power of media and information in Africa and the Arab States. The Forum has paved the way for MIL in education in Africa and the setting up of an African Centre for MIL. In this respect UNESCO is now seen as a leader in promoting MIL for development.</p> <p>In many countries and some regions (almost the entire Africa region) there is almost a complete lack of MIL. There is an urgent need to upscale and spread this action due to the fact that developing the critical abilities of media and information users and user-generated content providers is an essential factor of media development, social participation, and inclusive societies. The demand for media and information literacy is seriously increasing, particularly among young people and users who generate their own media content and populations at large; this demand represents an important challenge, and underlines the importance of UNESCO's continued work to provide guidelines, in partnership with media organizations, for user-generated content producers that reflect the key elements of media and information literacy.</p> <p>All programmed benchmarks for Expected Result 3 were met over the 2010-2011 biennium.</p>
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<p>Cost-effectiveness/efficiency measures for this Main Line of Action</p>
<p>It can be reiterated that the overall implementation of the Main Line of Action, particularly IPDC, MIL action, MDIs application for assessment of media landscapes, and C4D has been cost-efficient and allowed the Sector to reach all the expected results in cost-efficient way while producing a catalytic effect.</p>

V.2.2. Fostering universal access to information and knowledge and the development of infostructures

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 564 360	Expenditures: \$4 100 132	Allocation: \$7 703 461	Expenditures: \$6 334 122

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 7: Member States supported in the development, adoption and implementation of inclusive policy frameworks for universal access to, and dissemination of, information based on the Strategic Plan for the Information for All Programme (IFAP)	<p>On 18 May 2011, at the WSIS Forum held in Geneva an Action line facilitation meeting for the C10 Action line, "The Ethical dimensions of the information society" organized by. The session was held under the theme "Cyber and Information Ethics: freedom & Security, Privacy, Malice & Harm, Property", with an expert panel from academia, civil society and the intergovernmental sector. The session facilitated a rich debate on the ways in which evolutions in the field of technology was contributing to dynamic societal changes not yet well understood. These interactions are changing our understanding of what it means to be human as well as our perceptions and relationship with technology.</p> <p>Areas identified during the debate for further investigation included:</p> <ul style="list-style-type: none"> • Exploring and understanding what constitutes informed consent in the virtual environment; • Understanding the ethical responsibility of corporate actors marketing to youth and children in virtual spaces; • Development of indicators in this field; • Better understanding the design and development of human machine interfaces and the potential for harm; and • Establishing guidelines for the use of user-generated/provided data. <p>HOW WILL UNESCO TAKE THIS FORWARD? UNESCO intends to undertake further research and consultations in the coming biennium that contributes to the elaboration of policy recommendation and guidelines to support decision-maker in addressing these and other emerging ethical challenges.</p> <p>In follow-up to the World Summit on the Information Society, CI mobilized all Programme Sectors through the WSIS Forum, advocated the principle of open and democratic Internet governance at the IGF, collaborated with other UN agencies through UNGIS and facilitated global dialogue through the WSIS KC - the Knowledge Communities online platform, UNESCO mainstreamed the potential of ICTs for achieving sustainable development and reinforced its coordinator, facilitator and implementer's roles in the WSIS outcomes implementation process.</p> <p>Results include</p> <ul style="list-style-type: none"> •Upgraded the WSIS online collaborative platform "WSIS KC - Knowledge Communities" and the number of members have increased by more than 400% with 2700 members since its launch in 2009 (600 members). Thanks to

volunteers, the platform has been translated into five languages (English, French, Chinese, Spanish and Portuguese) and Arabic version is planned to be available soon.

- Organized the WSIS Forum 2010 and 2011 in collaboration with the ITU, UNCTAD and UNDP. The number of participants has dramatically increased by 200 % since the 2009 Forum (479 in 2009, 1050 in 2010 and 1150 in 2011).

- Organized six workshops, two open forums and two exhibition stands at the IGF meetings in Vilnius 2010 and Nairobi 2011. UNESCO broadly promoted the principles of openness, privacy and diversity for Internet governance, which encompasses universal access, interoperability, freedom of expression and measures to resist any attempt to censor content.

On September 30, 2011, UNESCO and UNECA successfully organized a workshop on the unintended consequences of participation in the digital environment held within the framework of the Internet Governance Forum in Nairobi, Kenya. The session examined challenges around: i. Diversion of resources, ii. Trust and safety, iii. E-waste and iv. Linguistic diversity and survival. The panel, drawn from academia, civil society and the policy-making community, offered rich and varied insights into identified challenges and their implications for the African information society. A lively interactive session following the presentations allowed deeper exploration of the session topics and drew on the audience's diverse experience in addressing similar challenges in other developing regions. Of the 4 topics, e-waste and the role of ICTs in supporting the survival of African languages captured the greatest attention. The cross-fertilization of ideas, raising awareness of other global initiatives, allowed a number of networks and resources to be identified which could enable interested persons and institutions to further explore/undertake activities in these areas. While recognizing the challenges of the unintended consequences, the session reaffirmed the importance of continuing efforts in Africa to reduce digital divides and expand opportunities and participation in the digital spaces. Measures identified to mitigate adverse effects included i. awareness raising of policy-makers and civil society, ii. including information on adverse consequences in information and digital literacy programmes and iii. stimulating local content creation. Participants were also invited to provide the organizers via e-mail with proposals for follow-up activities. In this regard, the programmed benchmark of assisting countries, particularly in the Africa region, with policy formulation and strategic development was met.

In addition, the code of ethics for the information society proposed by the intergovernmental information for all programme (IFAP) was presented to UNESCO's Member States at the 36th General Conference. This 5 year process further elaborated and built on the work of various UNESCO regional consultations, work of the UNESCO Chair in Computer and information ethics, and the IFAP Working Group on Information Ethics. UNESCO's General Conference took note of the work undertaken and requested the Director-General to suggest possible ways in which UNESCO could address ethical issues linked to the information society.

As a result of initiatives undertaken in the 2nd quarter of the biennium, Member States proposed in October 2011

activities in the framework of IFAP's strategic priorities to strengthen their national capacities. However, the loss of funding by the Organization in November resulted in support for these projects being postponed until 2012. The higher visibility of IFAP has resulted in increased interest in IFAP by Member States. Additional funding is required to increase the number of realizations under this programme and improve the geographical diversity and scope of its action.

Together with the Government of Grenada, UNESCO co-organized in June 2011 the first Regional IFAP Conference for English and Dutch-speaking Caribbean Countries held under the theme of "Building Caribbean Knowledge Societies". This event initiated the establishment of National IFAP Committees, produced a regional action plan and a political declaration, committing the Member States who attended the meeting, to supporting the creation of development-oriented Knowledge Societies that enable peoples to achieve their full potential, promote sustainable development and improve their quality of life. The Declaration encouraged UNESCO to continue to support regional cooperation and development, namely in the framework of the Information for All Programme.

In September 2011 the Zambian National IFAP Committee was established. The National IFAP Committee has identified the IFAP strategic priority areas of information preservation, information for development and information access as priorities for capacity-building. During the biennium new National IFAP Committees have been or are at an advanced stage of establishment in 5 countries (Azerbaijan, Grenada, St. Kitts-Nevis, Tunisia and Zambia).

The IFAP project, "Access to Information, Accountability and Transparency in the Andean Region", is contributing to an increase in the use of ICTs by the public sector. This has resulted in visible improvements in access to information, which in turn is encouraging the participation of citizens in decision-making processes and fostering government accountability, transparency and effectiveness. The project currently being implemented in Bolivia and Ecuador has benefitted from the financial support of the government of Spain (\$230,000). The project has supported capacity-building of nearly 1000 persons, especially women, civil servants and governmental officials in the use of ICTs, developed strategies to facilitate the creation, collection and disclosure of public domain information, and supported transparency and citizen participation by strengthening the right to information. A number of improvements have been made to the government website to enhance their usability and new tools and resources for sharing information such as web-blogs have been introduced.

An international conference, "Preservation of Digital Information in the Information society," was held in Moscow, Russian Federation (2-5 October 2011). This event attracted around 100 experts from the library, archive, museum, educational and scientific communities, government and non-governmental institutions, as well as the private sector, representing some 50 Member States worldwide. The resulting conference declaration and recommendations are being incorporated into the preparation of the international conference on Digital Preservation which will be organized by UNESCO in September 2012 and the preparation of the World Report on Information Preservation

	<p>The development of a project baseline, through sample surveys, enabled a better assessment of the difficulties that municipalities face in creating and developing the e-government and ICT tools and encouraging citizen participation that are essential for ensuring access to information and the fostering of transparency. A number of innovative approaches have also been adopted to encourage engagement by citizens, civil society and civil servants. These include workshops and training seminars, local ICT fairs as well as high-level forums such as the "Digital Cities: An Opportunity for Ecuador," which have attracted broad media participation in part due to the involvement of project champions. The success of the project has encouraged the authorities in Ecuador to commit to the establishment of 6 more digital cities between 2012 and 2015.</p> <p>With regards to UNESCO's work in promoting information accessibility for disadvantaged groups, the CI Sector has worked proactively to promote access to information among disabled populations, namely through the following:</p> <ul style="list-style-type: none"> • Existing collaborative mechanisms strengthened among UN agencies, particularly introducing a guidance note and tools on mainstreaming persons with disabilities issues at country level for UN country teams. UNESCO is an active member of the UN Interagency support group on the implementation of the UN Convention on the Rights of Persons with Disabilities. New partnerships established with public-private organizations working on disability issues. • The consultative meetings on mainstreaming ICTs to access information and knowledge for persons with disabilities organized with public and private partners (Microsoft Corporation), awareness raised on use of ICTs in education for persons with disabilities during IGF and WSIS Forums, ECOSOC Annual Ministerial Review in Geneva, July 2011. • UNESCO has prepared five regional reports (Eastern Europe and Central Asia, Africa, Arab States, LAC) on the use of ICTs in education for Persons with Disabilities. Based on five regional reports from five regions, a comprehensive report is under preparation providing an analysis on use of ICTs in Education for Persons with Disabilities at different educational levels, taking into consideration use of FOSS solutions, availability of Open Educational Resources. • UNESCO in cooperation with Inclusive Design Institute and Ontario Ministry of Social Services and Community (Canada) developed guidelines for inclusive access to digital office documents <p>Private sector partnerships were actively sought, and established, including with Microsoft and Cisco.</p>
<p>ER 8: Preservation of documentary heritage reinforced in Member States</p>	<p>The Memory of the World Programme largely surpassed the expected results with respect to the numbers of new inscriptions (from 193 in 2009 to 245 in 2011) and the new national committees (10 created). Its role in promoting greater awareness of the importance of documentary heritage, in both analogue and digital forms, to development has thus been confirmed. This was further confirmed through the Resolution submitted by Poland, with 55 co-sponsors and adopted by the General Conference that invited an in-depth reflection on strengthening MoW in acknowledgement of its role in knowledge sharing and fostering dialogue and mutual understanding. Some of the major successes in the biennium include:</p>

	<ul style="list-style-type: none"> • 4th International Conference in Moscow with over 300 participants from more than 70 countries; • almost double the number of files submitted for inscription on the international register and for the Jikji Prize from previous biennia; • Increase in countries organizing ceremonies to celebrate the inscription of heritage; • Regional training workshops in Indonesia (twice, March and September 2011), Ethiopia, Uruguay, and a national training workshop in Cambodia resulting in improved quality of nominations ; • Creation or planned national registers/committees, including in Ethiopia and Burkina Faso; <p>With its 20th anniversary in 2012, UNESCO plans to capitalize on the growing support for the Programme in order to ensure the long-term protection of the world's recorded heritage and produce a strategic plan for the continued growth of the Programme.</p>
<p>ER 9: Infostructures for sustainable development and good governance in Member States promoted</p>	<p>Throughout the biennium, UNESCO has promoted the role of libraries and archives in sustainable development through the support to Member States in national strategy formulation, the strengthening of the role of libraries and archives, and the further enhancing the work of the World Digital Library. Since its launch in 2009 with content from 19 countries, the World Digital Library (WDL) has considerably expanded and now has 137 partner institutions from 72 countries contributing content in the 9 areas approved in the January business plan by its Executive Council. This represents approximately 212,000 images and an increase in items from 1,350 to 4,700 by the end of 2011. Content covers 75 different language groups, including lesser known languages. With respect to technical enhancements, new software and processing has been developed which has accelerated processing of content and contributed to doubling content online in recent months. The appointment of an Operations Manager has successfully streamlined operations. In its attempts to diversify content, non-traditional sources or problematic areas are being examined, especially concerning 3D objects, intangible heritage and certain archival material.</p> <p>UNESCO has cooperated with UNECA in capacity building in Africa while supporting the development of an Amharic version of its Greenstone software and training materials. This activity will support efforts to disseminate and encourage the use of this material by other information professionals to address digital challenges. Training in the use of Greenstone at 10 public regional universities and 5 tertiary level institutions, for librarians and archivists has facilitated the use of this software in the automation of library services, and the creation of digital library services to support wider access to reports and research papers. UNESCO also partnered with UNECA and Elsevier and Emerald in a digital authorship workshop that enabled the digital publication of local research materials</p> <p>Excellent progress was made by UNESCO in its efforts to support capacity building in the area of information ethics for tertiary education institutions in Africa. An academic workshop on information ethics took place on 4 and 5 July 2011 at the University of Pretoria in South Africa which brought together representatives of African universities (Central African Republic, Ghana, Kenya, Namibia, Nigeria, South Africa, United Republic of Tanzania, Uganda, Zambia and Zimbabwe), Europe and the United States of America to advance the development of a curriculum for</p>

teaching information ethics in Africa.

The workshop was organized by the Africa Network for Information Ethics (ANIE) with the support of UNESCO, the University of Pretoria, the University of Wisconsin Milwaukee and the South African Department of Communications. The workshop in Pretoria was the fourth event dealing with ethical challenges posed by modern information technology in the African continent. Information ethics are crucial for building information and knowledge societies driven by critical reflection on values within the African context. There are opportunities, unique to the development of African societies, which need to be addressed in this context. Past events have been held in 2007 (South Africa), 2009 (South Africa), 2010 (Botswana) and 2011 (South Africa).

With the financial support of the Government of Spain, UNESCO supported the establishment of the "Biblioteca Virtual", an on-line compilation of texts on youth policies in Latin America covering Argentina, Bolivia, Brazil, Columbia, Chile, Cuba, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. In creating this important policy tool, specific attention was given to ensuring the inclusion of resources dedicated to the empowerment of women. A CD-ROM version has also been created and disseminated to permit off-line access. A second project, "Access to Information, Accountability and Transparency in the Andean Region", also benefited from Spain's support. This project is focused on building the capacity of citizens especially women, civil servants and governmental officials to use ICTs, developing strategies to facilitate the creation, collection and disclosure of public domain information, and supported transparency and citizen participation by strengthening the right to information.

A key role digital libraries play in promoting sustainable development and local content is through the promotion of multilingualism in cyberspace. UNESCO contributed to this promotion through the following actions:

- UNESCO prepared a second consolidated report on the implementation of the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace which was submitted by the Director-General to the 186th session of the Executive Board and the 36th General Conference.
- UNESCO trained Latin American decision-makers in implementing the policy measures recommended in the Recommendation. UNESCO carried out several training activities, in partnership with the Organization of American States (OAS). As a result, capacities of policy and decision makers from Latin America were strengthened to implement approved normative documents and instruments in the field of universal access to information and the promotion and use of multilingualism.
- In order to assist Member States in the formulation of comprehensive national language policies, the Secretariat organized an expert group meeting entitled "Towards UNESCO Guidelines on Language Policies: a Tool for Language Assessment and Planning" (30 May - 1 June 2011).
- UNESCO carried out research activities on multilingualism in internet and use of languages in public service

	<p>broadcasting, measuring linguistic diversity on the internet.</p> <ul style="list-style-type: none"> • UNESCO is working with other public partners such as OECD, ISOC, ICANN, MAAYA on several other projects.
<p>ER 10: Member States supported in developing strategies for using ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge</p>	<p>UNESCO's work in the field of ICT's in Education contributed, over the past biennium, to the quality and impact of teaching and learning processes through ICTs . This contribution was visible namely through the following actions:</p> <ul style="list-style-type: none"> • The Knowledge Deepening Workshop for the ICT-Competency framework for teachers was organized at UNESCO HQ from 29 November to 3 December 2010. The aim was to develop an expanded syllabus for the "Knowledge Deepening" strand. In a five-day workshop, international experts gathered to further develop the ICT modules to move on from the Phase I version to a more detailed syllabus, including assessment benchmarks. The expanded syllabus was compiled at the Workshop and subsequently finalized by the meeting facilitators. As a direct follow up to the December 2010 workshop and its follow up actions, the Version 2.0 of the ICT CFT was published in October 2011 and is available in English, French and Russian, and is being translated into Arabic, Spanish and Portuguese. It was officially launched at the 36th General Conference of UNESCO by the Director-General of UNESCO. The ICT CFT provides an invaluable framework developed through a successful strategic partnership with CISCO, INTEL, ISTE and Microsoft. Teacher Training competent bodies in Member States and national teacher training programmes have shown interest in the updated ICT-CFT, and actions to support its implementation at the national level has been undertaken in the Caribbean Region in cooperation with partners in the Commonwealth Secretariat and the Commonwealth of Learning (COL). Following the submission of the Final Report for the ICT-CFT to the Director - General, the Intersectoral Working Group on ICT in Education has updated the ICT-CFT reference document version.2.0 and elaborated the 'Draft Implementation Plan' for the ICT-CFT. • A workshop on ICT in education issues was organized by the CI sector in the Africa Region in the framework of the Multi- country project in support for the harnessing of ICTs for the implementation of the Bachelors/Masters/Doctorate (LMD) in West Africa. Support materials and preliminary activities in the framework for this project were launched based on the workplan that the CI Sector developed in the framework of this project focusing on the West Africa sub-region. • A number of electronic communities with over 2,800 members were fostered on the revised WSIS website: Gender Equality in Free and Open Source Software (FOSS); Open Access; Open Educational Resources (OER) - Supporting the EFA and MDGs with OER; Quality Excellence in Education; Importance of Esource strategy in Education UNESCO and the Talal Abu-Ghazaleh Organization (TAG.org) launched a new ICT in Education Indicators for Arab States pilot project, with a two-day Policy Developers meeting in Amman. The project aims to strengthen national capacity in Arab States in defining ICT in education indicators for measuring the use and impact of applying ICTs in education, as well as to manage the ICT in education policy development and implementation cycle. The Policy Developers meeting included government representatives from 7 Arab States in the Middle East and the Gulf as well as UNESCO experts and representatives from TAG.org in the region. Participating in this first project activity were

Bahrain, Egypt, Jordan, Oman, the Palestinian Authority, Qatar and the United Arab Emirates. In addition a link was made to a similar UNESCO activity for the Maghreb, so that a broad selection of Arab States is represented in this effort. Although the application of ICT in education across the region varies significantly there is a common aspiration of taking full advantage of new ICTs both in effective school and learning management as well as to provide students with 21st century skills.

• The quality and impact of teaching and learning processes was impacted by UNESCO's work in the field of Open Educational Resources. Open Educational Resources, while contributing to teaching and learning processes, also reflect the CI Sector's commitment to promoting open source tools for education. UNESCO succeeded in significantly increasing the level of Open Educational Resources (OER) awareness and practice among Member States. It was found that the main objective of developing regional resources would be best framed within the development of an OER Platform for UNESCO Resources and for this reason, resources were focused on this task. This OER Platform was launched at the 36th General Conference. It featured the Model Curricula for Journalism Education which was developed in cooperation with UNESCO Windhoek. Further achievements in the OER include:

- Policy development: highlighted by the launch of the UNESCO/COL Policy Guidelines for OER in Higher Education
- Platforms and tools: highlighted by the launch of the UNESCO OER Platform
- OER Community on the WSIS KC Platform: with over 1,800 members now one of the world's largest online OER Communities
- OER Research Chairs: 2 Chairs in Canada and the Netherlands
- Major projects - UEMOA in West Africa initially with 8 West African universities
- Major events - upcoming 2012 World OER Congress
- Strong partnerships - Commonwealth of Learning (COL)

Open access to scientific knowledge and the promotion of open access policies and strategies remained another field of programmatic and policy work for the Sector. Due to the recognition of the need to have a strategic approach to Open Access (OA) and as directed by the 35th General Conference, activities in this biennium were focused on developing an OA strategy for UNESCO which was submitted to the 187 EX Board and approved and also submitted and approved by the 36GC. This strategy envisions policy formulation in the Member States as the core priority area, and therefore establishment of specific agreements with publishers was not a priority action for the use of limited resources. In the framework of the policy guidelines that has been prepared for this programme, it will now be possible to provide support for Member States on the development of national and institutional policies based on the UNESCO OA policy guidelines to be printed and distributed in the next biennium.

In this regard, the following 7 activities were done to establish the OA programme and strategy on a solid footing:

1. Open Access Forum 2011: Meeting of Open Access Experts organized at UNESCO, Paris from 22-23 November 2011.
2. The UNESCO Open Access strategy to promote open access to scientific information and research was approved in the 187th session of the Executive Board, and then adopted by the General Conference at its 36 session.
3. Open Access to scientific information and research was also discussed at the UEMOA Conference on Higher Education organized by the UNESCO Bamako Office in September 2011.
4. Open Access Week 2011 (24-30 October 2011) was celebrated in 10 countries in partnership with International network for the Availability of Scientific Publications (INASP).
5. The UNESCO Policy Guideline on Development and Promotion of Open Access prepared by Dr. Alma Swan was open peer reviewed using the Open Access Community in the WSIS Knowledge Communities, and the document is ready to undergo print production process.
6. The Global Open Access Portal (GOAP) was launched on 1 November 2011 during the 36th session of the General Conference. It is accessible in the all the 5 UNESCO regions, and has links to over 2000 projects and initiatives in the field of OA, and provides reports for OA in 148 countries. This will be further translated into other languages in the next biennium.
7. A Directory of Open Access Training Opportunities was also prepared as a desktop study and environmental scanning.

There has been a considerable increase in the level of awareness of Open Access (OA) by Member States and the UNESCO OA Programme.

While meeting deadlines with limited resources was a constraint, it has been observed that involving the stakeholders in activities and gaining their trust is crucial in implementation of the projects. The biggest challenge was to launch the GOAP, and here the success came from involvement of experts from all the five UNESCO regions. Additionally, the Secretariat used existing technologies to build the Portal, and reduced the cost of implementation, and is an example of cost-effectiveness. Working with leading experts in the field is also a challenging task, and could the Sector successfully work with one of the leading OA experts and convinced her to develop the OA policy guidelines, which will be used in further policy developments in the Member States. Working directly with publishers remains a challenge, and therefore, the OA strategy considers the possibility of developing a network of the OA stakeholders including the publishers, and publishing associations.

In addition, key achievements in UNESCO's work on the Open Training Platform (OTP) and Free and Open Source Software (FOSS) in Education include the increase of the awareness of the benefits of the use of Free and Open Source Software (FOSS) in Education with the release of case studies from Africa and India on best practices in FOSS deployments in primary and secondary education. The launch of a global community on Gender issues in FOSS within the framework of the WSIS follow-up contributed to facilitating knowledge sharing and dialogue. The advantages of the use of FOSS were also highlighted in a global report on ICT in education policies for people with disabilities. The Open Training Platform (OTP) has been upgraded and relaunched during the 36th General Conference. The OTP has more than 3,500 learning and training resources (48 per cent growth) and has grown to 6000 members worldwide, and attracts nearly 9,000 visitors per month.

Cost-effectiveness/efficiency measures for this Main Line of Action

Cost-sharing for activities undertaken with partner organizations has provided a means to split costs for activities (e.g. UNESCO/Commonwealth of Learning Guidelines for Open Education Resources (OER) in Higher Education). A comprehensive strategy has also been developed by the Sector to improve Field-HQ cooperation and exchange in this regard.

With regards to ICT in Education activities, strategic private/public partnerships were key for the success of these activities. With regards to OER, procurement through best value per money (OER Platform) was ensured. Partnerships with key stakeholders such as Commonwealth of Learning were key to ensure best value for money and strategic use of funds. With regards to Free and Open Source Software (FOSS), all activities were run with a view to harness efforts and initiatives sponsored by different FOSS networks by introducing UNESCO's programme angles. The achievements of MoW during the biennium are considerable and, given the current resources available, from this perspective would appear to be extremely cost-effective. However, its reliance on volunteers is not sustainable in the long-term, and Member States' growing expectations will be dampened unless measures are instituted to place MoW on a solid base. The potential of MoW is under-realized but it is difficult to see what other measures could have been accomplished to maintain its international and regional aspects with such limited funding. Lastly, the Open Training Platform (OTP), like the OER Platform, ensured procurement through best value per money.

V.3. Intersectoral Platform (ADG/CI lead)

V.3.1. Fostering ICT-enhanced learning

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT based teacher	The Version 2.0 of the ICT competency framework for teachers was developed within the framework of private public partnership and published in October 2011 and is available in English and French, and Russian and is being translated into Arabic, Chinese, Spanish and Portuguese. It was launched at the 35th General Conference of UNESCO by the Director-General of UNESCO.

<p>education, including through the introduction of ICT competency standards</p>	<p>The current version of the ICT Competency Framework for Teachers is a 2011 update of the original version published in 2008 and is the result of the successful continued partnership between UNESCO and private sector partners such as CISCO, INTEL, ISTE and Microsoft. The main premise behind the development of this publication is that modern societies today are increasingly based on information and knowledge. They need to create the conditions to allow their workforces to have ICT skills to handle information and be able to be creative, and adept at problem solving in order to generate knowledge. Teachers need to be equipped to foster these skills.</p> <p>The ICT CFT focuses on teachers in primary and secondary schools. However, this approach can generally be applied at all levels of education, primary, secondary, vocational and higher education, as well as on-the-job and continuing education. They also have implications for different educational stakeholders; not just teachers.</p> <p>Version 2 of this document has put the Framework in the perspective of larger national ICT in education policies, reflecting UNESCO's overall objective to harness ICT in education to support EFA goals and lifelong learning.</p> <p>The Version 2 of this Framework, which introduces detailed reference appendices with examples of syllabi and exam specifications, is intended to guide teachers on how to best use the ICT available in their schools to improve students' learning. The appendices can also be valuable tools for governments in shaping their education policies. They can serve as a reference source for providers of professional learning. For teacher educators, the appendices introduced in the Version 2 of this document can be used to develop full curricula for courses on ICT competencies.</p> <p>This version also includes a detailed glossary of terms to ease the establishment of a common understanding of terminology around ICT in education.</p>
<p>Access to education and learning in Member States expanded through ICT tools</p>	<p>The focus of 2011 activities of the Intersectoral Platform was the drafting of 'UNESCO/COL Guidelines on OER in Higher Education'. The aim of these Guidelines is to support policy for the effective use and adaption of OER in higher education in developing countries. They are a follow up to the Policy Forum on Open Educational Resources (OERs) held in December 2010 at UNESCO Headquarters in the framework of the UNESCO/COL project "Taking OER beyond the OER Community: Policy and Capacity".</p> <p>These Guidelines were developed through intersectoral cooperation with the Education Sector and through an intensive inter-regional consultation process involving representatives of the different stakeholder groups and held in conjunction with a series of major higher education meetings. An Expert Meeting on this document was held at UNESCO Headquarters on 4 July 2011. The guidelines are integral to other CI 'Open Suite' activities being done in the framework of CI activities.</p> <p>These Guidelines aim to provide policy recommendations of best practices for key higher education stakeholders</p>

(governments, higher education institutions, teaching staff, students and student bodies, quality assurance bodies and accreditation bodies as well as academic recognition bodies).

This document also aims to support and advocate the integration of OER in HE systems worldwide. It contains policy considerations and suggestions for good practice for HE stakeholders (governments, institutions, teaching staff, quality assurance/accreditation and recognition bodies).

In addition to the UNESCO/COL Guidelines for OER in Higher Education, the ICT in Education, Science and Culture Section of the Communication and Information (CI) Sector is developing a new, innovative UNESCO OER Platform which will offer selected UNESCO publications as OERs and allow global communities of practice including teachers, learners, and education professionals to freely copy, adapt, and share their resources.

By persuading and assisting higher education institutions to share their UNESCO-adapted curricula in OER format on the Platform, UNESCO provides the professor, curricula developer, or quality assurance assessor looking to develop their own curricula with an unparalleled opportunity to easily and intuitively; Find, Compare, Build, and Share their curricula.

The Platform is being developed by the University of Witwatersrand, South Africa, will be released as free and open-source software (FOSS), and was launched at the 36th Session of the UNESCO General Conference.

The Platform has been extensively promoted at UNESCO Workshops in Africa and Asia and at key global OER events.

The OER platform is supported by the OER Community on the WSIS Platform. UNESCO maintains the OER Community on the Platform for the World Summit of the Information Society (WSIS). With over 1,500 members from 50+ member states, the Community is very active with discussions, news announcements, file sharing, and in-depth debates.

www.wsis-community.org

Additionally, UNESCO is a member of the Open Educational Quality Initiative (OPAL) which is developing a new, innovative Framework of Open Educational Practices (OEP) that improves the quality of education using Open Educational Resources (OER).

Partly funded by the European Commission, the OPAL Consortium is comprised of:

- UNESCO

	<ul style="list-style-type: none"> • International Council for Distance Education • European Foundation for Quality in e-Learning • Open University UK • University of Duisberg-Essen, Germany • Aalto University, Finland • Universidade Católica Portuguesa, Portugal <p>UNESCO is contributing to the OPAL Open Educational Practices framework, as well as to the development of the Registry of OER Champions and the Clearinghouse of Open Educational Practices which will be launched in late 2011.</p> <p>www.oer-quality.org</p> <p>With regards to UNESCO's action in favor of Free and Open Source Software (FOSS) - A research work on FOSS in education deployments in Africa has been conducted. The findings will be published (online) in 2012.</p>
<p>Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres</p>	<p>The focus of the IP throughout the biennium was to promote the use of ICTs at the community level through initiatives such as the 'Radio Browsing ' activity. A further objective has been to promote the voice of the community in the local media. Education/training "communities of practice" have been formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information</p>
<p>Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information</p>	<p>The Sector has conducted the restructuring and updating of the Open Training Platform; a new website has been produced and most of the content (3500 resources) revised. The new Open Training Platform (OTP) was officially launched on 1 November 2011 during the 36th General Conference by the Director-General. The new site is going to be fully operational during the first quarter of 2012. During the biennium the OTP has largely exceeded expected results in terms of number of visitors and resources.</p>
<p>Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning</p>	<p>In the 35 C5, the following activities were undertaken:</p> <ol style="list-style-type: none"> 1. Open Access Forum 2011: Meeting of Open Access Experts organized at UNESCO, Paris from 22-23 November 2011. The meeting was attended by 26 experts and members of delegation to UNESCO as observers to discuss operationalization of the UNESCO Open Access strategy. 2. The UNESCO Open Access strategy to promote open access to scientific information and research was approved in the 187th session of the Executive Board, and then adopted by the General Conference at its 36 session. 3. Open Access Week 2011 (24-30 October 2011) was celebrated in 10 countries partnership with International

	<p>network for the Availability of Scientific Publications (INASP).</p> <p>4. The UNESCO Policy Guideline on Development and Promotion of Open Access prepared by Dr. Alma Swan was open peer reviewed using the Open Access Community in the WSIS Knowledge Communities, and the document is ready to undergo print production process.</p> <p>5. The Global Open Access Portal (GOAP) was launched on 1 November 2011 during the 36th session of the General Conference, and currently has information on status of Open Access in over 148 countries at various depth of analysis.</p> <p>6. A Directory of Open Access Training Opportunities was also prepared as a desktop study and environmental scanning.</p> <p>The launch of Global Open Access Portal has resulted in huge awareness about Open Access with over 35000 hits in Google, as UNESCO news was replicated in many blogs. Also UNESCO's strategic partnership to join the celebration of Open Access Week with INASP helped us to promote OA with small contribution. Overall, the period was very effective in promoting Open Access to scientific information and research, and the launch of the GOAP on time with less cost using internal resources is an example of how cost-effective solutions can be designed during period of resource crunch. The GOAP will be sustained through the participation of the Open Access community, and also be improving the content in the next biennium. The adoption of the Open Access strategy by the 36 General Conference is a milestone, and will foster the promotion of OA in Member States. The Policy guidelines finalized in this biennium will be the flag-ship publication for our capacity building activities in the area of Open Access. Considering that much of the activities in the biennium were carried out in the second year, it was quite challenging for the programme staff to meet deadlines. However, it has been observed that involving the stakeholders in activities and gaining their trust is crucial in implementation of the projects.</p>
<p>Role of ICTs in support of the six EFA goals reinforced</p>	<p>Action postponed because of funding cuts at the end of the biennium.</p>

Cost-effectiveness/efficiency measures for this Intersectoral Platform

Collaboration has been undertaken with both internal and external partners to promote UNESCO initiatives in this area in a cost-effective and more efficient manner.

Part II.A. UNESCO Institute for Statistics (UIS), Part II.B. Programme-related services and Part II.C. Participation Programme and Fellowships (ERI)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$35 397 855	Expenditures: \$34 745 154	Allocation: \$5 876 637	Expenditures: \$4 502 810

Part II.A. UNESCO Institute for Statistics (UIS)

VI.1.1. Guardianship of cross-national data

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UNESCO statistical database improved in terms of data quality and coverage of both current and historical data, together with appropriate metadata and better online data access for users	<p>By the end of the biennium the UIS successfully adopted the Quality Monitoring Framework that currently includes two surveys (Education with 3 different questionnaires and Research&Development). This monitoring allowed revealing and subsequently correcting some errors in the methodology of indicator calculation.</p> <p>The UIS database of internationally comparable indicators was updated with new regional and global literacy profiles, new revised time-series indicators, new data/information on indicators related to secondary education, new finance data, data on out-of-school children, a series of new indicators for the measurement of school participation, a few new breakdowns related to R&D expenditure and a new set of R&D profiles. Information on cinema sector for the reference years 2007, 2009 and 2010 was uploaded to the Data Centre as well. Significant amount of metadata was made available in the Data Centre as well with the plans to do more in 2012.</p> <p>Revamped UIS website became functional in June 2011. Statistics collected from 1 July to 30 November 2011 shows that the site is well-used (68,004 visits/month; 280,857 pages viewed/month). Replacing the existing Data Centre technology with OECD.Stat, the UIS is planning to make even more data available to users through the on-line Data Center in 2012</p>
Timeliness, collection, processing and submission of data improved	<p>Continuous efforts of various UIS teams to improve business processes, both internal and external, allowed to considerably gain in timeliness and overall quality of the data provided to the international community by the UIS. For example, the results for 2009 school year obtained through the most recent education survey were released 7 months earlier than in the past (in October 2011 as opposed to potentially in May 2012).</p> <p>As planned at the beginning of the biennium, the UIS moved from 2 data releases a year to 3.</p>
Relevance of information	The first regional education questionnaires for sub-Saharan Africa launched by the UIS earlier in 2011 was met with

<p>enhanced to support policy- and decision-making through development of new international statistical surveys using improved data instruments and methodology</p>	<p>much interest and high response rate (73% by now) providing valuable insights into issues related to schooling conditions in the region. The regional questionnaire for LAC on adult education launched in summer 2011 was also successful (57% response rate by now). The experience shows that the approach adopted by the UIS working in close collaboration with regional and national partners is the right one.</p> <p>By the end of the biennium 5 out of 6 countries implementing the UIS Literacy Assessment and Monitoring Programme (LAMP) successfully completed field operations. The first results (to be published) in the first half of 2012 will provide the participating countries with valuable and very precise information regarding literacy levels of their population as well as allow for planning targeted intervention to assist those in need. The geographical scope of the programme is constantly growing since more and more Member state express interest in it. The UIS team works closely with the national authorities of such countries to assist them with all the necessary preparations.</p> <p>Developmental work for the new data collections (ICT in education, Cultural employment, Innovations) is on-going. The UIS is exploring various methods in close collaboration with the national and regional partners to ensure future success of these surveys.</p>
<p>Coordination improved with other international and regional organizations involved in the production and dissemination of comparative data to better serve international and national data needs</p>	<p>Collaboration with various international and regional organizations is paramount. In this sense, the UIS has achieved considerable progress in building relationships with such organizations as Global Partnership for Education, Eurostat, OECD, UNICEF, World Bank, FTI, USAID, UNDP and others, just to name a few). These partnerships allow to move forward in various areas of the UIS mandate</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

During this biennium the UIS continued to consistently apply close monitoring of expenses and cost-saving measures. The UIS external audit confirmed the exemplary efficiency of the UIS financial management.

VI.1.2. Development of appropriate methodologies and standards

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Emerging policy information needs identified to monitor development targets in</p>	<p>During the biennium, the UIS focused its efforts in such new priority areas as education finance, teachers, TVET, education attainment and outcomes, as well as out-of school children.</p>

<p>consultation with UNESCO programme sectors, Member States and partner agencies, and new internationally comparable indicators developed to measure these issues</p>	<p>In the area of TVET, the UIS has developed a pilot questionnaire to map TVET provision. The related data collection will be conducted in nine countries: Cameroon, India, Kenya, Mali, Senegal, Tanzania, Thailand, the Philippines and Uruguay. The results will be published in 2012 and will constitute important input into UIS contributions to an inter-agency group (including the World Bank and the OECD), which is responsible for follow-up on the last G20 Seoul Summit recommendations as well as UNESCO report for the International TVET Congress.</p> <p>In the area of teacher-related indicators, the UIS has developed a taxonomy of teacher training levels, which serves as the basis for develop cross-nationally comparable indicators that account for different qualification standards across countries. A draft questionnaire module has been developed on teacher qualifications and working conditions.</p> <p>Work on improving literacy and educational attainment continued with the further development and implementation of the GALP model and introduction of new data series on educational attainment.</p> <p>Experiences gained in execution out-of-school children project (in partnership with UNICEF) in South and East Asia demonstrated the key role of national Ministries of Education in sustainability of the efforts and assuring necessary follow-up on the national level.</p> <p>The UIS has successfully completed the pilot of the Catalogue of information on assessments, both national and international, of student achievement. Data from 24 countries are stored in a prototype database from which country summaries can be developed. Preliminary analyses of assessment attributes validate the value of compiling in a single source this sort of information. Evaluation of the pilot revealed the areas of improvement and outlined the ways forward. The UIS is currently gearing up to facilitate access by the international development community to systematic information about what countries are doing to monitor the learning levels of their school children.</p>
<p>International statistical classifications revised in the areas of education, culture, communication, science and technology, including extensions and revisions to cover new policy interests in these fields</p>	<p>During the biennium the UIS did extensive revisions to the International Standard Classification of Education (ISCED). The text of the revised classification was adopted by Member States at the 36th session of the General Conference of UNESCO.</p> <p>Advancements were also achieved in methodological developments to support R&D data collection in developing countries. Feedback received from Member States during regional workshops and in individual contacts shows relevance and importance of the UIS work in this are. A technical guide commissioned by the UIS is expected to be implemented in 2 countries (Vietnam and Qatar) in 2012.</p> <p>In close collaboration with CI sector and with the support of international experts, the UIS drafted a 3-year action plan to develop appropriate methodology to measure Information Literacy (IL) skills. However, due to re-orientation of the CI sector priorities (and lack of resources), the CI project on Information Literacy indicators was put on hold.</p>

<p>UIS statistical standards promoted and used by other agencies and wider implementation of UIS standards in national statistical programmes resulting in an increased amount of internationally comparable data on education, science, culture and communication</p>	<p>To ensure implementation of the UIS standards, simultaneously with the revision of ISCED, the UIS (in collaboration with OECD and Eurostat) started to widely promote the revised ISCED among Member States preparing them for the first international data collection based on 2011 ISCED planned for as early as 2013. Work has commenced work on an accompanying ISCED Operational Manual (in collaboration with Eurostat and OECD), which is currently foreseen to be published in the second semester of 2012. The UIS has also started to include in its regional training workshops (and similar events) modules on the revised ISCED to explain the revisions to Member States and to gather information to assist in the reclassification of programmes. The OECD and Eurostat have similar plans for their Member States which will involve the participation of the UIS</p> <p>Seeking to ensure the international comparability of attainment data, the UIS was very active in establishing the Interagency Group on Education Data from Household Surveys. The aim is to harmonize household survey data collections and indicators. The group includes key partners such as UNICEF, World Bank, Fast-Track Initiative, USAID, ICF Macro, RTI International and others.</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

The UIS continues to adhere to strict management of its resources keeping the supporting costs as low as possible and ensuring that all expenses are business-related and properly justified.

VI.1.3. Capacity-building in the collection and use of statistics

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Diagnoses of strengths and weaknesses of national data production cycles improved</p>	<p>During 2010-2011 biennium, the UIS conducted DQAF (Data Quality Assessment Framework) exercise in 17 African countries. The success of these exercises (in terms of sustainability) fully depends of the commitment of the national Governments for follow the made recommendations and action plans, and the UIS will continue working with the national partners to ensure these commitments and engagements.</p> <p>As demonstrated the EMIS Angola project, successfully wrapped at the end of 2011, interest of national stakeholders and their active involvement in all stages are paramount to the outcome of capacity building projects.</p>
<p>Provision of technical advice to countries enhanced</p>	<p>The UIS network of experts stationed in different UNESCO offices in Africa, Asia and Pacific, LAC, and the Arab States, working in constant collaboration with the Montreal-based teams, has proven to be very efficient in assisting Member States to gain capacities in data collection and analysis in various of UNESCO mandate.</p> <p>The UIS is searching for new ways, tools, practices to better respond to the Member States needs in the most cost-effective manner.</p>

Cooperation strengthened with other development agencies in statistical capacity-building and reinforced networks of countries, experts and institutions	While the overall strategy of the UIS involvement in regional capacity-building initiatives is still under preparation, the Institute has made progress in establishing working relations among the countries participating in certain projects run by the UIS (LAMP, for example). These exchanges, being a 0-cost to the Institute, allows sharing best practices and benefiting from experiences.
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Cost-effectiveness/efficiency measures for this Main Line of Action

Capacity building is an important but expensive area of work. The UIS is carefully monitoring its activities in this area and is constantly searching for more efficient and cost-effective methods. For example, developing networks of regional/local experts and partners that can provide services to Member States on the UIS behalf is one of the options that is being closely regarded by the Institute.

VI.1.4. Monitoring and analysis of cross-national data

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UIS programme of research and analysis maintained and improved, adding value to UNESCO data	<p>The UIS analytical publications, such as the latest Global Education Digest 2011 "Secondary Education - the Next Great Challenge", attract attention from data users all over the world.</p> <p>The UIS keeps searching for the most efficient ways to make its publications and data more available and user-friendly. The new website (www.uis.unesco.org) offers an improved information architecture and more diverse types of content. In addition, a new social media strategy was developed by the UIS and approved by the Governing Board. The UIS has begun working with UNESCO headquarters to issue tweets and Facebook messages featuring UIS data and publications.</p>
Guidance and support provided in the interpretation and use of cross-nationally comparable statistics in the fields of UNESCO's mandate	Important improvements were achieved, however increasing transparency of its work and providing guidance to data users remain an ongoing priority. The UIS will continue to improve communication and outreach to Member States in 2012.

Cost-effectiveness/efficiency measures for this Main Line of Action

Searching for more efficient and cost-effective ways to disseminate its publications, the UIS is investigating options for e-publishing its works as well as making wider use of the social media.

Part II.B. Programme-related services

Part II.B. Chapter 1. Coordination and monitoring of action to benefit Africa

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 044 400	Expenditures: \$932 602	Allocation: \$31 818	Expenditures: \$27 765

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Development of relations with African Member States strengthened, in particular through their Permanent Delegations and National Commissions, groups of African Member States within UNESCO, the United Nations and the African Union, and joint commissions involving the Commission of the African Union, Regional Economic Communities (RECs) and regional integration organizations (RIOs)	Outre les relations diplomatiques et la coopération, une collaboration de substance et de mise en œuvre conjointe d'actions de plaidoyer avec le Groupe africain autour d'un certain nombre d'enjeux de développement de l'Afrique et des réformes engagées par l'UNESCO (table ronde sur la priorité Afrique durant la Semaine africaine, consultations sur la présence de l'UNESCO sur le terrain...) est progressivement développée. La mobilisation du partenariat - Sud-Sud, Nord-Sud-Sud a été poursuivie et devrait être renforcé au cours du nouveau biennium, ce, dans le cadre du réajustement des missions du Département, incluant une composante sur les partenariats. Cette action devra être soutenue par une meilleure coordination au sein de l'Organisation.
African Member States' development priorities relating to the Organization's various fields of competence, in particular AU/NEPAD sectoral plans of action, reflected in UNESCO's programming, as well as in joint programming of the United Nations system	<p>La réunion de consultation avec l'UA/NEPAD et les Organisations d'intégration régionale (Paris, 6-7 septembre 2011), a convenu d'articuler la coopération future avec les Organisations régionales et sous-régionales africaines autour de quatre piliers thématiques prioritaires : 1) le renforcement des capacités humaines pour un développement durable; 2) le renforcement/accroissement de la prospérité économique ; 3) la construction de la paix et de sociétés inclusives ; 4) la gestion du processus de développement.</p> <p>La traduction en actions concrètes, des axes de coopération définis à ces maintes occasions des réunions, devra être renforcée lors du prochain exercice, notamment dans le cadre de la nouvelle Stratégie pour la Priorité Afrique. La coopération avec les Etats membres devrait tirer davantage profit d'une mobilisation accrue des ressources, expertises et compétences existantes sur le continent lui-même.</p>

at the country level	
New partnerships with multilateral and bilateral organizations, and with the private sector established and implemented	<p>7th UNESCO Youth Forum</p> <p>At the margin of the 7th UNESCO Youth Forum, under the main theme "How youth drive change" SHS and AFR organized a specific thematic parallel session on Africa to explore the topic Youth - led social innovation in Africa. During the roundtable information on Major African Union and UNESCO framework documents on youth, status of their implementation, challenges, and the way forward of the ratification of the African Union Youth Charter, implementation of major AU and UNESCO framework documents on youth; to outline the importance of youth civic engagement in Africa and to identify partners, effective cooperation mechanisms for implementing youth initiatives in Africa was discussed. Specific recommendations were made regarding Africa.</p> <p>Research study on youth in Africa</p> <p>Another regional paper on youth civic engagement in Africa was presented by an expert consultant, during the 7th UNESCO Youth Forum, on which feedback on the content of the paper was received.</p> <p>Cooperation with Guidance, Counseling and Youth Development Centre</p> <p>Africa department facilitated the contact with Director of GCYDC and supported the participation of the Director of the Guidance, Counseling and Youth Development Centre for Africa and the organization of the 7th UNESCO Youth forum. Extrabudgetary projects on "Capacity building of National Youth Councils and youth-related African NGO's through the UNESCO category II centre-Guidance, Counseling and Youth Development Centre in Africa"(GCYDCA) based in Lilongwe, Malawi" were drafted in collaboration with the relevant sectors in order to contribute to capacity building. The project estimated at 300,000.US \$ has, so far, no available funds for implementation. Contact was also made with the Centre to elaborate an extrabudgetary project for the next biennium. The project will associate African Union Commission and CIEFFA with a view of mainstreaming both youth and gender.</p> <p>UNESCO strategy for African Youth</p> <p>The UNESCO strategy for African Youth was elaborated in close cooperation between SHS and Africa Department and dissemination to the Permanent Delegations, National Commissions, African Union Commission and other stakeholders. The strategy was adopted by the Executive board in April 2010</p> <p>World Press Freedom Day</p> <p>The Africa Department in collaboration with Yaounde Office organized the World Press Freedom Day: Homage of Mr</p>

	<p>Iwiyé Kala-Lobe in Cameroon in May 2010. The publication on the "Media situation in Africa" is underway following consultations with CI Sector and the UNESCO Yaounde office. The final publication would be shared with the media institutions in African Member States as a reference document.</p>
<p>Assistance provided for the conduct of joint activities with United Nations partners, notably with the Office of the United Nations High Commissioner for Refugees (UNHCR) and African regional organizations in all post-crisis African countries at their request, in particular through the Programme of Education for Emergencies and Reconstruction (PEER)</p>	<p>Considering that the RCM is the principal mechanism for enhancing system wide coherence at the regional and sub-regional levels, the Department conducted several activities geared towards the reorganization of UNESCO collaboration with AUC, UN AU/NEPAD Joint Secretariat as well as with the Regional African Economic Communities. Such arrangements ensured future commitment and leadership of the Department for an improved proactive role of coordination and advocacy.</p> <p>The Department ensured support to the Sectors for their contribution to the work of RCM-Africa through an active participation in the work of the relevant RCM thematic Clusters' areas and undertook working meetings aimed at enhancing coherence the Organization's contribution and in-house synergy.</p> <p>Besides the overall input towards activities of RCM-Africa Clusters ensured by the Sectors and Field Offices in Africa,</p> <p>UNESCO comparative advantage and the variety of its institutional mandate guarantee a valuable presence among RCM partners and the support extended by UNESCO to UN AU/NEPAD RCM Joint Secretariat is well recognized.</p> <p>Concerning specific attention and action to post-conflict countries and the Programme PEER, the latter is re-orienting itself away from an opportunistic, project-based approach to support strategically the Organization's efforts in sub-Saharan Africa by aligning its efforts with UNESCO country programming to achieve greater coherence and effectiveness, and to share its programming and fundraising experience to reinforce the objectives of the respective UNESCO representative office which may or may not have had prior experience in PCPD programming. Greater attention is also given to the conflict prevention</p>
<p>Action coordinated, interaction and communication improved between UNESCO Headquarters, field offices in Africa and the UNESCO National Commissions in Africa</p>	<p>Le Département a tenu dans ce cadre une série de consultations avec les Etats Membres, les secteurs dans le cadre de la plateforme Priorité Afrique, les bureaux hors-Siège, la Commission de l'Union africaine, les communautés économiques régionales et des partenaires extérieurs en vue d'une priorité Afrique plus effective, articulée autour d'axes prioritaires de coopération mutuellement convenus, soutenue par des modalités de collaboration claires et une vision stratégique bien définie. Un projet de stratégie opérationnelle de la priorité Afrique en cours.</p>
<p>Visibility of the Organization's action to benefit Africa increased</p>	<p>En matière de visibilité, plusieurs activités témoignent des efforts soutenus du Département Afrique 1) la création et le maintien de son Portail ; 2) la participation à la réunion éditoriale quotidienne d'ERI en couvrant l'actualité sur le continent africain pour le Bulletin "What matters for UNESCO today" ; 3) la représentation aux réunions mensuelles</p>

du "Conseil des publications de l'UNESCO" pour un suivi et évaluation de la prise en compte de la Priorité Afrique dans les publications des Secteurs.

Les actions entreprises en faveur d'une promotion accrue de la visibilité de la Priorité Afrique seront poursuivies et renforcées et seront mieux orientées pour permettre à tous les partenaires clés : réseaux, Société civile, Secteur privé...d'être informés de la Priorité Afrique et de contribuer à sa promotion. Le Département Afrique entend développer un Plan de communication globale en étroite collaboration avec ERI/DPI afin que ses actions en termes de visibilité et de promotion puissent toucher un large public en Afrique et au niveau de la diaspora. Ce plan de Communication permettrait au Département d'avoir des actions orientées avec des résultats mesurables.

Cost-effectiveness/efficiency measures for this Main Line of Action

Du fait que le 35C/5 se situe à mi-terme de la réalisation de la stratégie à Moyen-terme (34C/4), le Département s'est évertué à faire en sorte que celui ci soit, aux plans interne et externe, un bienium de consolidation et de renforcement des acquis dans la mise en œuvre de la Priorité Afrique. Ainsi donc, conformément aux résultats attendus, qui ont constitué le fil conducteur de son action, celle-ci a globalement abouti :

1. à créer à l'extérieur, notamment avec des Etats membres et leurs démembrements/ représentations, les partenaires que sont les organisations régionales, les agences du système des Nations Unies et leurs partenaires au développement, les conditions les plus favorables à la mobilisation, au soutien, à la mutualisation et la complémentarité des initiatives destinées à l'Afrique.

2. à impulser au niveau interne, d'une part, une meilleure identification et prise en compte des besoins prioritaires de développement de ce continent et d'autre part, une mise en œuvre coordonnée et "plus impactant" des réponses de l'Organisation à ces besoins.

Au final, il apparaît que les activités de suivi et d'accompagnement menées, tout au long du biennium, à travers les mécanismes de coordination et de concertation avec les partenaires, les secteurs de programme et les bureaux hors siège, ont donné lieu à une réalisation satisfaisante des objectifs stratégiques du C4 et des priorités sectorielles biennales du C5.

Certes, il reste beaucoup à faire, et les difficultés ne sont pas moindres. Toutefois, l'on peut considérer que les résultats spécifiques ainsi obtenus auront contribué à la réalisation des objectifs ultimes que sont :

- (i) - la formation/renforcement des capacités des ressources humaines du continent et
- (ii) - la préservation/consolidation de la paix ; les deux étant les pré-requis du développement.

Nous sommes fondés à croire que les orientations, d'ores et déjà engagées, notamment à travers la restructuration et le renforcement du Département Afrique, l'élaboration de la stratégie opérationnelle pour "Priorité globale Afrique", inspirée de l'évaluation de ladite priorité, devraient concourir à l'accélération des transformations attendues en Afrique dans les domaines de compétence de l'UNESCO.

Intersectoral Platform VI.2.2. Priority Africa - coordinating and monitoring the plan of action to benefit Africa

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Intersectoral approach to the problems of regional integration in Africa strengthened</p>	<p>In the field of Education, within the framework of the Second decade of education in Africa, namely regarding the needs to reduce the number of illiteracy, UNESCO is raising public awareness and advocating for literacy. The Organisation provided its support to the development of: - diagnostic of the literacy situation at national level; - communication and networks; -national policies and plans in number of African member states.</p> <p>Within the framework of TISSA, which is focus on teachers development and training: National capacities were strengthened namely through: - the capacity building training courses, the use of toolkit methodological guide, the establishment of new UNESCO Chairs; - the support to the mobilisation of extra-budgetary resources; - the elaboration and implementation of teachers of policy, revision of curricula, development of materials, including on ICT and education.</p> <p>Within TVET - raising awareness, capacity building, information systems (TVET statistical information) curricula (on-line curricula sharing) and policies reviewed as well as extra-budgetary funds mobilised for a better involvement of public, private and civil society in TVET Attention is being paid to the inclusion of entrepreneurship education in TVET programs to provide young people, particularly young women, with guidance and counselling for job opportunities in ECOWAS member States;</p> <p>Within EDUCAIDS : As result of the UNESCO cooperation with other international public and private partners, several African Member states, particularly in Southern Africa introduced HIV and AIDS in the education strategy and plans, material produced, partnerships strengthened, good practices exchanged, normative guidance and capacity building reinforced.</p> <p>Education Information Systems (EMIS) - UNESCO, through its "pole de Dakar" and UIS in close cooperation with ADEA and Observatory of education in Africa is collecting data and promoting research/action to monitoring and improve quality education. Cooperation with SADC within the framework of the second decade of education in Africa should be emphasized.</p> <p>Raising awareness for the utilisation of African languages as a mean of education was made by UIL and field Offices. Publications, studies and workshop conducted. A guide for planning the introduction of African languages in education was produced.</p> <p>Within the follow-up of ECCE Conference, UNESCO promoted partnership and networking in ECCE, which was integrated as the eight pillar of the second decade of education in Africa, UNESCO supported the development of ECCE indicators for the African Union. Within the framework of BEAP, UNESCO through IBE, IPE and BRED, UNESCO supported basic education reforms, policies and systems at national level. Focus was put on curriculum reforms, to take into account Human Rights education, equity including gender related issues, quality, setting up the national qualification framework (NQF) in CEDEAO Member states and access. Higher education policy formulation and reform was strengthen and research on education for all encouraged to ensure quality assurance. National capacities to implement and manage sector-wide education plans and inclusive policies, including for post-conflict and</p>

post-disaster situations in Africa were promoted, as well as planning and policy support, curriculum development, teacher training, and research on competencies. International coordination and partnership in support of the United Nations Decade of Education for Sustainable Development was strengthened particularly through activities undertaken within the framework of RESEAO and the regional ASPnet initiative in West Africa in cooperation with BREDA.

Through the Natural Sciences Sector, and within the implementation of the Consolidated Plan of Action on Science and Technology, and namely with regard to capacity building on STI policy, Science policy reforms and reviews continue in Nigeria, Republic of the Congo and Tanzania, as well as in countries starting reforms, such as the Central African Republic and Democratic Republic of the Congo. Technical advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia and Zimbabwe. Science policy and capacity-building gave more focus to climate change adaptation needs.

As part of its action of raising awareness and mobilization of partners, UNESCO co-organized the Conferences such as "Science with Africa II" (June 2011) focusing on innovation, and an African Inter-Parliamentary Forum on Science, Technology and Innovation (May 2011) in Addis Ababa to provide a platform for the use of STI policy more effectively to facilitate sustainable socio-economic development. Moreover at sub regional level, UNESCO Co-organized training workshops for the 15 ECOWAS countries to 80 train policy-makers in evidence-based policy-making.

At national level, High-level STI decision-makers in Nigeria, Central African Republic and Republic of Congo met to discuss the elaboration of national programmes and projects for the advancement of STI reforms, while a technical workshop was held in Nigeria which strengthened the capacity of senior STI officials to continue the reform process and develop an Action Plan. The Rwandan National Innovation Endowment Fund was established under One UN. Preparations are underway for the Combined Experts' Meeting and Ministerial Conference: Towards Integrated Development Strategies in Africa (9-12 November, Nairobi, Kenya).

With regard to enhancing science and technology education and capacity building: Under IBSP, projects in Africa focused on the establishment and networking of electronic libraries and repositories from African universities and scientific institutes.

With regard to the African virtual Campus, a network of fully operational e-learning national centers, were opened across Africa. As part of the 2011-2013 plan of Action for Africa, UNESCO is working on a fund raising strategy in cooperation with Africa's regional economic communities as well as with its financial partners.

At the second annual African Summer School "solar energy for rural electrification" in Bamako, Mali the capacity of 30 representatives from West Africa was increased.

In the field of water, in cooperation with UNESCO Chairs in Africa , UNESCO explored the scope of regional scientific projects relating to arid and semi arid regions of Africa and their impacts on development and policy, undertook a Preliminary Assessment and Inventory in the SADC region has been finalized and a study on transboundary aquifers. The 19th IHP Council endorsed the proposals for the establishment of three new category 2 centers in the African, covering groundwater, water and global changes and water harvesting. Regional consultations in West Africa with

customized training for river basin and aquifer transboundary water management were held. The ecohydrology programme, together with relevant water-related category 2 centers, addressed the environmental sustainability of water resources and ecosystems for health, quality and development of societies in East Africa.

With regard to the UNESCO Initiative in Earth Science Education in Africa, five regional workshops fostered constructive brainstorming with experts from 40 countries and more than 20 African institutes.

The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the preparation of long-term adaptation plans too climate change on ocean and coastal zones of Africa. IOC also supported oceanography Chairs in Mozambique and Tanzania and some experts who attended training courses on marine GIS, preservation and archiving of digital materials, literature, databases of marine sciences, as well as participatory approach to coastal management.

In the field of Culture, protecting effective implementation of the World Heritage Convention was done with a particular attention given to awareness, increased nominations from under represented regions, which resulted in 5 sites from Africa inscribed and the Tentative Lists enhanced.

Activities designed for the safeguarding of the World heritage properties in danger took place in 5 DRC National Parks. Moreover, conservation projects and urban plans in Africa, especially in Mozambique, Djenné, Timbuktu, and Kilwa, Kisiwani were implemented.

Capacity building activities took place in Africa on the occasion of the second cycle of Periodic Reporting Exercise (5 sub-regional meetings held) organized in cooperation with the African World Heritage Fund. Around 250 people, 25% of which are women were trained in the preparation of nomination files and retrospective Statements of Outstanding Universal Value.

Educational and promotional activities took place in Africa to enhance communication and knowledge management tools development as well as increase partnership. A partnership for conservation projects in Africa was concluded with Angers Loire and the French Agency for Development.

Within the framework of the 2003 Convention capacity-building strategy, training materials were elaborated and a series of training of trainers' workshops organized since January (Libreville and Harare) where 25 regional experts were provided with training as future facilitators of national workshops.

The normative action in the field of Culture was consolidated through the promotion of the 1954 convention and its tow protocols and the 1970 and 2001 conventions, with some countries adhering to them, capacity-building programmes were designed and publications and audio-visual materials being produced. Trainings on collection management and conservation were carried out along and partnerships strengthened in the field of museum development.

With regard to the 2005 Convention and the development of cultural and creative industries focus was placed into activities related to its implementation in particular, through the international symposium on financing culture in Africa, the UNESCO Award of Excellence for Handcrafts in West and Central Africa and SIAO, Ouagadougou)

Within framework of The International Fund for Cultural Diversity (IFCD) 18 projects from 16 African countries are

receiving support. The projects vary in objective from mapping Kenya's cultural industries, developing new business models for the music industry in Benin to support for book publishing in Madagascar.

The Global Alliance for Cultural Diversity provides financial support to operational projects to promote partnerships in the cultural industries in developing countries, with a priority on Africa. In 2011, support has been granted to the Export Bureau for African Music (BEMA), bringing together the public sector, civil society and professional organizations in four West African countries.

Moreover, promotion of multi-lingualism and linguistic diversity was particularly developed in some African countries. In efforts to Integrate intercultural dialogue and cultural diversity into national policies training programmes were designed and implemented in response to the growing demand for capacity-building in the field of cultural diversity and development in Africa.

. The framework of the 2011 International Year for People of African Descent is particularly useful to the promotion of slave route and its consequences. A study on the slavery and slave trade of the Horn of Africa and Red Sea region is currently underway. The Transatlantic Slave trade Education Project of the Associated School Network (TST-ASPnet) continues to strengthen intercultural dialogue among young people through school exchanges in Africa, the Americas and Europe in collaboration with the project.

The Pedagogical Use of the General History of Africa project, which aims at contributing to the renovation of history teaching in African schools and to a better knowledge of African history and its the Diaspora The collection of the HGA has been translated into Portuguese (Brazil and it is available online in four languages (Arabic, English, French and Portuguese) and distributed (;CD-ROMS/DVDs)

Culture Sector disseminated e-learning tool on culturally appropriate response to HIV and AIDS prevention and an art-based toolkit on HIV and AIDS Stigma. Both tools are being distributed in different languages among NGOs working in local communities in Southern Africa. as well as the development of local cultural environments and evidence-based research capacity in Botswana, Lesotho, Mozambique, South Africa and Zambia in an effort to better inform national HIV and AIDS policies and programs especially for prevention purposes.

In the field of Social and Human Sciences, With UNESCO support, the West Africa Institute for international research on regional integration and social transformation and of the Regional Research in Praia, Cape Verde, and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa were established and the Organization is assisting them to become operational and to develop their plan of action. Technical assistance is given to member states to formulate policies on social transformations contributing to regional integration namely through: the development of a Regional Framework on Social Solidarity and Development, migration), SIDS, urban development, prevention of violence.

UNESCO contributed to 17th Summit of the African Union (AU), which engaged in an open discussion on the theme: "Accelerating Youth Empowerment for Sustainable Development. A further advancement concerns the elaboration, together with the Member States of the Africa Group, of a Strategy on African Youth, the implementation of which will be monitored together by UNESCO and this electoral the Group. Initiatives have been identified to progress this

	<p>priority, such as on the development of youth employability skills and social entrepreneurship in partnership with the International Youth Foundation. A policy dialogue roundtable "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" was organized in Kenya, June 2011, with partners from UN agencies and the sport movement. UNESCO supported Member States in developing policies in the ethics of science and technology, especially bioethics, strengthened bioethics programmes, disseminated the existing declarations and provided policy advice in member states., an agreement has been reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo. As well as between the Committee of Belgium and the Committee of Guinea.</p> <p>The Interregional Philosophical Dialogue between Africa and the Americas was convened jointly by UNESCO and the Alain Locke Society at Purdue University, West Lafayette (United States of America) in April 2011 was held as a contribution to International Year for People of African Descent.</p> <p>With regard to the Communication and information Sector and in efforts to support Member States in creating an enabling environment for freedom of expression and independent media, including in countries in conflict, post-conflict and transition as well as in post-disaster situations the following activities were undertaken :</p> <p>Conflict sensitive report training resources were developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa.</p> <p>UNESCO provided direct technical assistance to media law reform processes and independent media development around the world including in countries such as Democratic Republic of Congo (DRC), Sudan, Central African Republic, Uganda, Rwanda and Liberia.</p> <p>The IPDC Bureau in 2011 approved 39 projects to be developed in Africa countries. These projects span the whole spectrum of media development, including community media and community multimedia centres. The IPDC launched 33 media development projects in Africa, with scale-up interventions in community multipurpose centres in Mali, Mozambique and Senegal.</p> <p>Collaboration with the African Union Commission to popularize science journalism resulted in the launch of a survey of science journalism in Africa.</p> <p>The Open Education Resources (OER) Platform is being developed in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project.</p> <p>UNESCO is supporting the organization of a Pan African Conference on Access to Information to be held in Cape Town, South Africa in September 2011, marking the 20th anniversary of the Windhoek Declaration.</p>
<p>Involvement of African integration bodies in supportive action initiated by UNESCO expanded and</p>	<p>Synergy was established between Africa Department and different field Offices and or Sectors in order to put together financial resources to implement some critical activities, mainly oriented. Cooperation with SHS and Accra Office on the implementation of the UNESCO Youth Strategy can be mentioned. Instead to ensure a representation of each Sector in a single activity, economies are made in missions or by the attribution of different tasks according to the</p>

consolidated	sector/services it happened for instance in the preparation of the international conference on STI.
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

Joint activities were established for cost effectiveness and to be efficient. They include the organisation of a specific roundtable on African youth at the margin of the 7th UNESCO Youth Forum, by SHS and AFR.

Part II.B. Chapter 2. Public Information

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 292 108	Expenditures: \$2 521 940	Allocation: \$647 500	Expenditures: \$144 729

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Comprehensive communication plan drawn up, implemented and evaluated, in accordance with programme priorities	The Division of Public Information and Web Services have developed a set of short strategic documents (still in draft form) that together form the basis of a comprehensive communication plan. They include: a) Media Policy for UNESCO staff b) Social Media Guidelines for UNESCO staff and c) strategic development of UNESCO's internet portals and websites (PowerPoint).
Internet portal maintained and developed, in particular its multilingual and multimedia content	Rethinking Internet portal. Enriched content and more reactive web services. Federation of corporate web services: staff from Sectors are joining ERI/WEB Corporate Services. Development of partnerships with Google, Nokia, Malaga Futbol Club (social media), etc.
Print, audiovisual and online media mobilized to increase the Organization's media presence	<p>During 2011, DPI media monitored more than 179,000 articles in 24 languages in which UNESCO was referenced. This represents a significant increase over 2010, when the service monitored 135,015 articles from the same data base. Most of this difference can be attributed to a huge peak in media interest following the admission of Palestine at the General Conference.</p> <p>These articles were published in national and international media, both online and in traditional print form. Analysis over 2011 shows that English is the dominant language (32%), followed by Chinese (22%), French (15%), Spanish (9%) and Arabic (7%). In most cases, UNESCO was not the subject of the story. Rather, the Organization is referenced (positively) as a moral authority, a reliable source of information, data and expertise in the context of a national story, or in the context of World and Intangible Cultural Heritage.</p>

	<p>However, the admission of Palestine as a Member was clearly the biggest story of the year for UNESCO, provoking more than 44,000 stories in the months of October and November alone. Many of these stories appeared in top tier media around the world and included UNESCO in the title of the story or the first paragraph, providing the Organization with extraordinary global visibility.</p> <p>These figures highlight the fact that coverage of UNESCO is still largely event driven and linked to the ever accelerating news cycle. The conclusion to be drawn for the section is a requirement for greater speed in production and distribution of our products, with a clear linkage to current events and issues, tied to a national or regional context where possible.</p>
<p>New publications and distribution policy implemented</p>	<ol style="list-style-type: none"> 1. The introduction of the Publications Board in 2011 and a broader awareness of quality control procedures amongst programme specialists in the sectors resulted in a much higher number of requests for ISBNs in the 2010-2011 biennium. Responding to the level of requests became difficult when extra budgetary funding for quality control staff ran out in 2011. 2. The decision to abandon the Klopotek tool for managing and reporting on publications means that we do not have reliable statistics on titles published and their distribution. 3. A part from the training of some 40 staff at HQ on publication policy and use of the management tool the training for Field Offices and Institutes was also abandoned due to lack of funding. 4. Four global reports were published in 2010 and one in 2011; the EFA Global Monitoring Report 2010 (focused on Reaching marginalized groups and individuals in education) and the World Social Science Report 2010 (which looks at the current major challenges to which social sciences including the 'knowledge divides'. The first UNESCO Engineering Report and the World Science Report 2010 the latter looking in at particular the major developments in science R&D were also published in 2010. Dissemination of these reports in other UN languages has been secured by partnership arrangements with respective Ministries and private publishers in China and Russia, Latin America and Arabic States. Through participation at the London, Frankfurt and Beijing book fairs new publishing partner contacts have been made. 5. Implementation of the new publications policy was boosted by the introduction of the Publications Board in June 2011. However, the management and reporting of titles has suffered as no new tool has been developed to replace Klopotek.
<p>Cultural events programme organized at Headquarters</p>	<p>Entirely funded by extra budgetary sources, including Permanent Delegations, civil society institutions, and sponsored Sectors, ERI/DPI/SPE organized, managed and publicized an average of 80 events (cultural shows and evening, movie or documentary screenings, corporate events) and 50 exhibitions (cultural and institutional) each year during the biennium.</p> <p>The number and quality of corporate events has increased, improving visibility for priority themes, as well as public understanding and appreciation of UNESCO's image and brand. Partnerships with communication entities (media,</p>

	publishing companies, audiovisual production companies), NGO and Foundations and private companies have been developed to both conceptualize and implement events. Patronage and partnerships with traveling exhibitions, movies, intellectual forums, film festivals and book launches were also designed and delivered.
Internal communication on strategic, programme and administrative issues developed	UNESCO has two web-platforms to address different internal audiences: UNESCO.int, focusing on strategic issues for member states and partner organizations and UNESCO's intranet, focusing on issues relevant to staff. In addition, information and announcements for staff and delegations are shown on the public information screens at headquarters. These platforms can effectively pass information on strategic, programme and administrative issues. For important internal communication issues, such as the financial and budgetary crisis that resulted from the withdrawal of U.S. funding in November 2011, they can be supplemented with face-to-face communication with staff, through town hall meetings etc. In future, internal communication should be more interactive in nature, providing spaces for staff members to feed back opinions and ideas.
Monitoring and evaluation of the use of the Organization's name and logo	In 2010-2011, the gift shop has achieved record-breaking results. The levels of both the turn-over (over 300,000 Euros) and the profits (over 150,000 Euros) were the highest ever recorded; they represent respectively a more than 20% increase compared to the previous biennium. The visits service has registered a more than twofold increase between the past and the previous biennium of the number of visitors taking a UNESCO tour. In 2010-2011 more than 6,200 persons visited UNESCO Headquarters. Nevertheless, around a third of requests for visits were declined because guides were not available. In 2010-2011 some 374 requests for UNESCO's patronage were registered. The proportion of "pending" patronage files, i.e. requests to which there was no reply, has been diminished by 74% compared to the previous biennium - i.e. replies are now prepared timely to all requests.

Cost-effectiveness/efficiency measures for this Main Line of Action

Suite à la restructuration du Secteur, il y a eu une meilleure répartition des rôles et des tâches.
Rationalisation des publications grâce au Publication Board.

Part II.B. Chapter 3. Strategic planning and programme monitoring

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 185 838	Expenditures: \$2 073 456	Allocation: \$559 654	Expenditures: \$499 113

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Programming, monitoring	At the 186th session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a

<p>and reporting functions carried out in line with UNESCO's results-based and risk management approaches, ensuring compliance with the strategic orientations and the programming framework and priorities set by the governing bodies, actions and results identified in the Priority Gender Equality Action Plan as well as with the Director-General's directives</p>	<p>Zero Real Growth budget scenario of \$685.7 million, which was constructed using the budgeting techniques and methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.</p> <p>Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the \$653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario (\$653 million) which was submitted to the Executive Board at its 187th session in document 36 C/5 Add. The 36 C/5 Add was approved by the 36th General Conference with amendments from Member States and taking into account the Recommendations by the Executive Board on the Draft Programme and Budget for 2012-2013 (36 C/6). Subsequently, draft workplans were finalised by all sectors and units and submitted to the Director-General for final validation early January 2012.</p> <p>An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the general institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 27 RBM workshops attended by 391 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 249 work plans were revised. Most trainees who participated in the workshops organized around the preparations of the 36 C/5 Draft Programme and Budget revised the 36 C/5 Expected Results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.</p> <p>Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five representatives of three Permanent Delegations and fourteen members of ministries of two countries participated in RBM introductory course, bringing the total number of representatives to 140 since the beginning in September 2008.</p> <p>Regarding SISTER, 26 SISTER trainings organized for 330 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training thus contributing to improving the quality of SISTER reports that serve as a basis for informed decision-making by responsible officers and</p>
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management.

The information entered in SISTER served as the basis for the 185 EX/4, 186 EX/4 and 187 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is being finalised including the specific interface between FABS and SISTER. Thus far, IBE, UIS, IITE and IICBA are now fully part of the SISTER environment.

Finally, the SISTER Version for the 36 C/5 was launched allowing for the 36 C/5 information to be completed and for the associated work plans to be elaborated (Regular Programme and extrabudgetary alike). Furthermore, the information entered in SISTER served for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011.

National Commissions were provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Nineteen members of 12 Permanent Delegations participated in a SISTER demonstration session.

Challenges and Lessons learnt:

The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.

The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. Finally, collaboration within MSS/BKI, BSP/CFS and BFM are being enhanced to increase reactivity and rapidity, minimising delays of action. Hence, ensuring that the current work regarding the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS and real-time upload of expenditures) and SISTER be finalized. It is worth emphasizing that following a formal request from BFM, the process and interfaces relating to RP budget transfers will be reviewed beginning of 2012 as will be the case for the XB overall process.

<p>Gender equality and women's empowerment promoted in all UNESCO programmes through gender mainstreaming and gender-specific initiatives as defined in the Priority Gender Equality Action Plan, and requisite staff capacities built</p>	<p>UNESCO continued ensuring the prioritization of the global priority Gender Equality at all stages of programming and at all programme levels, and monitoring the implementation of the actions and the attainment of the results identified by the programme sectors in the Priority Gender Equality Action Plan for 2008-2013. Technical assistance and guidance was provided to the programme sectors in the 36 C/5 planning process to improve the integration of gender equality considerations in the formulation of strategies, expected results and benchmarks.</p> <p>Women's empowerment, women's rights and gender equality issues were further promoted globally in the context of the organization of the seminars of the UNESCO Future Forum in Athens in September 2010 entitled "Gender Equality: the Missing Link?", Forum on Gender Equality, the annual celebrations of International Women's Day (8 March) focusing on Beijing+15 and of International Day for the Elimination of Violence against Women (25 November); online discussions on Gender Equality, Education and Training and Transformative Policies and Initiatives: Promoting Gender Equality in all Spheres of Life; innovative partnerships with the French magazine Marie-Claire and the French NGO entitled With Women; the preparation and wide distribution of Issues Papers on "The implications of HIV and AIDS on Women's Unpaid Labour Burden and Globalization and Women's Vulnerabilities to HIV and AIDS"; the organization of a round table on the Gender Dimensions of Biodiversity; the coordination of an interactive session on Gender and ICTs at the WSIS Forum, the organization of an expert group meeting on Gender, Science and Technology in preparation for the 55th session of the United Nations Commission on the Status of Women (CSW); participation in two institutional networks working on the issue of gender equality and climate change: the Gender Global and Climate Alliance (GGCA) and the Interagency Task Force on Gender Equality and Climate Change, etc.</p> <p>Working groups for the development of new initiatives focusing on women and girls were established in the following areas: women's and girls' education; elimination of female genital mutilation/cutting (FGM/C); gender-responsive media.</p> <p>Capacity development and training in gender mainstreaming was provided to the staff of the UNESCO Office in Hanoi, including the National Commission of Viet Nam for UNESCO and United Nations agencies present in Viet Nam, the UNESCO Offices in Brazil, India and Nepal, the Iraq Office based in Amman and the United Nations colleagues present in Jordan, and to staff in the UNESCO Intergovernmental Oceanographic Commission, the UNESCO Institute for Lifelong Learning, the UNESCO International Centre for Technical and Vocational Education and Training, the UNESCO International Bureau of Education, and to the ministerial trainees from developing countries and staff of the UNESCO Institute for Educational Planning. Orientation sessions on gender equality were given during the retreats of the Culture Sector and the External Relations and Information Sector.</p> <p>Collaboration with the concerned United Nations entities and international governmental organizations to strengthen UNESCO's gender mainstreaming efforts and reaching the internationally agreed goals was further strengthened. UNESCO signed the United Nations Joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls, and collaborated with several inter-agency taskforces and groups, such as the Interagency Task Force on Adolescent Girls, the IANWGE Task Force on Gender Dimensions of Climate Change, the UNAIDS Gender Group, the OECD/DAC Network on Gender Equality (GENDERNET) and the OECD Development Centre.</p>
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The work to ensure UNESCO's contribution to, and participation in, the United Nations Adolescent Girls Task Force continued. As a result, UNESCO's operations in Malawi, Liberia and Guatemala received funding from the United Nations Foundation for educational programmes targeting adolescent girls.

The importance of women's and girls' access to education was promoted through the organization of a ministerial round table breakfast meeting on Women's and Girls' Education: A Development Imperative co-hosted by UNESCO and UNICEF during the Annual Ministerial Review of the United Nations Economic and Social Council (ECOSOC) in June 2010.

In order to reinforce the implementation of Priority Gender Equality, the Division for Gender Equality was transferred from the Bureau of Strategic Planning (BSP) to the Office of the Director-General (ODG -ODG/GE) and its human resource capacity has been strengthened. Furthermore, the Gender Focal Point Network was improved and reinforced with the nomination of over 115 GFPs from HQ, field offices and the Institutes.

ODG/GE has continued to implement UNESCO's Programme on Capacity Building and Training for Gender Equality Trainings with the training of 293 UNESCO staff. Training in Field Offices were also attended by staff of other UN agencies and UNCTs, making UNESCO visible and credible as an Organization that has the leading edge knowledge to develop capacity in gender mainstreaming.

72 of the trainees (44 from Field Offices, 7 from Institutes and 21 from HQ) were the newly nominated GFPs who came together for the first time for such a training. This activity also contributed to the strengthening of intersectorial cooperation thus following the recommendations of the UNESCO Independent External Evaluation.

Regarding implementation of gender parity in the Secretariat, UNESCO achieved gender parity at ADG-level (5 out of 11 ADGs are women), therefore becoming the first UN Agency to achieve gender parity at the highest management level.

Following the recommendations of the Task Force on Priority Gender Equality, established by the Director-General to provide her with fresh ideas to reduce the gap between policy and practice with regard to gender mainstreaming, the Division for Gender Equality was transferred from the Bureau of Strategic Planning to the Office of the Director-General to be under her direct responsibility.

Challenges and Lessons learnt:

The implementation of Priority Gender Equality benefits from strong support of the senior management and Member States.

To ensure effective and sustainable results at the country level, staff capacities need to be enhanced and financial allocations increased.

The promotion of gender equality is facilitated through regular and systematic participation of gender equality specialists in UNESCO's Task Forces and Thematic Working Groups, UNESCO's Future Forum conferences, the WSIS Forum 2010, and other UNESCO initiatives.

The transfer of the Division to the Office of the Director-General is a clear demonstration of the importance given to this priority. The involvement of the Director of the Division in senior management structures provides for timely and effective input into policies and strategic documents. At the same time, the Division benefits from timely and high-level

	<p>information sharing.</p> <p>Proactive involvement of ODG/GE staff in Sector programme and budget planning processes has proven to be useful in ensuring better quality gender mainstreaming and gender specific programming in document 36 C/5.</p>
<p>The Organization's activities in the area of anticipation and foresight managed in an intersectoral manner, especially through the intersectoral platform, and foresight dimensions integrated into strategic planning</p>	<p>One of the most evident impacts of the Foresight Intersectoral Platform action was the inclusion of a future-oriented dimension in all main programmes in the 36 C/5. The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities.</p> <p>Consultation and cooperation among Sectors in the preparation and follow-up of the foresight activities has enhanced intersectorality and knowledge generation. In the process, it enriched the conceptualization of planned activities. It has also strengthened strategic planning processes by fostering reflection among Programme sectors and empowering them to design their own self-generating foresight approaches and actions.</p> <p>The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities, which were induced by the Foresight Programme. With the objective of mainstreaming and fostering an in-house foresight culture, sectors have set up modalities to carry out regular future-oriented activities. Taking advantage of available opportunities to collaborate with external partners has also produced impact, visibility and results as seen, for example, in the joint activity with UNECE and Collegium International on the theme "Challenges of Green Economy and Green Societies". The event has attracted a large number of participants from permanent delegations, the scientific communities, the private sector and the Secretariat. The discussions have provided an added momentum in making UNESCO a prime mover in raising the level of the green economy discourse to include a more holistic notion of "green societies".</p> <p>Capacities of staff for developing foresight approaches and methodologies have been enhanced with the organization of the Future Lecture delivered by Prof. Michel Godet. In consonance with the UNESCO-supported publication "Strategic Foresight: For Corporate and Regional Development". This lecture has provided general practical guidance on how to develop foresight capacities and their application to planning and programming.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>Taking advantage of opportunities such as the collaboration with the Hellenic National Commission and the Spanish Permanent Delegation, as well as the regional consultations held in Trinidad and Tobago, provided beneficial and cost-effective contexts to organize Future Forums. Pooled resources (human and financial) coming from external partners (UNECE, UNITAID and Collegium International) have also proved to yield more cost-effective outcomes and a boost to visibility. More activities of a collaborative nature with external and internal partners, that include their technical and financial support, have to be foreseen in the next biennium. Activities foreseen in the current biennium which were not implemented due to the budgetary situation will be included in the 2012-2013 work plans.</p>
<p>Statutory reports on programme execution prepared</p>	<p>At the 186th session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a Zero Real Growth budget scenario of \$685.7 million, which was constructed using the budgeting techniques and methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal</p>

was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.

Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the \$653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario (\$653 million) which was submitted to the Executive Board at its 187th session in document 36 C/5 Add. The 36 C/5 Add was approved by the 36th General Conference with amendments from Member States and taking into account the Recommendations by the Executive Board on the Draft Programme and Budget for 2012-2013 (36 C/6). Subsequently, draft workplans were finalised by all sectors and units and submitted to the Director-General for final validation early January 2012.

An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the general institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 27 RBM workshops attended by 391 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 249 work plans were revised. Most trainees who participated in the workshops organized around the preparations of the 36 C/5 Draft Programme and Budget revised the 36 C/5 Expected Results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.

Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five representatives of three Permanent Delegations and fourteen members of ministries of two countries participated in RBM introductory course, bringing the total number of representatives to 140 since the beginning in September 2008.

Regarding SISTER, 26 SISTER trainings organized for 330 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training thus contributing to improving the quality of SISTER reports that serve as a basis for informed decision-making by responsible officers and management.

The information entered in SISTER served as the basis for the 185 EX/4, 186 EX/4 and 187 EX/4 statutory reports

	<p>(the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is being finalised including the specific interface between FABS and SISTER. Thus far, IBE, UIS, IITE and IICBA are now fully part of the SISTER environment.</p> <p>Finally, the SISTER Version for the 36 C/5 was launched allowing for the 36 C/5 information to be completed and for the associated work plans to be elaborated (Regular Programme and extrabudgetary alike). Furthermore, the information entered in SISTER served for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011.</p> <p>National Commissions were provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Nineteen members of 12 Permanent Delegations participated in a SISTER demonstration session.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.</p> <p>The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. Finally, collaboration within MSS/BKI, BSP/CFS and BFM are being enhanced to increase reactivity and rapidity, minimising delays of action. Hence, ensuring that the current work regarding the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS and real-time upload of expenditures) and SISTER be finalized. It is worth emphasizing that following a formal request from BFM, the process and interfaces relating to RP budget transfers will be reviewed beginning of 2012 as will be the case for the XB overall process.</p>
Draft Programme and Budget for 2012-2013 (36)	At the 186th session of the Executive Board, the Director-General's presented her proposed Draft 36 C/5 based on a Zero Real Growth budget scenario or \$685.7 million, which was constructed using the budgeting techniques and

<p>C/5) prepared on the basis of the principles of transparency, efficiency and rationalization</p>	<p>methodologies approved by the General Conference in 35 C/Resolution 105. This Programme and Budget proposal was prepared as a result of an extensive consultation process with Member States, including Regional Consultations of National Commissions, together with a written consultation of Member States, NGOs/IGOs and Associate Members. BSP coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.</p> <p>Furthermore, in 186 EX/Decision 15, the Executive Board requested the Director-General to submit to it at its 187th session an alternative budget option based on the \$653 million budget ceiling to enable comparison with the ZRG version of the draft budget, taking into account discussions held at the 186th session, the current global economic slowdown, and the United Nations efforts to reduce its own budget. In this regard, BSP coordinated the preparation of the 36 C/5 Alternative ZNG Programme and Budget scenario (\$653 million) which was submitted to the Executive Board at its 187th session in document 36 C/5 Add. The 36 C/5 Add was approved by the 36th General Conference with amendments from Member States and taking into account the Recommendations by the Executive Board on the Draft Programme and Budget for 2012-2013 (36 C/6). Subsequently, draft workplans were finalised by all sectors and units and submitted to the Director-General for final validation early January 2012.</p> <p>An effort was made to improve the presentation and content of the Director-General's report to the Executive Board, focusing increasingly on an assessment of outcomes, as well as of challenges and lessons learned, in line with the RBM approach and with the recommendations of the Board and the general institutional capacities in the Results-Based Management (RBM) approach were reinforced, to further enhance the results-orientation of the Organization. To ensure a common understanding and consistency of UNESCO's RBM approach, training courses and capacity-building workshops were organized, in line with the strategic orientations, policies and the priorities established in documents 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and 27 RBM workshops attended by 391 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, and more than 249 work plans were revised. Most trainees who participated in the workshops organized around the preparations of the 36 C/5 Draft Programme and Budget revised the 36 C/5 Expected Results. Furthermore, the RBM Focal Point Network was enhanced to facilitate exchange of information. Information and updates are continuously provided to maintain the network active and informed.</p> <p>Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Five representatives of three Permanent Delegations and fourteen members of ministries of two countries participated in RBM introductory course, bringing the total number of representatives to 140 since the beginning in September 2008.</p> <p>Regarding SISTER, 26 SISTER trainings organized for 330 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Over 95% of participants of the formal group trainings have indicated their intent to put in practice the newly acquired skills, the email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the training thus contributing to improving the quality of SISTER reports that serve as a basis for informed decision-making by responsible officers and management.</p>
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	<p>The information entered in SISTER served as the basis for the 185 EX/4, 186 EX/4 and 187 EX/4 statutory reports (the last time SISTER could be used for the EX/4 was in 2006). SISTER for the 35 C/5 was used (for the first time since the 33 C/5) to facilitate the management and preparation of the Organization's work plans and extrabudgetary outlines for the 35 C/5 CAP. This enabled the concerned services (i.e. BSP, BB, GE and AFR) to undertake an analysis of the 35 C/5 work plans, including extrabudgetary outlines for the 35 C/5 CAP in view of preparing overall recommendations to the Director-General. Moreover, the Participation Programme last part of the Regular Programme was integrated in SISTER for the 35 C/5. The integration of extrabudgetary projects was finalised thus allowing to have within SISTER a comprehensive view of both Regular Programme and extrabudgetary work plans. The link between B4U and SISTER was established allowing to prepare directly via SISTER the budget breakdown of extrabudgetary projects linking further the substance and budgetary programming aspects. The integration of the Category 1 Institutes is being finalised including the specific interface between FABS and SISTER. Thus far, IBE, UIS, IITE and IICBA are now fully part of the SISTER environment.</p> <p>Finally, the SISTER Version for the 36 C/5 was launched allowing for the 36 C/5 information to be completed and for the associated work plans to be elaborated (Regular Programme and extrabudgetary alike). Furthermore, the information entered in SISTER served for internal management such as the November 2010 reprogramming exercise or the monitoring review mid-2011.</p> <p>National Commissions were provided with the same authorizations as Permanent Delegations, allowing all Member State counterparts to have access to SISTER for knowledge-sharing and for informed decision-making. Some Permanent Delegations responded to the invitation to attend RBM and SISTER training and demonstrations. Nineteen members of 12 Permanent Delegations participated in a SISTER demonstration session.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which is work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.</p> <p>The challenge of maintaining the balance between a user-friendly SISTER system and the need for new functionalities has been addressed as much as possible. So far, users have expressed satisfaction with the system and are intensively using it. Furthermore, certain information entered during the programming phase in particular those which serve as the basis for the extraction of certain reports like the "Geographical scope" will continue to require analysis and revision with the Sectors and the Field Offices to ensure the reliability and credibility of the SISTER reports. Finally, collaboration within MSS/BKI, BSP/CFS and BFM are being enhanced to increase reactivity and rapidity, minimising delays of action. Hence, ensuring that the current work regarding the integration of the Category 1 Institutes and the FABS part of the interface between FABS (and specifically FABS/PS and real-time upload of expenditures) and SISTER be finalized. It is worth emphasizing that following a formal request from BFM, the process and interfaces relating to RP budget transfers will be reviewed beginning of 2012 as will be the case for the XB overall process.</p>
Strategic guidance and	UNESCO has pursued the search for new and flexible approaches to the management of intersectoral platforms and

<p>overall coordination provided for the implementation of intersectoral platforms as well as activities relating to specific themes and strategic needs (e.g. dialogue among civilizations and cultures)</p>	<p>has provided technical backstopping as well as overall coordination of their implementation. The integration of Priority Africa and Gender Equality considerations into all platforms has been consolidated and opportunities for cross-fertilization of approaches and experiences among the different platforms have been identified. An important feature of the effort has been a reflection on the platform's possible contributions to United Nations common country programming exercises (e.g. UNDAF, One Programme, MDG Fund). The Director-General's regional consultations with National Commissions (May-July 2010) and the findings of the independent external evaluation of UNESCO (185 EX/18) acknowledge the efforts undertaken by UNESCO to strengthen collaboration across sectors as the more dedicated bottom-up, programme-centred focus. However, while the experience with the 12 Intersectoral Platforms is recognized as an instructive learning process, a reduced number - six - of thematic and coordination intersectoral platforms have been proposed for implementation during the next biennium (36 C/5) and endorsed by 185 EX/Decision 17.</p> <p>As per 186 EX/Decision 15, compelling objectives, programmes, expected results and performance indicators, modalities of operation and financial allocations were proposed for 6 Intersectoral Platforms in the Draft 36 C/5. The General Conference, at its 36th session (36 C/Resolution 66) authorized the Director-General to implement the plan of action contained in the 36 C5 for the six platforms, and approved the allocation of 8% of the activity budget of the major programmes to be used for funding the intersectoral platforms. It also approved a separate appropriation line for the IPs in the 36 C/5 amounting to US \$7.1 million. However, in light of the Organization's financial situation, the envelope set aside for the pooled funding available to all IP activity proposals has been temporarily reduced to US\$2.8 million, although BSP is working with the Director-General to identify possible additional allocations from the Special Emergency Fund.</p> <p>All IPs are currently in the process of developing high profile, innovative, project proposals, based on BSP's guidelines. These will then be submitted to the PMC through a competitive bidding process. The PMC will then review and select the projects for funding based on a set of selected criteria.</p> <p><u>Challenges and Lessont learnt:</u></p> <p>A number of very innovative intersectoral project proposals have been submitted to the platforms, and the challenge now is to find synergies among these proposals so as to develop targeted proposals to submit to the PMC for their review and approval.</p> <p>As a result of BSP's co-chairing with the SC sector, of the inter-sectoral Steering Committee set out by the Director-General for UNESCO's preparation and contribution to the Rio+20 Conference, the role of science and technology, and education for sustainable development, together with improved governance of the Ocean, water management, social inclusion, etc. have been included, to various extents, in various inter-agency reports and documents leading up to the Rio+20 Conference such as the Zero Draft of the Outcome Document or the inter-agency report "Working towards a balanced and inclusive Green Economy" A key advocacy and communication tool on UNESCO's road map for Rio+20 entitled "From Green Economies to Green Societies," was also published with inputs received from all sectors and from a number of field offices. Visibility and awareness raising on UNESCO's action in favour of sustainable development in the view of Rio+20 was realized through the setting-up, with ERI, and all sectors, of a</p>
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	<p>dedicated Rio+20 website, which includes up-to-date information on UNESCO's contribution to the Rio+20 preparatory process.</p> <p>With the aim of charting new avenues for peace in the twenty-first century, the Director-General established a High Panel on Peace and Dialogue among Cultures, composed of eminent decision-makers, intellectuals and artists from all regions of the world. The first meeting of the High Panel took place on 18 February 2010 at UNESCO Headquarters on the occasion of the launch of the International Year of the Rapprochement of Cultures, for which UNESCO has been assigned a lead role. A summary of the debates was distributed to the Executive Board at its 185th session and has since then also appeared in a booklet and online (http://unesdoc.unesco.org/images/0018/001896/189679E.pdf).</p> <p>A second meeting of the High Panel on Peace and Dialogue among Cultures was held at United Nations Headquarters in New York on 11 March 2011, focusing in particular on new approaches to reconciliation and peace. The findings and recommendations of the High Panel debates were made available to the Executive Board at its 186th session (186 EX/INF 24). Prior to the meeting, the President of the General Assembly, Mr Joseph Deiss, exchanged with the panel experts and after the meeting, Secretary-General Ban Ki-Moon chaired a Forum which presented the conclusions of the High Panel debates to larger group of civil society representatives and other stakeholders.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>The Organization has developed a greater appreciation for the needs and challenges of intersectorality, leading to the choice of a reduced number of more autonomous intersectoral platforms within the draft 36 C/5.</p> <p>In situations where the IPs have implemented the most attractive and/or well-functioning programme elements intersectorally, this has in some cases been impeded by decision-making within the vertical structures. The separate funding mechanism proposed for the IPs in the 36 C/5 is likely to remedy this weakness and should be monitored carefully.</p>
<p>UNESCO's programmatic contribution in the context of the United Nations reform and United Nations inter-agency cooperation articulated and strengthened at the country, regional and global levels, including through the administration of the pooled portion of the 2% programme resources</p>	<p>UNESCO has actively participated in the work of the main inter-agency coordination bodies at global level, including of the Chief Executives Board (CEB) and its pillars, the United Nations Development Group (UNDG), the High-Level Committee on Programmes (HLCP) and the High-Level Committee on Management (HLCM), advancing its perspective as a specialized agency of the United Nations system. Among the inter-agency processes and deliverables UNESCO helped shaping is the ongoing review of the Management and Accountability system for the United Nations Development and Resident Coordinators system, the independent evaluation of the Delivering as One pilots, as well as other processes relating to aid effectiveness, the harmonization of business practises, etc.</p> <p>At the regional level, BSP accompanied the change from the Regional Directors Team structure to the "Regional UNDGs" by providing to UNESCO Regional UNDG representatives opportunities for exchange of information and training, and dedicated financial reinforcement from the pooled portion of the 35 C/5 2% funds.</p> <p>As in previous two biennia, BSP decentralized timely reinforcement funds for field offices engaged in common country programming exercises ("pooled portion of the 35 C/5 funds).</p> <p>To date, support has been provided for a number of purposes to 28 regional, cluster and/ or national Field Offices</p>

engaged in common country programming exercises through targeted decentralizations from the pooled portion of the 35 C/5 2% funds. More requests are coming in on a continuous basis, including for BFC reinforcement funds, parts of which are being forwarded to BSP for 2% support, where applicable.

All decentralizations are based on a review and approval process of the budget requests submitted by Field Offices. Allocations are coordinated also with the allocation of BFC timely reinforcement funds.

To this date, BSP 2% funds have been decentralized in order to support:

- * 46 CCA/UNDAF roll-out (or equivalent) processes;
- * participation of UNESCO representatives in all regional UNDGs (formerly Regional Directors Teams) through yearly decentralizations of USD 10,000;
- * the preparation/ updating of 15 UCPDs ;
- * UNEG DaO evaluation (cost-sharing).

In general, the implementation rate for decentralizations from the pooled portion of the 25 C/5 2% funds has been high. In October 2011, an exercise was launched in order to re-pool activities with a low decentralization rate.

Action has contributed to UNESCO Field Offices being better equipped to participate in the processes of UN reform at country and regional levels, in particular as regards the preparation and inclusion of UNESCO's programmatic input to UNDAFs or equivalent documents. They have facilitated, and in some cases enabled, the participation of UNESCO Regional UNDG Team (R/UNDG) representatives in the R/UNDG meetings.

While the funds decentralized through the pooled portion of the 2% are relatively limited, they have nonetheless been appreciated by Field Offices and have helped ensuring UNESCO's presence in many UNDAF processes and related UN reform processes. Field Office recipients have especially emphasized the catalytic nature of the 2% funds, enabling them to kick-off UNESCO's involvement in a common country programming process, and to increase the Organization's visibility in the UNCT, including through the use of UCPDs.

Training and capacity-building has been provided to Directors/Heads of Field Offices responsible for 2011 UNDAF roll-out countries and Delivering as One countries (broadly defined, including self-starters, voluntary adopters, and other countries of increased system-wide coherence), Directors of Regional Offices, Field office staff as well as representatives from UNESCO HQ, including through a workshop on "Implementing recent UNDG developments and guidance", New Delhi, 26-27 March 2011.

Taking into account latest developments in the UNDG (including regional UNDGs - RDTs), UNDAF programming and implementation, this series of training events (started by BSP in 2009) aims at the identification of experiences, institutional challenges, opportunities and good practises in the context of UN reform. Dedicated training has been offered on demand to Field Office colleagues on the ongoing or impending UNDAF roll-outs under their responsibility, in particular reviewing the current UNDAF guidelines. A training workshop for National Commissions on "UNESCO and common country programming, with an emphasis on CCA/UNDAF", planned to be held in Dar es Salaam, Tanzania, in December 2011, had to be cancelled due to the Organization's budgetary situation.

Challenges and Lessons learnt:

	<p>Efforts need to continue to enhance linkages between Headquarters and the field offices, including through an exchange of information, good practices, and through capacity-building/training initiatives. Thematic workshops organized by BSP for field and Headquarters colleagues as well as the establishment of the UNESCO Country Practices Network (UCPN) have contributed to addressing this need.</p> <p>While the 2% funds play an important catalytic role, they are transitional in nature, i.e. support to common country programming processes should in the long-term be systematically available through Field units (including Regional Bureaux) and through HQ.</p> <p>However, United Nations system-wide cost-sharing requests at RC Office/ UNCT/ Regional UNDG levels pose a special challenge. The number of funding requests as well as the amounts requested exceed at times the rather limited amount of funds available. The fast-changing nature of the UNDAF roll-out schedule (which at the request of UN Country Teams might be advanced, cancelled or postponed for a multitude of reasons, including for better alignment with national processes) limits the possibility of projecting needs.</p>
<p>Final report on the implementation of the Programme of Action on a Culture of Peace during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) prepared and an event marking the conclusion of the Decade organized</p>	<p>As a key contribution to the Fourth United Nations Conference on the Least Developed Countries (UNLDC IV), to be held in Istanbul from 9-13 May 2011, a UNESCO publication entitled Building Human Capacities in Least Developed Countries to Promote Poverty Eradication and Sustainable Development, was prepared in English and French (cf. http://portal.unesco.org/en/ev.php-URL_ID=48377&URL_DO=DO_TOPIC&URL_SECTION=201.html).</p> <p>- As part of the preparatory process for UNLDC IV, UNESCO participated in pre-conference LDC events on issues of strategic relevance to the organization, including Enhancing Access to Essential Services; Climate Change; Promoting Tourism in LDCs; Science, Technology and Innovation; and Digital Inclusion for the LDCs. The organization also participated in UNLDC IV and advocated for the inclusion of the human and social dimensions needed to promote sustainable development in the LDCs as a key element of the new Programme of Action for the LDCs for the next Decade, 2011-2020, to be discussed and adopted at UNLDC IV.</p> <p>- UNESCO actively engaged in the UN-interagency consultative meeting that was held to discuss the way forward for the implementation of the Istanbul Programme of Action for the Least Developed Countries (2011-2020). Comments were provided on the Roadmap that has been developed to ensure a swift move towards the implementation phase of the newly adopted Programme of Action. Seen as a planning tool, the roadmap is designed for the purpose of steering the LDCs and their development partners on a path of a coordinated, coherent and effective implementation of the IPoA.</p> <p>- UNESCO is also participating in a number of inter-agency task forces that are working to implement the specific actions contained in the Istanbul Programme of Action, including the identification of indicators to monitor the implementation of the Istanbul Programme of Action with UIS. BSP prepared a report on UNESCO's contribution to the implementation of the Istanbul Programme of Action for inclusion in the UNSG's report to the 2012 session of ECOSOC and to the 67th session of the UNGA on this issue.</p> <p><u>Challenges and Lessons learnt:</u></p> <p>An evidence-based appraisal of the implementation of the Brussels Programme of Action for the LDCs for the decade</p>

	<p>2000-2010 confirms that a more comprehensive and targeted approach based on ambitious, robust and focused commitments is required to bring about a tangible social and economic transformation in LDCs that could foster sustainable development and help LDCs meet longstanding as well as emerging challenges.</p> <p>The Road Map presented at the UN-interagency consultative meeting did not provide information regarding how the human and social priority areas of action noted in the Istanbul Programme of Action implemented. UNESCO and other Specialised Agencies raised this issue. The challenge now is to ensure that there is concerted action on behalf of all Member States, the UN System and BWIs to accelerate the implementation of the IPoA in this area.</p>
<p>Analytical assessment provided on progress achieved, challenges faced and lessons learned in assisting the least developed countries in implementing the United Nations Plan of Action for the further implementation of the Programme of Action for the Least Developed Countries during the period 2007-2010</p>	<p>Pursuant to United Nations General Assembly resolution 64/80, UNESCO prepared a summary report on its activities carried out over the past 10 years of the Decade, as well as those of other United Nations entities, Member States and civil society, including non-governmental organizations, to promote and implement the Programme of Action on a Culture of Peace. This report was submitted to the United Nations General Assembly at its sixty-fifth session (cf. http://www.un.org/Docs/journal/asp/ws.asp?m=A/65/299).</p> <p>Pursuant to United Nations General Assembly resolution 65/11 of 3 February 2011 on the Declaration and Implementation of the Declaration and Programme of Action on a Culture of Peace, UNESCO prepared a summary report on its activities, as well as the activities of other UN bodies and BWIs to implement UN resolution 65/11. This report was submitted to the UN General Assembly at its sixty-sixth session.</p> <p>Pursuant to 35 C/Resolution 108 and 184 EX/Decision 15, a Draft Programme of Action for a Culture of Peace was prepared and submitted to the 185th session of the Executive Board as Annex II of 185 EX/17 "Preliminary proposals by the Director-General concerning the Draft Programme and Budget for 2012-2013 (36 C/5)." Following discussion on this item and pursuant to 185 EX/Decision 17, a consolidated draft programme for a culture of peace and non-violence was prepared and included in the draft 36 C/5. Pursuant to 186 EX/Decision 15, UNESCO prepared a new consolidated intersectoral programme of Action for a Culture of Peace and Non-violence, in consultation with Member States and its network of field offices, which a realistic number of actions along the lines of para. 19 in 186 EX/Decision 15, with targeted objectives, and engaging a range of relevant partners. This new intersectoral Programme of Action was included in the alternative option for the Programme and Budget submitted to the Executive Board at its 187th session for transmission to the 36th session of the General Conference. The General Conference, in 36 C/Resolution 15, approved the new intersectoral and interdisciplinary Programme of Action for a Culture of Peace and Non-Violence, as contained in the 36 C/5 Approved, for implementation during the 2012-2013 biennium. Global awareness of the International Day of Peace (21 September) was raised through the preparation and widespread circulation of the Director-General's message, and through support provided for the organization of events organized to celebrate the Day. (Please refer to http://portal.unesco.org/en/ev.php URL_ID=48059&URL_DO=DO_TOPIC&URL_SECTION=201.html for further information).</p> <p><u>Challenges and Lessons learnt:</u></p> <p>Greater efforts are needed so that women are fully involved in peace-building and reconciliation efforts, and to address the problem of violence against women, in particular during times of conflict.</p> <p>Youth represent a priority target group for culture of peace activities and they should be mobilized better. At the same</p>

	<p>time, the violent radicalization of youth and the emergence of youth extremism is a continuing concern. Only a small number of countries reported on the implementation of the action plan for a culture of peace, and the lack of reliable and measurable indicators makes it difficult to assess the impact of activities in support of a culture of peace.</p>
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<p>Cost-effectiveness/efficiency measures for this Main Line of Action</p>
<p>RBM and SISTER training are organized for Field Office colleagues in conjunction with Programme Sector retreats. This has allowed to decrease considerably the costs of the trainings and at the same increased the coherence and relevancy of the exercises for the participants. After certain sessions, the participants constituted an internal network favouring exchanges on good practices and difficulties encountered, hence increasing collaboration among Field Offices and efficiency of programmes.</p> <p>Pooled resources (human and financial) coming from UNESCO and its partners, e.g. the joint organization with UNECE and Collegium International of the Future Forum "Challenges of Green Economy and Green Societies", have proved to yield more cost-effective results.</p> <p>inter-agency coordination were implemented with a minimum of staff. Major global training workshop was organized following directly the Education For All high-level meeting in the same region, resulting in savings on travel costs.—All above activities around UN reform and</p>

Intersectoral Platform VI.2.5. Foresight and anticipation

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Awareness of foreseeable orientations and emerging challenges in UNESCO's fields of competence among staff and other stakeholders raised</p>	<p>Within the framework of the Intersectoral Platform on Anticipation and Foresight, the Foresight Programme has contributed to strengthening the scope of UNESCO's function as a laboratory of ideas by raising the awareness of Member States on trends and challenges that have considerable impact to the future of UNESCO. Under the banner of the series called UNESCO Future Forum and Future Lecture, themes included gender equality (in relation to Internationally Agreed Development Goals beyond 2015 and the future of UN Women), innovative financing for education, green economies and green societies, UNESCO's vision and policy orientation in relation to the United Nations Conference on Sustainable Development (Rio+20), policy implications of the current and future challenges of education, employment and social cohesion, in conjunction with the global socio-economic crises and with the "Arab spring", new humanism, UNESCO's contribution to the building of a culture of peace and of sustainable development.</p> <ul style="list-style-type: none"> - Results obtained and expected impact include: reassessment of the Organization's competences and strengths in the areas discussed; - trends and challenges of UNESO's relevance identified, at national level and regional levels, such as those affecting Small Islands Developing States (SIDS), and subsequently reflected the 36 C/5; - the reflection on the issue of financial transaction taxation is expected to raise the profile of the international

	<p>movement that is presently gaining ground.</p> <p>- new synergies among programme sectors established, for example on the occasion of the definition of UNESCO's vision and policy orientation in relation to the United Nations Conference on Sustainable Development (Rio+20) or the debates on 'new humanism'; proposals to replicate new humanism dialogues at the regional level have also gained support from the permanent delegations..</p> <p>The rich interventions in the UNESCO Leaders' Forum of the 36th session of the General Conference on the theme "How does UNESCO contribute to building a culture of peace and to sustainable development?" will be shaping the future strategic direction of UNESCO's work in the C/4 and C/5 cycles. With the timeliness of the Leaders' Forum and its relevance in UNESCO's mandate, the outcomes of this activity promote the relevance and sustainability of the Foresight Programme.</p> <p>Taking advantage of available opportunities to collaborate with external partners has also produced impact, visibility and results as seen in the joint activity with UNECE and Collegium International on the theme "Challenges of Green Economy and Green Societies". The event has attracted a large number of participants from permanent delegations, the scientific communities, the private sector and the Secretariat. The discussions have provided an added momentum in making UNESCO a prime mover in raising the level of the green economy discourse to include a more holistic notion of "green societies".</p>
<p>Foresight and anticipation dimensions pertaining to UNESCO's fields of competence integrated into strategic planning and the Secretariat's capacity to identify emerging trends and challenges in UNESCO's fields of competence reinforced</p>	<p>One of the most evident impacts of the Foresight IP action was the inclusion of a foresight dimension in all main programmes in the 36 C/5. As described above, the interventions in the Leaders' Forum at the highest levels of national governments will be shaping the future strategic direction of UNESCO's work in the C/4 and C/5 cycles. The marked increase in the number of conferences and roundtables organized by the Programme sectors geared towards a future-oriented agenda attests to the growing integration of foresight dimensions and themes within the Organization's activities. With the objective of mainstreaming and fostering an in-house foresight culture, sectors have set up modalities to carry out regular future-oriented activities.</p> <p>Consultation with Programme sectors in the preparation of the activities has enhanced intersectorality and knowledge generation. In the process, it enriched the conceptualization of planned activities. It has strengthened strategic planning processes by fostering reflection among Programme sectors and empowering them to design their own self-generating foresight approaches and actions.</p> <p>Capacities of staff for developing foresight approaches and methodologies have been enhanced with the organization of the Future Lecture delivered by Prof. Michel Godet. In consonance with the UNESCO-supported publication "Strategic Foresight: For Corporate and Regional Development" mentioned below, this lecture has provided general practical guidance on how to develop foresight capacities and their application to planning and programming.</p>
<p>Results of events organized by the intersectoral platform widely disseminated, including through a dedicated website</p>	<p>During the biennium, a number of publications have been elaborated and disseminated widely to Permanent Delegations and the Secretariat, and are available online:</p> <ul style="list-style-type: none"> - Proceedings of the UNESCO Future Forum on "Gender Equality: the Missing Link? - Rethinking the Internationally Agreed Development Goals Beyond 2015" - "Crisis and Renewal: The Global Financial Crisis and the Challenges of Multilateralism", available in English and

French: <http://unesdoc.unesco.org/images/0018/001896/189668E.pdf> and <http://unesdoc.unesco.org/images/0018/001896/189668F.pdf>.

- Report on the UNESCO Future Forum on Small Island Developing States (185 EX/INF.14)
- "Mobilizing resources for international development cooperation in education: what innovative mechanisms and partnerships?" See <http://unesdoc.unesco.org/images/0019/001921/192179E.pdf> and <http://unesdoc.unesco.org/images/0019/001921/192179F.pdf>.
- "Towards a Green Economy and Green Societies" <http://unesdoc.unesco.org/images/0019/001925/192543e.pdf> (English)

<http://unesdoc.unesco.org/images/0021/002133/213311f.pdf> (French).

- UNESCO Leaders' Forum How does UNESCO contribute to building a culture of peace and to sustainable development?. Summary of the debates (36 C/INF.19)

BSP/FOR has supported the publication in English and French of "Strategic Foresight: For Corporate and Regional Development" penned by Michel Godet and Philippe Durance, in collaboration with the Entrepreneurs of the Future Circle and the Fondation Prospective et Innovation, Dunod Paris, 2011 (See <http://unesdoc.unesco.org/images/0019/001922/192261E.pdf> and <http://unesdoc.unesco.org/images/0019/001922/192261F.pdf>). Both publications have been widely disseminated to Member States and the Secretariat and are available online.

As an accompaniment to BSP's Risk Management Training Sessions, BSP/FOR has collaborated in the production of the publication "Risk Management Training Handbook" in English and French which summarizes the risk management methodology and various concepts. (See: <http://unesdoc.unesco.org/images/0019/001906/190604E.pdf> and <http://unesdoc.unesco.org/images/0019/001906/190604F.pdf>).

The Foresight Column in the UNESCO Courier, consisting of an interview with Her Highness Princess Loulwah of Saudi Arabia, was published in six languages. The video interview is featured in the UNESCO YouTube channel (see: <http://www.youtube.com/watch?v=9Sy5yh0VL9s>) which has enjoyed more than 200 views. Another Foresight interview (with Saudi sportswoman Lina Al Maeena) is featured in UNESCO YouTube (see http://www.youtube.com/watch?v=pgNKOjG_YnE&feature=relmfu) and has enjoyed more than 400 views.

Challenges and Lessons learnt:

Taking advantage of opportunities such as the collaboration with the Hellenic National Commission and the Spanish Permanent Delegation, as well as the regional consultations held in Trinidad and Tobago, provided beneficial and cost-effective contexts to organize Future Forums. Pooled resources (human and financial) coming from external partners (UNECE, UNITAID and Collegium International) have also proved to yield more cost-effective outcomes and a boost to visibility. More activities of a collaborative nature with external and internal partners, that include their technical and financial support, have to be foreseen in the next biennium. Activities foreseen in the current biennium which were not implemented due to the budgetary situation will be included in the 2012-2013 work plans.

Cost-effectiveness/efficiency measures for this Intersectoral Platform

The Intersectoral Platform has taken advantage of opportunities to enhance inter-sectoral cooperation, including with field Offices, with Permanent Delegations and National Commissions, the civil society and the private sector. Cost-efficiency measures included partnership and cost-sharing of organizational and publication costs across Sectors, as well as with partners such as Collegium International, UNITAID as well as such as Permanent Delegations and National Commissions.

Budget management

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$63 807	Expenditures: \$57 446	Allocation: \$254 099	Expenditures: \$262 639

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Programme and Budget for 2010-2011 (35 C/5) administered and monitored in accordance with the cost-effective use of budgetary resources, especially with regard to expenditure on travel and contractual services	Adequate budget monitoring and follow up done. The challenge was to produce regular timely budget reports to avoid year end deficit due to cash flow constraints that the Organisation is facing.
Budget information (regular programme and extrabudgetary funds) analysed and reported regularly to appropriate governing and oversight bodies	Budget information (regular programme and extrabudgetary funds) analysed and reported regularly to appropriate governing and oversight bodies
Financial and budgetary guidance provided on all matters and projects having a budgetary impact on the	Financial and budgetary guidance provided on all matters and projects having a budgetary impact on the Organization, with particular emphasis on the implementation of the Organization's cost-recovery policy and its harmonization with the cost-recovery policies of other United Nations system organizations

Organization, with particular emphasis on the implementation of the Organization's cost-recovery policy and its harmonization with the cost-recovery policies of other United Nations system organizations	
Training on budget management issues (including risk management, internal control and cost recovery policy) ensured for Secretariat staff	Training on budget management issues (including risk management, internal control and cost recovery policy) ensured for Secretariat staff

Cost-effectiveness/efficiency measures for this Office 3

BFM has actively participated in the working group on cost efficiency established at year end.

Intersectoral Platform VI.3.8. Contributing to the dialogue among civilizations and cultures and to a culture of peace

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Educational use of the results of the cross-referenced reading of the History of Humanity	To promote general and regional histories, their digitization and online access continued; CD-ROMS/DVDs on the General History of Africa and the History of the Civilizations of Central Asia were produced and distributed; the websites of these histories is being updated. Under the project on the use of the General History of Africa in education, the first regional conference was held in Tripoli (10-16 June 2010). Some 115 representatives from 46 African countries and the Diaspora participated in the conference and identified the themes that should form the basis for developing common educational content based on the General History of Africa, for use in African primary and secondary schools. The Scientific Committee for the project selected three teams to draft such common content when it met Addis-Ababa from 24 to 28 October 2010.
Policies and tools related to intercultural skills produced	With regard to the five "Vademecum" projects funded from extrabudgetary sources (Spain), about 20 renowned experts in the fields of history, philosophy, literature, science and art, led by a steering committee, produced the scientific content of the Scientific, Philosophical, Literary and Artistic Anthology of the Arab-Islamic World and its

	<p>Contribution to the Renewal of Western Thought and Culture, in order to raise the general public's awareness of the Arab-Islamic civilization's contribution to these fields. This activity took place against the backdrop of the 2010 International Year for the Rapprochement of Cultures and the partnership with the Alliance of Civilizations. The Vademecum project was officially presented at the celebration of Philosophy Day at UNESCO Headquarters.</p> <p>Another project, which undertakes a philosophical reading of the Arab-Muslim civilization "Arab-Muslim civilization in the mirror of the universal: philosophical perspectives" has resulted in the publication of 34 thematic and pedagogical worksheets in English and French. The publication was equally launched on World Philosophy Day during a conference-debate with the participation of the philosophers and pedagogues behind the worksheets. The publication has been widely distributed and requests for translations are currently being examined.</p> <p>Pilot exhibition projects with strong capacity-building components are currently being finalized in the Syrian Arab Republic and in Egypt. The two exhibitions enables the museum professionals to conduct research and implement new museographical and scenographical approaches to the renewal of narratives on the collections, which are being interpreted from the point of view of intercultural and intercivilizational exchange. A UNESCO virtual museum is under construction to host the digital data on the two exhibits.</p>
Role of youth in interreligious dialogue enhanced through implementation of concrete projects	The publication Stopping Violence in Schools: A Guide for Teachers - with particular attention to stereotyping and discrimination (available in English, French, Spanish and Arabic) proposes 10 action areas followed by corresponding practical examples that teachers can adapt to address and prevent violence in classrooms and schools. Action No.10 deals with violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities. The publication has been widely diffused among Member States, ASPnet schools, etc. through UNESCO's formal channels.
Collection of methodologies, practices and tools developed by and for women to promote dialogue about religions	On the occasion of the meeting of the World Parliament of Religions in Melbourne, Australia (December 2009), UNESCO organized a workshop "Reinforcing Youth Contribution to Interreligious Dialogue". A youth workshop on interfaith dialogue was also organized as a side event during the Third Annual Forum of the United Nations Alliance of Civilisations, held in Rio de Janeiro, Brazil (May 2010). The aim of both events was to promote interreligious dialogue among youth worldwide, and to strengthen related networks. A database has also been designed to build a special network of women faith-based associations/organizations in the field of interreligious dialogue and to enhance their exchange of methodologies, practices and tools.
Interactive online forum created through PPN website for information exchange and policy discussions fostering dialogue for mutual	The Power of Peace Network (PPN) has provided support to projects in different countries and regions through readily accessible online social media as well as cutting-edge communication technologies such as live mobile audio-broadcasting. Youth from various countries participated in the project "Connecting Cultures", broadcasting live audio documentary of their journey and exchanges on conflict and peace (Oman). Photo reportage workshops on photographic skills were conducted for young reporters, culminating in a national photo festival based on the theme of peace (Myanmar). Youth from Palestine and United Kingdom, trained in video production skills, jointly produced an

understanding	online debate programme "Our everyday lives" on issues related to peace. Through the "I am Africa. This is My Story..." contest (Zambia), young people continue to submit short stories on their lives and uploading onto video-sharing websites such as YouTube. The PPN also provided support to the "Conflict Sensitive Reporting (CSR) Curriculum" and CSR Training Workshop Series in cooperation with Rhodes University in South Africa.
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

Following 186 EX/Decision 15 "Consideration of the Draft Programme and Budget for 2012-2013 (36 C/5) and recommendations of the Ex... Following 186 EX/Decision 15 "Consideration of the Draft Programme and Budget for 2012-2013 (36 C/5) and recommendations of the Executive Board", the Intersectoral Platform is now renamed "Intersectoral platform for the promotion of a culture of peace and non-violence".

The Director-General has been requested to prepare, in consultation with Member States, an intersectoral programme with targeted actions aimed at: strengthening education for a culture of peace and non-violence, promoting natural sciences as a universal language and vehicle for intercultural dialogue and exchange and peace; underlining the role of social and human sciences in promoting universal values, democracy and human rights; stressing the role of cultural diversity, intercultural dialogue and heritage for mutual understanding and reconciliation; exploring opportunities offered by the media as a vehicle for reconciliation, tolerance and intercultural understanding especially highlighting the use of new media by youth.

Intersectoral Platform VI.3.1. Support to countries in post-conflict and post-disaster situations

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Participation in United Nations integrated post-conflict and post-disaster responses ensured, in particular with respect to common needs assessments, OCHA consolidated appeals, strategic and programmatic frameworks as well as funding mechanisms	<p>In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched by the United Nations, through 39 UNESCO projects in 13 countries, notably in the humanitarian response to Haiti earthquake and Pakistan floods responses. UNESCO also launched implementation last year of 8 of its 10 joint UNCT programmes under the "Conflict Resolution and Peacebuilding" thematic window of the Spanish MDG Achievement Fund (Chile, Costa Rica, DRC, Guatemala, Haiti, Brazil, FYROM, Mexico, Lebanon and Panama), with indicative allocation to UNESCO of \$8.3 million.</p> <p>BFC serves as the secretariat to the Intersectoral Platform for Countries in Post-Conflict and Post-Disaster (PCPD) Situations. The PCPD Platform recognizes the importance of timely coordination and a more direct engagement within each relevant country-led and United Nations coordinated responses to post-crisis.</p> <p>To address inter-agency coordination of PCPD activities, BFC continued to serve as coordinating focal point for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and the integration of UNESCO staff in the United Nations Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA), as well as other country-level coordination mechanisms. For post-conflict environments such as Iraq, Afghanistan, the occupied Palestinian territory, and in specific PCPD situations in Africa, the Platform provides</p>

coordination between the field offices and Headquarters. The Platform also is delivering strategic focus to UNESCO's activities in response to the high number of natural disasters or conflicts: notably the Haiti earthquake, Pakistan floods, tsunami and volcanic eruption in Indonesia, earthquake and tsunami in Japan, as well as disaster responses and crisis, reform and change in the Arab States, North Africa and the Africa region as a whole.

UNESCO has participated in six UN OCHA humanitarian appeals to date in 2011, in Haiti, Namibia, Occupied Palestinian Territories (OPT), Somalia, Sudan and West Africa. In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched, with recovery and emergency activities funded notably for the United Nations responses to Haiti earthquake and Pakistan floods responses.

During the reporting period, UNESCO also began implementation of 10 joint UNCT programmes of the Spanish MDG Achievement Fund under the "Conflict Resolution & Peacebuilding" thematic window, with indicative allocation to UNESCO of \$8.3 million.

Humanitarian and post-crisis transitions demand a close alignment with the United Nations system - "Delivering as One" through coordinating bodies such as OCHA, IASC, ISDR and the UN Development Group. The PCPD Intersectoral Platform secretariat (BFC) serves as a coordinating focal point in support of NYO, GLO and the Field network for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and for the integration of UNESCO staff in UN Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA). Three UNESCO staff were trained in 2011 as members of a new roster of experts and coordinators for joint Post-Conflict Needs Assessments led by the UN/World Bank/EC.

The Education PCPD section represented UNESCO on the humanitarian Education Cluster and INEE, and provided key support to emergency responses, coordination and training, inter alia in China, Myanmar, Gaza, Lebanon, Namibia, Haiti, Pakistan and Benin. The section backstopped ED project elaboration and implementation for some USD25 million raised through OCHA Flash Appeal and CAPs.

Through the International Strategy for Disaster Reduction (ISDR), UNESCO helps promote a proactive approach to capacity building, knowledge sharing, networking and partnerships on assessment of natural hazards and on disaster risk reduction (DRR) and advocacy for the integration of DRR into educational programmes. Support was given to the ISDR campaign 'Million Safe Schools and Hospitals'. Knowledge sharing among earthquake, volcano, landslide and hydro-hazard specialists and capacity-building for disaster risk reduction was supported through workshops, networks, platforms, in particular in the Mediterranean Region. The co-sponsorship by UNESCO of the Second World Landslide Forum has raised attention globally of landslide risk reduction.

UNESCO's major PCPD work in the cases of Iraq and OPT are highlighted in 187 EX/41, EX/42 and EX/6 Part II.

	<p>In the final quarter of the biennium, BFC facilitated the participation of Field Offices in UN post-crisis response through the financing of PCPD backstopping missions for the Horn of Africa crisis, South Sudan, Namibia floods and the MENA region. BFC has initiated the setting up of project offices in Tunis and Tripoli.</p>
<p>Effective post-conflict and post-disaster operations put in place, with proper infrastructures and administrative mechanisms</p>	<p>During the reporting period, a concise handbook on financial management in PCPD situations was published by BFM and in cooperation with the Platform, and distributed to field offices. The PCPD Platform also undertook inter-sectoral strategic assessment mappings of UNESCO's the fields of psycho-social support as well as Disaster Risk Reduction Education in PCPD situations. The PCPD Platform is managing an Intranet knowledge network with some 290 staff participating and some 800 PCPD-relevant documents and project templates. In 2010, the PCPD Platform secretariat has launched and upgraded the PCPD Web Portal, which included the online donation tool for the emergencies in Haiti, Pakistan and Borobudur. PCPD staff training workbooks have been completed, tailored to the field offices in the Asia-Pacific, LAC, Africa and Arab States regions.</p> <p>The PCPD Intersectoral Platform convened on 10 occasions during the reporting period to address specific post-crisis countries, thematic programming, as well as the streamlining of administrative and logistical issues. The Intersectoral Platform management and its secretariat encourages a "one stop" interface between field offices and the programme sectors and central services, in order to exchange real-time exchange on capacities and constraints, as well as timely and relevant knowledge sharing to field offices in PCPD settings.</p> <p>To support strategic coherence, the PCPD Platform continues to convene intersectoral teleconferences with Field Offices on an average monthly basis, in order to exchange updates and give guidance from HQ senior management with PCPD heads of offices and the programme sector focal points.</p> <p>To strengthen delivery capacity, BSP/CFS and the PCPD Platform secretariat, notably the Education PCPD section, facilitated more than 20 secondments to PCPD field offices and HQ functions, through the partnership with the Norwegian Refugee Council. The PCPD Platform encourages institutional support to PCPD focal points and/or dedicated units, within each of the Programme Sectors as well as through the field network.</p> <p>To address staff development, PCPD workshops were held in Amman Jordan in May 2011 and at Headquarters in July 2011, thus completing a first cycle of PCPD trainings for headquarters as well as field units in all regions (LAC, Asia-Pacific, Africa and Arab States). More than 100 UNESCO field and HQ programme staff have been trained in PCPD response through this first cycle of training.</p> <p>To upgrade Knowledge Management and sharing in Post-Crisis response, a Sharepoint "PCPD Workspace" is maintained on Intranet to catalogue "best practices", crisis-specific guidance and project templates (currently over 800 documents and 300 individual pages, with 257 registered UNESCO members). During the reporting period, the PCPD</p>

	<p>Platform secretariat also supported the publication of strategic guidance and mapping documents in the fields of Disaster Risk Reduction Education and Psychosocial Support in PCPD situations, and has commissioned a similar analysis of Gender Programming for PCPD. The PCPD Intersectoral Platform also provided support to the publication of a guidebook on PCPD Financial Management, which was rolled out at two PCPD staff trainings for the Arab States and at HQ.</p> <p>The PCPD Web Portal (www.unesco.org/en/pcpd) is fully operational and was among the first UNESCO pages upgraded to the new Typo-3 template, with a new online donation functionality to support funds mobilization for Haiti, Pakistan and Borobudur. The Platform also supported the elaboration of the Open Island multi-media exhibition on "Crisis Preparedness and Response", to be inaugurated during the 35th session of the UNESCO General Conference.</p> <p>The PCPD Intersectoral Platform continued to facilitate real time information exchange and coordinated decision making through regular teleconferences with Field Offices, as well as thematic and strategic programming discussions, PCPD staff training and knowledge management, and addressing administrative and logistical issues. A report on gender equality programming for PCPD situations was commissioned by the PCPD Platform secretariat and distributed to all field offices. A 3.5 day PCPD training for some 30 HQ staff was held in July 2011.</p> <p>BFC contributed substantially to the development of the new OPEN UNESCO permanent multimedia exhibition prominently featuring UNESCO's work in PCPD situations launched in October 2011. In the framework of the 36th General Conference, BFC organized seven thematic mini-conferences to present PCPD work, for interested delegations and HQ staff.</p> <p>With regard to the PCPD Web Portal, updated and new advocacy content was produced and a new special page on the transitions in the MENA region launched in December 2011. BFC continues to manage an Intranet knowledge network with some 180 registered members and some 850 PCPD-related documents and project templates.</p>
<p>Advisory services provided on natural resource management and the revitalization of institutions in post-conflict and post-disaster affected countries</p>	<p>Hydro-hazards (floods and droughts) have become a common threat to sustainable development in many UNESCO Member States, leading to loss of life, social and economic disruption and environmental degradation.</p> <p>In response to the 2010 Pakistan floods, UNESCO has been playing a major role in the development of a comprehensive national action plan for water including floods risk reduction, emergency management, human resources and capacity building. This is being carried out through a consultation with 22 donor countries and the Pakistan government, in the framework of the Water Task Force led by the Asian Development Bank. Through the support of the government of Japan, UNESCO is implementing a project on geohazards and floods Early Warning and management ,in close cooperation with the Pakistani government.</p>

In Africa, effective international response to recurring drought and famine emergencies is undermined by sparse observation data, either historically or in real time. An experimental macro-scale hydrologic modeling approach has been developed - by the Land Surface Hydrology Group of Princeton University, with the support of the International Hydrological Programme (IHP) of UNESCO -adapted for the Africa Region, to provide near real-time monitoring of land surface hydrological variable based on modeling supported by remote sensing and a long-term retrospective database. UNESCO will be seeking to implement such activities, including for the identification of emergency groundwater resources in the Horn of Africa.

With the support of the PCPD Intersectoral Platform, an expert mission was sent to Namibia to support national authorities to enhance capacity for drought and floods disaster management and identify a long term and sustainable solution to the flooding situation which affected the country in consecutive years since 2008. The mission met with the Prime Minister and other senior officials, and technical staff in Government, local authorities and development partners, and addressed mid-to-long terms plans to develop national and regional strategies for cooperation and capacity building and a tentative timeline for the design, planning and launching of the said collaborative programmes and for efforts to acquire extra-budgetary resources to support the proposed programmes.

In Nepal, UNESCO trained officials of the Ministry of Education in order to enhance their management and planning capacities. Main education stakeholders were involved in a policy dialogue on key thematic areas for improved delivery of education under the federal system. In the Jordan valley, UNESCO used its advisory capacity to support local research on biodiversity conservation and poverty alleviation.

The joint UNESCO-IHP and UNU-EHS project on Groundwater and Human Security (GWAHS) is working in Bangladesh, Egypt, Iran and Vietnam and Bangladesh. Cooperation with UNU has been improved as a result, and an agreement to continue with a new phase of GWAHS and the identification of new case studies in other regions has been made.

The proposed activity through IFI and in cooperation with ICHARM includes a set of best practice documents, guidelines and tools that will provide significant contribution to water related disaster mitigation policy such as management for floods and droughts under climate change and climate variability. These documents will include the use of remote sensing, spatial precipitation analysis, distributed hydrologic modelling and fuzzy risk analysis as tools to develop relevant policy as well as mitigation strategies. In addition a web based drought monitor for Africa is envisaged to be able to detect droughts in various parts of the continent and to mitigate the effects of severe droughts. This tool will be developed with active engagement of African partners in water resources administration, river basin management and research centres in i) assessing the quality and usefulness of the information, ii) to give direction to further development towards operational information systems, iii) capacity building activities to strengthen local knowledge and experience to use remotely sensed information for better drought-preparedness in water

	<p>resources management. Experience also will be drawn from evolved international initiatives working in the similar areas by seeking synergies where appropriate.</p> <p>With the support of the PCPD Intersectoral Platform, an expert mission was sent to Namibia in July 2011 to support national authorities to enhance capacity for drought and floods disaster management and identify a long term and sustainable solution to the flooding situation which affected the country in consecutive years since 2008. The mission met with the Prime Minister and other senior officials and technical officers in the Ministries of Agriculture and Environment, local authorities and development partners, and addressed mid-to-long terms plans to develop national and regional strategies for cooperation and capacity building and a tentative timeline for the design, planning and launching of the said collaborative programmes and for efforts to aquire extra-budgeteraty resources to support the proposed programmes.</p> <p>As part of the Horn of Africa drought response, a UNESCO project was launched in November 2011 to identify emergency groundwater resources, with three national consultations held for Ethiopia (1-2 November 2011), Kenya (9-10 November 2011) and Somalia (1 December). The consultations with all stakeholders helped to identify the geographical scope of the assessment as well as information needed. In Ethiopia, the upper Fafem valley was identified in lieu of Dolo Ado; the Ministry of Agriculture and the Ministry of Water and Energy will champion the process. The former gave the necessary support for one of the two field visits (Dolo Ado and Fafm valley). Similarly in Kenya, the Kakuma - Turkana area was proposed as the area of intervention. The Ministry of Water & Irrigation will champion the process. In Somalia, further discussions will be held to prioritize the geographical scope. Further to the National consultations, a Regional consultation for the IGAD region was organized from 5 to 6 December 2011 at Addis Ababa, Ethiopia. During the meeting, consesus was reached on the geographical scope of the exercise (transboundary basins of IGAD) and their prioritizations and on utilizing the tools presented in colaboration with Regional Institutes such as KEWI, RCRMD and ICPAC. Sources of the required information to apply the new technology were identified. Potential donors were identified and further linkages will be pursued. Consensus was achieved on the approach for the identification of Emergency groundwater resources for short relief and long-term drought preparedness. The WATEX method will be utilized. The geographical scope for the future interventions has been identified.</p> <p>Funds raised through PCPD Direct Mail campaign have been allocated to support the organization by IOC of a major international lessons learned conference to mark the first anniversary of the Tsunami/Earthquake disaster in Japan.</p> <p>In autumn 2011, a cohort of some 30 African students from 10 countries were enrolled into the Master of Science programme of ERAIFT (l'Ecole régionale postuniversitaire d'aménagement et de gestion intégrés des forêts et territoires tropicaux).</p>
Framework and strategies	The Resource Manual on Managing Disaster Risks for World Heritage has been made available on the web in French

<p>for the safeguarding and protection of damaged cultural heritage, including intangible heritage, developed with a view to sustaining peace and social cohesion processes</p>	<p>and English on June 2010. Assessment missions were undertaken after natural disasters in Bhutan, Haiti and Peru. Emergency International Assistance requests for Haiti and Chile (post earthquake), Guatemala and Nepal (after storm) and Uganda (after fire) were approved.</p> <p>After the volcanic eruption of Mt. Merapi, Indonesia, UNESCO launched an emergency operation to safeguard the affected Borobudur Temple compound, a World Heritage site. The operation cleaned the compound from the corrosive ashes and further aims at revitalizing the local community livelihood through the development of cultural industries and heritage tourism. Work undertaken at the Borobudur Temple Compounds (Indonesia) has heightened the local community's sense of ownership, restoring pride through saving a site of universal value.</p> <p>Operational activities for the safeguarding of the World Heritage Sites in Danger of Bamiyan, Jam (Afghanistan), Bam (Iran) and the 5 DRC National Parks are on-going, mainly through extrabudgetary funding. A high level meeting for the 5 World Heritage sites in danger of the Democratic Republic of the Congo, requested by the Committee in 2007, was held on 14 January 2011. At the conclusion of the meeting, the Director-General and the Prime Minister signed the Kinshasa Declaration, in which the Congolese Government committed to implement the Strategic Action Plan proposed by the Congolese Wildlife Authority. Following this commitment, the Government of the DRC announced on mid-March 2011 that it suspended prospection for oil at Virunga National Park. Two Rapid Response Facility (RRF) grants were awarded Belize for emergency activities relating to the conservation of the Belize Barrier Reef System (January and March 2010). A roll out phase for RRF was signed on Sept. 2010 (extrabudgetary funding).</p> <p>Assessment missions also were undertaken after natural disasters in Bhutan, Haiti and Peru. Emergency International Assistance requests for Haiti and Chile (post earthquake), Guatemala and Nepal (after storm) and Uganda (after fire) were approved. In all, 41 International Assistance requests were approved, of which 24.4% are in the Africa region.</p> <p>In the oPT, UNESCO, in cooperation with the Ministry of Culture, seeks to widen access to culture for Palestinian people, especially in underprivileged and marginalized communities. To that end, social responsibility partnerships have been developed between well-established cultural organizations and community-based organizations to promote cultural diversity and pluralism.</p> <p>UNESCO is supporting capacity-building of site managers in developing disaster risk reduction strategies at World Heritage sites. Among new initiatives, a sub-regional feasibility study has been initiated to address culture and sustainable development in the Great Lakes region (DR Congo, Rwanda and Burundi).</p> <p>In Haiti, UNESCO is leading conservation and inventory in the Historic Centre of Jacmel, inscribed on the Tentative List of World Heritage, as well as in the communities of Milot and Dondon (National History Park - Citadel, Sans Souci, Ramier).</p>
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	<p>In Afghanistan, UNESCO is supporting activities to increase national capacity in the conservation of the Afghan cultural heritage and develop a national strategy for the preservation and management of the cultural heritage by providing upstream policy advice and capacity-building, including employment and income generation, training and knowledge-acquisition and sharing.</p>
<p>Post-trauma healing of children and youth supported through activities focusing on the arts and on sports</p>	<p>In line with the PCPD Platform objective to contribute to "Post-trauma healing of children and youth through artistic and sports activities supported," PCPD Field Offices continued to implement a number of appropriately designed and scaled initiatives.</p> <p>In the framework of UNESCO's response to the Haiti earthquake, 200 children (4 to 15 years) from six IDP camps took part in theatre and music workshops. Songs of solidarity and traditional songs from the Haitian folklore were performed the Zhovie theater troop, and this activity allowed even the youngest children in the camps to be involved. For secondary school students, 200 students (aged 15-18 years) from four schools in Port-au-Prince, Leogane, Petit Goave and Jacmel participated in a photography workshop under the topic "My Haiti". This recreational activity was themed to address the future of their country rather than the difficult and stressful disaster environment that youth is actually exposed to (post-earthquake, cholera epidemic, political instability). As part from the photographic expression, the students were encouraged to submit a short text explaining their "best picture" and vision for "their Haiti". A total of 30 photographs were chosen by a Jury, and prizes were awarded.</p> <p>As a key component of UNESCO's response in Gaza, 12 educational summer camps were organized for 1,079 students. Aside from educational assistance, students received psychosocial support in forms of sports, art, and other recreational activities. Working with several other education actors (UN agencies, INGOs and local NGOs) UNESCO conducted EFA emergency activities in two at risk communities, for which psychosocial support activities were a key component. These were undertaken through community outreach days and play days implemented by Right to Play, as well as through a training workshop for teachers designed to impart them skills and tools through which to better respond to the needs of their students.</p> <p>In line with the PCPD Platform objective to contribute to "Post-trauma healing of children and youth through artistic and sports activities supported," PCPD Field Offices continued implementation of appropriately designed and scaled initiatives notably in Haiti, OPT and in the MENA region.</p>
<p>Evidence-based analysis and tools provided to policy-makers on how to promote cultural pluralism, intercultural dialogue and reconciliation</p>	<p>UNESCO builds the capacity of Member States in PCPD situations to promote cultural pluralism, intercultural dialogue and reconciliation by providing policy advice, research and training for policy makers.</p> <p>In Afghanistan, UNESCO supported the development of four policy frameworks, dealing with the management of tangible heritage, intangible heritage, cultural and creative industries and the fight against the illicit traffic of cultural property. In Timor Leste as well as in Indonesia, UNESCO promoted intercultural dialogue and the integration of its</p>

links to cultural diversity into national policies.

Operationally, the flagship activity for the rehabilitation of Al-Askari Holy Shrine in Samara Phase I, (US\$8.4 million from EU and Government of Iraq) was completed on 30 June 2011, wherein dialogue and peacebuilding in the city of Samara was a key feature of the project's elaboration and implementation. The Prime Minister of Iraq has cited this project as a direct step towards national reconciliation. The Holy Shrine was devastated by two bombings in February 2006 and June 2007 at the height of inter-religious conflict, but now thousands of pilgrims have been able to visit the site each week since 2009.

In order to improve understanding of transboundary waters and conflict resolution in the Middle East, publication has been initiated with University of Arizona (USA) addressing major case studies, evaluating the level of conflict and cooperation as well as the impact of historical relations, rights and current management situation for these resources. In some cases, it will suggest possible directions for the joint management of transboundary water resources, conflict management and cooperation building

In this period, the research work of regional gender research networks and programmes has been reoriented to focus on women's participation in post-conflict/ post-disaster societies; and violence against women, involving research on fundamental socio-cultural and social-economic causes of violence and policy recommendations based on this.

Operational activities in gender is being strengthened in the Great Lakes region of Africa, notably through the Regional Research and Documentation Centre for Women, Gender and Peace-building for the Great Lakes region in Kinshasa, DRC, which was officially launched in September 2011 in Kinshasa, DRC in the framework with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and a Donor Round Table for the purposes of resource mobilization for the Centre.

At the Third Forum of Ministers of women and gender affairs of the region held in Arusha, Tanzania, in December 2010, the Ministers endorsed the legal documents governing the Centre and adopted an Action Plan for 2011 for the launch and first activities of the centre, including the creation of a virtual network of associated national centres. An international conference on "Involving Men in the Fight Against Gender-Based Violence" was held in Kinshasa on 29 and 30 March 2011. Outcomes of this conference have been shared with key stakeholders (policy-makers, NGOs, civil society) to help in the development of strategies and policies for violence prevention.

Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy for women's rights in Palestine. The research agenda in this area was strengthened through a conference held in Paris in June 2011 on "Promoting Women's Participation in Post-Conflict Reconstruction" and assembling various members of

the policy community and civil society organisations as well as academics and researchers.

Efforts to contribute to the prevention of sexual and gender-based violence have focused on activities to identify the underlying causes of these types of violence, and to work with various stakeholders (policy-makers, civil society, traditional leaders, and women's organizations) to put in place strategies and programmes for violence prevention. A workshop on a socio-cultural approach to sexual and gender-based violence was held in Kinshasa, DRC in December 2010, leading to the development of an extrabudgetary funded project on "Involving Students in the Prevention of Gender-Based Violence" which will be launched in the Kivu Region in July 2011. This is a pilot project which has the potential to be expanded to other regions of the DRC and other countries of the Great Lakes Region. An international conference on "Involving Men in the Fight Against Gender-Based Violence" was held in Kinshasa on 29 and 30 March 2011. Outcomes of this conference have been shared with key stakeholders (policy-makers, NGOs, civil society) to help in the development of strategies and policies for violence prevention.

Activities developed in order to promote women's rights and gender equality in PCPD situations include support for the establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa. A Ministers Forum held in Arusha, United Republic of Tanzania, on 16-18 December 2010 led to the signing of the legal documents establishing the Centre. On 14 January 2011 the Director-General of UNESCO signed an agreement with the government of the DRC concerning the establishment of this Centre. Continued support is being provided for fundraising and advocacy activities of the Centre as well as for the establishment of a virtual library and network to join the Regional Centre with eleven associate national centres in each of the other states of the region. Training for use of the virtual library will be carried out to enable resource persons from each country to effectively utilize the software chosen and contribute to the development of this virtual library. The official launch of the Regional Centre will take place from 13-15 September 2011 in Kinshasa, DRC and will be organized concurrently with the Fourth Forum of Ministers of Women's Affairs and Gender of the Great Lakes Region and with a Donor Round Table for the purposes of resource mobilization for the Centre.

In post-earthquake Haiti, an initial workshop was held on 13 and 14 June 2011 which brought together members of women's and youth associations to discuss the specific needs of women, and to develop joint strategies and projects for promoting women's participation in reconstruction, and for preventing sexual and gender-based violence which was seen as an important obstacle to women's full participation. Based on the outcomes of this workshop, SHS is currently developing long-term projects for Haiti in collaboration with partners on the ground. Further projects on gendered analysis of post-disaster situations and women's participation in post-disaster reconstruction are being developed through the Asia Pacific Gender Studies Network (conference held in Bangkok in March 2011).

UNESCO-IHE and the UN mandated University for Peace (UPEACE, based in Costa Rica) are combining their expertise and knowledge on water and conflict resolution by establishing a joint initiative on the topic of water and

	<p>peace. To this end, a Memorandum of Understanding between the two institutions was signed by the two Rectors on 10 February in Delft. A new agreement between the Dutch Ministry of Infrastructure and Environment and UNESCO-IHE was signed on 27 April, to further strengthen the longstanding cooperation between the two organizations and will focus on priority areas. These priority areas are the Delta countries in which UNESCO-IHE is very active as well as in China and the USA.</p> <p>An extrabudgetary funded project on "Involving Students in the Prevention of Gender-Based Violence" was launched in the Kivu Region in July 2011, as a pilot project which has the potential to be expanded to other regions of the DRC and other countries of the Great Lakes Region. Activities to contribute to the prevention of sexual and gender-based violence have focused on identifying the underlying causes of these types of violence, and to work with various stakeholders (policy-makers, civil society, traditional leaders, and women's organizations) to put in place strategies and programmes for violence prevention.</p>
<p>Networks for media professionals promoted and professional standards and self-regulatory mechanisms in post-conflict environments enhanced</p>	<p>UNESCO is supporting Member States to create an enabling environment for freedom of expression and independent media, by providing direct technical assistance to media law reform processes and independent media development around the world including in post-conflict countries such as Democratic Republic of Congo (DRC), Iraq, Lebanon, Liberia, Nepal and Timor Leste.</p> <p>In response to the social upheavals in Egypt and in Tunisia, UNESCO carried out two rapid assessments of their respective national media landscapes based on UNESCO's Media Development Indicators (MDIs), aimed at identifying the main needs of the media in two countries. A similar short-term assessment has recently been completed in Jordan, following a request by the Jordanian Government for assistance in media law reform, and the exercise may be reproduced in other countries of the region. The rapid assessments in Tunisia and in Egypt will be followed by more in-depth, long-term and participatory assessments to be carried out within the next year, thanks to support from the Government of Belgium.</p> <p>These studies will enable the formulation of a comprehensive list of short and long-term policy interventions as a roadmap to support the development of free, independent and pluralistic media, and thus contribute to Tunisia and Egypt's transition to democracy.</p> <p>On 31st May, UNESCO hosted in Headquarter the International Conference "Towards Free, Independent and pluralistic Media in the Middle East". The conference was in support of the Tunisian and Egyptian broadcast media and was organized in cooperation with the European Broadcasting Union and France Television, brought together more than 200 delegates representing international institutions, professional organizations, donor countries, broadcasting organizations and civil society..</p> <p>On 7 and 8 March 2011 UNESCO's Cairo Office, in partnership with the Egyptian Journalists Syndicate, organized a</p>

training workshop on Self-regulation in the Egyptian Press and the Role of the Newspaper Ombudsman. The two-day workshop aimed at promoting the theory and the practice of self-regulation among Egyptian journalists.

In Haiti, the SAKS Association (Society of Community Involvement and Social Communication) - which is the main Haitian institution assisting community radios in the country - has organized with the support of UNESCO three trainings for 35 young people on the use of ICT in order to reinforce the capacities of seven community multimedia centres linked to community radios in Haiti. UNESCO also helped SAKS to re-establish its premises and its studio production which were destroyed during the earthquake that devastated Haiti on 12 January 2010. SAKS produces reports and programmes against violence that are sent to the various partner community radio stations in the country (approx. 35 radios). UNESCO also engaged a senior consultant to work with all media and journalists associations on the formulation of a code of deontology accepted by the Haitian press. The aim of the project was to promote self regulation within the profession.

As a follow-up of the media landscape assessment according to media development indicators, an activity was initiated to assist East Timor media to establish the first press council in the country. The country's media self-regulatory system and professional standard in journalism will be strengthened through this activity. The activity will contribute to the long term media development in the country, with emphasis on the UNESCO Media Development Indicators (MDI). It aims also to increase the level of professionalism and overall quality of journalism in the country and a more sustainable media sector in Timor-Leste and provide an independent, fair and balanced outlet to address complaint in the media, specifically in news media. The first mission to initiate the activity was taken in June 2011.

UNESCO promoted international standards on freedom of information, by technically assisting the drafting of laws and capacity building to implement them in countries including Cameroon, Brazil, Ghana, Kenya, Liberia and Zambia.

UNESCO's publication "Professional Journalism and Self-Regulation: New Media, Old Dilemmas in South East Europe and Turkey" was translated into Albanian, Croatian and Turkish. Featuring contributions by renowned experts, it will be of use to media professionals, news ombudsmen, researchers and civil society actors working on media accountability, self-regulation and professional standards, also contributing to foster awareness on the related issues among those who may not be directly involved in these matters.

A UNESCO commissioned publication "The Global Casebook of Investigative Journalism" was announced by its editor Professor Mark Lee Hunter at the 6th Global Investigative Journalism Conference (GIJC) which was held in Kiev, Ukraine, 13-16 October 2011. The Casebook contains more than 20 recent investigative stories from nearly every region of the world, with afterwards explaining how the authors conducted their research and writing. Many of the authors belong to the Global Investigative Journalism Network, and their stories exemplify the cutting-edge techniques and high standards developed within the network. The casebook will also be used by UNESCO field

	<p>offices to conduct journalism training on investigative reporting.</p> <p>UNESCO continued its efforts to encourage professional self-regulation, investigative journalism as well as high ethical standards to provide fair and accurate information to the public in general, and especially promoting transparency and accountability of the national authorities and other institutions.</p> <p>A Radio Self Regulation curriculum and training manual was produced for the East African region. Three in-country workshops were delivered in Kenya, Uganda and Tanzania whereby 44 senior radio journalists and editorial managers were trained to upgrade skills and materials to produce, or improve, editorial policies and self-regulation systems at up to 40 radio stations in Kenya, Uganda and Tanzania.</p>
<p>Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced</p>	<p>UNESCO is building capacity for quality reporting on peace-building, conflict resolution and disaster awareness,</p> <p>In Haiti, a series of 3-day training sessions on natural disasters (cyclones, hurricanes, earthquakes, landslides, etc.) was organized with the support of UNESCO. The trainings involved trainers from the Association of Haitian Journalists (AJH) and from the Department of Civil Protection (DPC) in 9 departments in the country for 220 journalists. The training sessions took place between 7 August and 10 October 2010.</p> <p>Twenty journalists who lost their jobs in the aftermath of the Haiti earthquake were offered an emergency aid and training programme organized by AJH. They produced reports on humanitarian, cultural and historical issues were broadcast during three months on the National Radio of Haiti from 15 October 2010 to 15 January 2011 and are broadcasted in Tap-Tap (collective buses and taxi) in Haiti.</p> <p>UNESCO supports the training of Haitian journalists on election reporting. UNESCO and the International Media Support (IMS) have facilitated training for 230 journalists, supporting their attendance at a series of courses organized by the Haitian Journalism Association (AJH) on election reporting. The journalists come from towns across Haiti, including Port-au-Prince, Port-de-Paix, Gonaïves, Saint Marc, Hinche, Mirebalais, Jérémie, Cayes, Jacmel and Miragoane.</p> <p>The series of training courses aimed to build journalists' capabilities to report on election processes in the run-up to the November 2010 presidential and legislative elections. Courses focused on raising journalists' awareness on elections issues, related ethical matters and on the potential role that they can play, in particular with regard to reducing violence during this crucial period for the future of the country.</p> <p>A project supporting the Haitian women's media association REFRAKA included the training of 15 women journalists and radio presenters from different regions of the country and the provision of a complete production studio in Port-au-Prince, to enable REFRAKA to restart the production of its own radio programmes.</p>

Haitian Journalism Association (AJH) membership has increased by over 25 % (from 120 to 160 members) between the beginning of January 2010 and the end of December 2010 thanks to its trainings on natural disasters, assistance, election reporting and training programmes for unemployed journalists.

For the 2010 Pakistan Floods, UNESCO launched "Umeed e Seher" ("Dawn of Hope"), Pakistan's first informational radio drama series for floods-affected communities, providing programming to address psycho-social and health needs and to provide access to humanitarian information..

In the Great Lakes region including Kenya , Uganda , Rwanda, Burundi and the Democratic Republic of Congo (DRC), a comprehensive media assistance programme has been initiated to address a lack of media capacity in addressing issues of democracy, peace and tolerance. Three project proposals were prepared , namely: (i) Strengthening of the Great Lakes Media Associations, Councils and Harmonization of Media Regulation: A Holistic Approach Towards a More Sustainable and Robust Media Community; (ii) Conflict Sensitive and Election Reporting in the Great Lakes: A Regional Approach; and, (iii) Great Lakes Investigative Reporting Initiative (GLIRI).

Addressing the role of women journalists in post-conflict settings, UNESCO has launched a project in support of the Female Journalists Association of Liberia, to train women journalists and build their skills and promote long-term sustainable employment.

In Iraq, quality media curricula were developed for four media institutes and mass communication faculties. Small community-based media initiatives were supported in order to increase dialogue and reconciliation at the community level. In Cameroon, Central African Republic and Chad, UNESCO engaged in the development of strategies for the use of ICT's in knowledge acquisition and sharing in journalism training institutions.

Conflict sensitive report training resources have been developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa.

In the framework of the "Power of Peace Network" (PPN), all planned activities have been successfully implemented, in Myanmar, OPT and elsewhere (<http://www.thepowerofpeacenet.com>). From 14-16 June 2011 in Vienna, UNESCO participated at the Israeli-Palestinian Journalists Forum (IPJF), a dialogue initiative aiming to facilitate long-term dialogue about press freedom between journalists in Israel and the Palestinian Territories.

PPN and the Stanford Persuasive Technology Lab launched the "Friends Without Borders" campaign to select eight world youth Peace Champions from countries challenged by conflict - Israel and Palestine, India and Pakistan, Greece and Turkey, Serbia and Albania, through the support of Facebook (<http://peace.facebook.com/>).

	<p>Support to independent media and freedom of expression reinforces peacebuilding and disaster risk reduction.</p> <p>UNESCO assisted Member States in creating an enabling environment for freedom of expression and independent media, by providing direct technical assistance to media law reform processes and independent media development around the world including in post-conflict countries.</p> <p>An activity was initiated to assist Timor-Leste media to establish the first press council in the country.</p> <p>Self-regulatory systems and professional standards in journalism have been strengthened in South East European and Latin American countries, as well as in Northern Africa.</p> <p>Conflict sensitive report training resources have been developed together with the Center for Conflict Sensitive Reporting (CCSR) at Rhodes University, South Africa, with the goal to further develop capacities of journalists covering conflict in Africa.</p> <p>Specific media programmes have been implemented following natural disasters in Haiti and Pakistan.</p> <p>Since the political switch, two rapid assessments of the media sector have been carried out in Egypt and Tunisia aimed at identifying the needs of the media in these two countries, and to put forward a series of evidence-based recommendations on the measures to be taken. These rapid diagnoses in Tunisia and in Egypt will be followed by more in-depth, long-term and participatory assessments to be carried out, with support of Belgium.</p> <p>A similar short-term assessment has been carried out in Jordan, following a request by the Jordanian Government for assisting the National Dialogue Committee on the component related to media reform.</p> <p>UNESCO is also taking part to the UN Interagency Task Force on Libya and contributing to the Integrated Pre-Assessment Process for Libya Post-Conflict Planning, providing inputs on media development (particularly regarding media, elections, civil society).</p>
<p>Safety of media professionals enhanced</p>	<p>In order to strengthen the safety of media professionals, UNESCO continued to raise awareness and disseminate tools and knowledge mostly in the form of workshops. In their workshops,</p> <p>UNESCO continues its work to address the safety of media professionals, including through support to develop legislation and mechanisms favorable to freedom of expression and information in PCPD situations, and to provide special safety training and equipment, notably to women journalists in OPT, Iraq and Somalia.</p> <p>Through the international conference held 13-14 September 2011, UNESCO sought to promote a UN system-wide</p>

plan to prevent and combat attacks against journalists, by assuring that safety and impunity will be incorporated within UN development frameworks and assistance programmes, and media stakeholders can play a role in their elaboration. The conference was endorsed by UN Secretary-General Ban Ki-moon, and Navi Pillay, the UN High Commissioner for Human Rights, addressed the participants at the start of the session. The Draft Plan of Action will be presented to UNESCO's International Programme for the Development of Communication (IPDC) at its next session in March 2012 and will then be submitted to the bodies in charge of UN-wide coordination. In Iraq, Afghanistan, OPT and other PCPD situations, UNESCO is supporting the development of legislation and mechanisms favorable to freedom of expression and information, guided by existing international rules and norms, including the 1997 UNESCO General Conference Resolution concerning violence against journalists, which inter alia stipulates that there should be no statute of limitations on crimes against freedom of expression.

A Safety and Security training course for 30 Somali journalists (11 women) was jointly planned by IMS, IRIN and UNESCO as part of the strategy to build the capacity of Somali journalists inside the country. The sessions covered such areas as planning and evacuations; dealing with CPR, bleeding, burns, fractures and other wounds; personal safety and travel; what to do in a riot and other situations; prevention of disease; what to do in a kidnap/hostage situation; how to minimize journalistic risk.

In Gaza, a workshop for 30 media professionals was organized focusing on safety and psychosocial support. The establishment of a local media professionals' network for Gaza and the West Bank was supported in order to strengthen to monitor press freedom and provide professional peer support. In the Democratic Republic of the Congo, 80 journalists took part in a safety workshop, organized by the UNESCO Kinshasa Office in April 2010. In the San Jose Office, workshops were organized with a special focus was placed on violence against women journalists.

UNESCO is working to build an alliance of both UN agencies and professional organisations for a joint action to promote safety of journalists and the fight against impunity. A UN Inter-Agency Meeting was held at UNESCO HQ (13-14 September 2011), where representatives of United Nations agencies, programmes and funds as well as Member States, professional associations and NGOs drafted a comprehensive UN Action Plan to improve the safety of journalists and combat the impunity of crimes against them. The Draft Plan of Action will be presented to UNESCO's International Programme for the Development of Communication (IPDC) at its next session in March 2012 and will then be submitted to the bodies in charge of UN-wide coordination.

Leading into this conference, UNESCO also took part on 1 June 2011 in an international working conference on safety of journalists, organized by the City University London directors of the Initiative on Impunity and the Rule of Law and the Centre for Freedom of the Media (CFOM) at the Department of Journalism Studies, University of Sheffield.

UNESCO supported various initiatives on training of journalists in crisis situations, in conflict, post-conflict areas and

	<p>post disasters, including Haiti, Nepal and Lebanon. A Safety and Security training course for 25 Somali stringers reporting on humanitarian issues was implemented.</p>
<p>Access to humanitarian information in disaster environments improved</p>	<p>Providing populations with access to humanitarian information in disaster environments saves lives. Many organizations working in ...</p> <p>Providing populations with access to humanitarian information in disaster environments saves lives. Many organizations working in emergency response are highlighting a need for packaging and dissemination of humanitarian information, made available in local languages and dialects.</p> <p>Following the earthquake in Haiti, UNESCO together with AFP and local partners set up Mobile Multimedia centers to provide people in camps with information access.</p> <p>In its drive to lessen the impact of cholera on the Haitian population, UNESCO joined forces with Haiti's Ministry of Public Health and Population to produce five animated films of less than two minutes each to raise awareness of the hazards of the disease among the general public, particularly young people. The animated films feature Ti-Joël, a famous Haitian cartoon character, and are broadcast on Haitian National Television (TNH) and privately owned channels and accessible through online media and social networking sites. They show young people how to protect themselves from cholera at school and outdoors, how to purify water and how to prepare oral serum; they also stress the importance of not discriminating against people who have the disease.</p> <p>In the Horn of Africa and Great Lakes region, UNESCO is working with local and NGO media partners to train radio producers on producing programming that cover humanitarian issues, particularly with regard to drought, floods. To address the need for humanitarian information in refugee camps, Danish media NGO International Media Support (IMS), UN OCHA-IRIN and the Kenyan-based media house Star FM which is expanding Somali-language broadcast coverage including in Nairobi, north-eastern Kenya and Dadaab refugee camps, Kakuma, and Mogadishu. Star FM and IRIN have a long-standing partnership, whereby Star rebroadcasts on FM IRIN's daily hour of original humanitarian Somali programming, airing nationally on shortwave. IRIN supports a network of around 20 locally based stringer correspondents, who report and file audio reports from their home areas across Somalia.</p> <p>In response to the 2010 Pakistan Floods, UNESCO launched "Umeed e Seher" ("Dawn of Hope") Pakistan's first informational radio drama series for floods-affected communities. The broadcast over national airwaves is enabling floods victims to address post-traumatic stress and health issues, and have access to necessary humanitarian information about relief and recovery efforts.</p> <p>A strategy to reform the community radio sector in Kenya has been developed in collaboration with the Open Society Initiative in East Africa (OSIEA), with the view to position Kenya's community broadcasting to address relevant</p>

community needs. A project proposal has been developed in collaboration with the International Media Support (IMS) to mobilise donor resources to improve human information flows through community media in the Dadaab Refugee Camp in Northern Kenya, which accommodates Somalian Refugees.

To address the lack of media capacity in addressing issues of democracy, peace and tolerance in the greater part of great lakes region including Kenya , Uganda , Rwanda, Burundi and the Democratic Republic of Congo (DRC), a comprehensive media assistance programme was initiated .The proposed activities address the following needs

- The need to promote the use of media to combat hate speech and promote peace building;
- The need to educate communities regarding social and political participation which can be partially achieved through election reporting training;
- The promotion of freedom of expression throughout the region;
- The need for a more coordinated, sustainable and high-impact media programme by the Great Lakes development partners

Other initiatives that have been undertaken have increased the level of humanitarian information flow. With the support of the IPDC funded activity "Strengthening humanitarian information flow through media in Somalia and among Somali displaced communities" and the ongoing resource mobilization under the three proposals, the activity will be more sustainable as well as have a greater impact. A stronger partnership between UNESCO, IMS, IRIN, OCHA in Eastern Africa region has been forged and discussions are ongoing on future collaborative activities as reported under the IPDC project named above.

An assessment of the media needs on humanitarian reporting in Northern Uganda and western Nile region was carried out. This was in consultation with the civil societies, Humanitarian organizations, research organization and the media working in Northern Uganda and Western Niles. Activities addressing the identified needs have been proposed for the next biennium

As part of UNESCO's International Program for Development of Communication (IPDC), the Palestinian News agency (WAFA) will establish a humanitarian news and information desk and build the capacities of 10 reporters and freelancers in the West Bank and Gaza to make news and reporting on the humanitarian aid and development assistance, provide specialized service for the local news media and offer platform for international humanitarian and development organizations to communicate with the stakeholders and beneficiaries. Training sessions and meetings with heads of WAFA were held from July 2011 to 15 August 2011, focused on writing, presenting and humanitarian reporting. Throught the 35 hours of trainings, the reporters produced two features and recorded more than 6 stories as a training on presenting.

In Pakistan, an activitiy was completed to provide information on IDPs rights, entitlements and aid and assistance

	<p>programs. Local communities were involved in dialogue to ensure they were able to relate to and accept the information. The HIP also provided beneficiaries' feedback to the humanitarian sector on the effectiveness of aid delivery and activities aimed at helping the IDPs. By doing this, the HIP provided a platform for beneficiary feedback and advocacy, enabling aid activities to be as effective and appropriate as possible. Internews conducted four trainings (each one-week long) that resulted in a total of 72 journalists being trained on reporting on humanitarian issues. The journalists came from 12 media organizations from across KPK and Pakistan. Of the 72 journalists, 19 were women.</p> <p>The journalists had little understanding of humanitarian issues before the trainings but demonstrated improved knowledge and skills after the training. The project structured the trainings so that these gains in knowledge and skills translated into increased awareness on the part of the media and through them the beneficiaries about their rights and privileges. A humanitarian reporting training manual was also produced and distributed among journalists from Khyber Pakhtunkhwa and other parts of Pakistan, engaged in reporting disasters and other emergencies. A total of 86 programs were produced. They were aired through two radio stations in the Radio Dilbar Network - Radio Dilbar, Charsadda and Radio Dilbar Swabi. The combined signal reach of the two stations covered a large proportion of the areas with IDP populations (living in host communities as well as in IDP camps). Internews also distributed 1,200 hand-crank radio sets among the most vulnerable people. The purpose of this distribution was to help the affected communities (especially the IDPs) get access to information meant for them.</p>
<p>Cultural diversity, dialogue and intangible heritage promoted through media and ICTs</p>	<p>In the framework of the "Power of Peace Network" (PPN), UNESCO is partnering with journalists, students and ICT networks to promote dialogue and peacebuilding.</p> <p>PPN and the Stanford Persuasive Technology Lab launched the "Friends Without Borders" campaign to select eight world youth Peace Champions from countries challenged by conflict - Israel and Palestine, India and Pakistan, Greece and Turkey, Serbia and Albania, through the support of Facebook (http://peace.facebook.com/). From 14-16 June 2011 in Vienna, UNESCO participated at the Israeli-Palestinian Journalists Forum (IPJF), a dialogue initiative aiming to facilitate long-term dialogue about press freedom between journalists in Israel and the Palestinian Territories.</p> <p>A UNESCO Chair on Media, Dialogue and Mutual Understanding was established in July 2011 at the School of Journalism and Public Relations at Skopje in the former Yugoslav Republic of Macedonia. This UNESCO Chair addresses the production and developing of educational multimedia platforms, research studies and publishing activities, through collaboration with 11 partner universities, institutes, journalism associations and news media from the Netherlands, Denmark, Slovenia and Macedonia. A web platform has been launched to address the role of citizens in the public debate and intercultural dialogue, diversity reporting and peace journalism and will serve as an online educational resource and public forum.</p>

	<p>A range of courses will be introduced to furnish future students and active journalists with: knowledge and understanding of the concepts of multi- and inter-culturalism, with competence for critical analysis of multicultural situations as well as with skills for preventing, mediating and resolving conflicts from multicultural situations.</p> <p>In Pakistan, UNESCO executed a pilot mobile phone-based post-literacy programme that benefited 1250 illiterate adult women, and 110 Adult Literacy Centres for rural women in flood-affected areas were established whereby some 4000 rural women received training in basic literacy and income generation skills in Pakistan.</p> <p>In the framework of the "Arab Spring" initiatives, UNESCO and the mobile phone provider Vodafone have launched a major five-year partnership to address illiteracy. With an estimate budget US \$50 million the first phase of the activity will seek to train 100,000 literacy trainers, supported by a database of trainers and a web portal.</p> <p>The UNESCO Chair on Media, Dialogue and Mutual Understanding was established in July 2011 at the School of Journalism and Public Relations at Skopje in the former Yugoslav Republic of Macedonia. This UNESCO Chair addresses the production and development of educational multimedia platforms, research studies and publishing activities, through collaboration with 11 partner universities, institutes, journalism associations and news media from the Netherlands, Denmark, Slovenia and Macedonia. A web platform also was launched to address the role of citizens in the public debate and intercultural dialogue, diversity reporting and peace journalism and will serve as an online educational resource and public forum.</p> <p>In the Republic of Guinea , 2000 CD-ROM were designed and produced on violence against women and girls during conflict, and a animated comic strip on the contribution of young women leaders in nation building was produced in 1000 CD-ROM. Among activities, a number of video-conferences and workshops were held reaching 500 young women leaders of CSOs.</p>
<p>Improved national/local planning, management and reform capacity for sustained and equitable country-led recovery and reconstruction in UNESCO's fields of competence</p>	<p>UNESCO's work to support national/local planning, management and reform capacity in post-crisis countries is reflected in examples throughout the 13 expected results of the PCPD Platform. A significant level of PCPD relevance and visibility is found notably in Post-Conflict Afghanistan, Iraq and OPT, and in Post-Natural disaster Pakistan and Haiti.</p> <p>In Afghanistan and Iraq, UNESCO has been implementing large scale activities in all of its major programmatic areas, with a particular impact and visibility in the field of education capacity building. In Haiti, UNESCO has supported the development of a medium and long-term strategy for the reconstruction of Haiti. These proposals, addressing all UNESCO's fields of competence, are aligned with the Action Plan for National Recovery and Development developed by the Haitian government, with a particular focus on the building and strengthening of nationally owned and local reconstruction capacities.</p>

	<p>In response to Pakistan's 2010 floods, UNESCO has been actively supporting the development of a comprehensive, nationally owned action plan for floods risk reduction, emergency management, human resources and capacity building. UNESCO is playing a major role and is the only UN body represented on the Water Task Force, chaired by the Asian Development Bank and made up of the Pakistan government as well as specialists from 22 donor countries. UNESCO is also implementing a major project on floods and geohazards Early Warning, in close coordination with the Pakistan government, the International Centre for Water Hazard and Risk Management (ICHARM), the Japan International Cooperation Agency (JICA).</p> <p>UNESCO's work in this area is reflected in reporting throughout the 12 other expected results seen here, with larger-scale activities notably in Afghanistan, Iraq, OPT, and in Post-Natural disaster responses in Pakistan, Haiti, MENA and in Horn of Africa region. In sub-Saharan Africa, a large number of activities notably for TISSA, TVET, EMIS and literacy and non-formal education (LNFE) activities are reported under implementation.</p>
<p>Reduced vulnerability vis-à-vis recurrence of disasters as a result of expanded early warning systems in disaster-torn countries</p>	<p>UNESCO's Intergovernmental Oceanographic Commission continued its work with its partners to enhance tsunami warning capacities of Member states. In Pakistan, relevant officials were trained and Standard Operating Procedures (SOP) were implemented in the national disaster management scheme.</p> <p>Intergovernmental coordination of tsunami early warning and mitigation systems is satisfactory at both the global and regional level. Overall more than 400 sea level stations are reporting real time observations through the IOC Sea Level Monitoring Station Facility (up from 25 stations at the end of 2006). The number of seismic stations that deliver data in real time has increased from about 350 in 2004 to more than 1200 today. With increasingly denser detection networks and more frequent transmission of data, the Tsunami Warning Centers can more quickly confirm the existence or non-existence of a destructive tsunami. This is important as with every hour a tsunami warning remains in effect, anywhere from 500 km to 1000 km of additional coastline is placed under warning depending upon where the earthquake occurred.</p> <p>For the Pacific Tsunami Warning System the increase in the number of stations and in the frequency of data transmissions over the last 6 years have decreased the average cancellation wait time with about an hour. Following the UNESCO-CTBTO agreement the number of recognized tsunami warning centers receiving CTBTO data increased from 7 in 2010 to 10 in 2011.</p> <p>Development of the tsunami warning systems in the Indian Ocean, Caribbean and North East Atlantic and Mediterranean and Connected Seas are making steady progress with the Indian system going fully operational on 12 October 2011. Three tsunami information centres are currently in operation (ITIC, JTIC and NEAMTIC) with a fourth (CTIC) to be established.</p>

The earthquake and tsunami off Tohoku in Japan on 11 March 2011 once more demonstrated that communities living close to potentially tsunamigenic zones should step up their efforts to develop awareness, preparedness and mitigation measures. Focused research is also required to continue updating our knowledge about subduction zones capable of generating great earthquakes and tsunamis.

UNESCO is also strengthening its flood forecasting and early warning capacity, notably in Pakistan, where it launched a major project with the support of the Government of Japan, risk mapping the flood plains along the Indus River. The project will be implemented by UNESCO in close collaboration with the International Centre for Water Hazard and Risk Management (ICHARM), the Japan International Cooperation Agency (JICA) and in coordination with the Government of Pakistan.

Simulated full-scale tsunami alerts (Caribbean, Pacific and North East Atlantic, Mediterranean) were successfully launched to evaluate the responsiveness of regional systems, focal points, community preparedness and national and inter-institutional coordination.

Post-event assessments in Haiti and Chile examined the effectiveness and timeliness of detection, response, public safety awareness and preparedness. 30 national staff in both Myanmar and Iran were trained on tsunami early warning, assessment and emergency response.

In Comoros in collaboration with GFZ in Potsdam a new tide gauge station was installed at Moroni Harbor in December 2010. In Mozambique the National Directorate for Geology (DNG) was equipped with a new earthquake detection system and on-site training was provided to DNG staff. In Tanzania, a workshop on developing Standard Operating Procedures was held in Dar-es-Salaam drafting the national SOPs for tsunami warning, to be adopted by the government.

A course addressing climate change, drought and flood associated to FRIEND Hindu-Kush-Himalayas strengthened knowledge in six Member States.

An intersectoral approach was used to address foresight, ethics, and extreme climate scenarios (Slovenia, March 2011) and the ethics of disasters (Paris, July 2011), fostering further collaboration between the Social and Human Sciences Sector and the Natural Sciences Sector.

The Indian Ocean Tsunami Warning and Mitigation (IOTWS) reached the full operational stage in October 2011, when a new regional tsunami advisory service provided by Australia, India and Indonesia became operational, starting a new era of regional cooperation for tsunami warning in the Indian Ocean. This marks the culmination of 6 years of development and preparation since the IOC was mandated to coordinate the establishment of a tsunami early warning system in the Indian Ocean.

	<p>Important advancements have been made for the establishment of the interim tsunami warning system of the Caribbean and the North-eastern Atlantic and Mediterranean, especially the establishment of the sea level monitoring infrastructure and the identification of tsunami watch providers. The IOC can now rely on tsunami information centres in the Pacific (ITIC), the Indian Ocean (JTIC) and the North-eastern Atlantic and the Mediterranean (NEAMTIC), while a new TIC is expected to be launched in the Caribbean (CARIBE-TIC). The TICs develop awareness, educational and technical materials, language- and gender-sensitive, to increase preparedness of potentially vulnerable populations.</p> <p>Funds were raised through Direct Mail campaign for IOC to organize an international lessons learned conference to mark the first anniversary of the Tsunami/Earthquake disaster in Japan.</p>
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Cost-effectiveness/efficiency measures for this Intersectoral Platform

As demonstrated in the Strategic Programme Objective-14 (PCPD), the strategic and timely deployment of limited RP and Post-Crisis Special Account funds can be catalytic to significant extra-budgetary funding outcomes in PCPD situations. Extra-budgetary funds mobilization shall remain a key priority of the PCPD Intersectoral Platform, along with strengthening of stand-by capacities for effective PCPD responses, including through staff secondment partnerships and multilateral and private funding sources.

During this reporting period, the PCPD Platform secretariat continued to invest in staff training and integration of staff within the UN coordination mechanisms for humanitarian and post-crisis transition responses. The Platform secretariat also will continue supporting Knowledge Management as well as advocacy, including through the Liaison Offices and PCPD Web Portal.

As highlighted in the external evaluation Strategic Programme Objective-14 (PCPD), the strategic and timely deployment of limited RP and Post-Crisis Special Account funds can be catalytic to significant extra-budgetary funding outcomes in PCPD situations. Extra-budgetary funds mobilization remains a key priority of the PCPD Intersectoral Platform, along with strengthening of stand-by capacities for effective PCPD responses, including through staff secondment partnerships and multilateral and private funding sources.

Part II.C. Chapter 1. Participation Programme

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$441 908	Expenditures: \$42 675	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Formulation, evaluation and follow-up of requests improved in such a way as to enhance complementarity between the activities planned as part of the Programme and Budget and those supported under the Participation Programme, ensuring conformity with the major priorities of the Medium-Term Strategy (C/4) and the Programme and Budget (C/5)	<p>During the concerned period further efforts were made to help Member States to implement their approved PP projects in conformity with the Organization's key priorities of C/4 and C/5 and for the benefit of Africa, women, youth, LDCs, developing countries, SIDS, post-conflict and post-disaster countries and countries in transition.</p> <p>A substantial presentation on the Participation Programme rules and criteria was made by Chief PPE for Natcoms in the framework of the 36th session of the General Conference. This presentation was followed by a questions-answers session concerning various issues such as the quality of the submitted projects, their conformity with UNESCO's global priorities, speeding up of the evaluation process, the need for more training for the secretaries-general of Natcoms concerning the PP rules and procedures.</p> <p>ERI/PPE prepared a list of 30 reference points to guide Member States in formulating their PP project proposals for 2012-2013. These points have been annexed to the DG's CL for the next biennium and were welcome by Member States.</p>
Implementation of adjustable strategies to meet the special and urgent needs of some groups of countries with common characteristics improved	PP requests from Africa, LDCs, developing countries, SIDS, post-conflict and post-disaster countries and countries in transition were given priority throughout this concerned period. As of 23 September 2011, the DG approved 272 requests from African countries for a total amount of \$5 843 405.
Accountability mechanisms strengthened to improve programme execution, management, monitoring and the flow of information to Member States	<p>More efforts were made with a view to further improving the PP accountability mechanisms. Following the final upload of the Participation Programme database from SISTER 2 Project to SISTER for the 35 C/5 the whole PP process became more rational, efficient and transparent.</p> <p>A particular stress was accorded to solve outstanding accountability problems in communicating more actively with Member States. Reminder letters concernig required financial and evaluation reports, as well as aoutstanding</p>

	reimbursements to be made, have been sent to all Member States in December 2011.
Improved evaluation of the reports on results of activities supported	More efforts were made with a view to ensuring timely submission of the evaluation reports . The PP focal points within the Programme Sectors should more systematically and rapidly consider these reports and revert quickly to PPE Section with a substantive analysis in order to finalize on time the PP process.
Image of the Organization and impact of its action enhanced	In light of the discussions and meetings with Natcoms and other representatives of Member States within the framework of the 36th session of the General Conference, the importance of the Participation Programme in further promoting UNESCO's images, ideals and action in its Member States was clearly acknowledged and highlighted. Further efforts however have to be made in encouraging Member States to utilize UNESCO's name and emblem throughout the implementation process of the PP in order to enhance the Organization's image and impact in its fields of competence.

Cost-effectiveness/efficiency measures for this Main Line of Action

A new Chief of the PP Section was appointed in January 2011 in order to enhance the PP management and communication with Member States

Part II.C. Chapter 2. Fellowships Programme

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$1 165 500	Expenditures: \$1 066 202	Allocation: \$2 450 291	Expenditures: \$2 377 352

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
National capacities enhanced in areas of UNESCO's programme priorities	UNESCO has positively contributed to national capacity-building in developing countries, especially in least developed countries (LDC) in responding to their needs and through the award of fellowships they applied for.
Fellowship beneficiaries empowered in programme priority areas through sharing of knowledge and upgrading of skills at graduate and postgraduate	All awarded fellowships have allowed beneficiaries to update their knowledge and allowed them to go to developed countries to bring with them added values and new knowledge and skills to take part in the development of their countries.

levels	
Thematic areas aligned to strategic programme objectives and biennial sectoral priorities	The Intersectoral Screening Committee ensured that all awarded fellowships are aligned to UNESCO strategic objectives and biennial priorities of the Organization's Programme. No fellowship was awarded outside fields of study no related to UNESCO priorities.
Fellowship opportunities increased through partnerships with Member States, civil society and non-governmental organizations	the number of awarded fellowships was increased thanks to the cost-sharing arrangements with donors.
Fellowship policies, administration and procedures harmonized with those followed by the United Nations system	UNESCO had hosted the Biennial Meeting of the Senior Fellowships Officers of the UN Agencies which set out the base for the coordination among UN agencies regarding fellowships policies, administration and procedures.

Cost-effectiveness/efficiency measures for this Main Line of Action

through extrabudgetary resources, the one million dollars regular budget had been increased to around 8 million dollars through both Funds-in-Trust and in-kind contributions.

Part I. General Policy and Direction

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$24 915 396	Expenditures: \$23 029 786	Allocation: \$1 766 094	Expenditures: \$1 551 594

Part I.B. Directorate**Part I.B. Chapter 5. Internal Oversight**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 033 800	Expenditures: \$772 373	Allocation: \$380 203	Expenditures: \$355 488

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Risk management, control, compliance and value-for-money mechanisms strengthened in UNESCO	IOS completed ten audits (Special Accounts, Visa Section, ICDL, Staff Associations, Bamako Office, Dakar, Category II Institutes, Libreville, Kinshasa, Staff Cost Savings). These audits resulted in 53 recommendations that were agreed for implementation. At the end of the year IOS took stock of all efficiency and effectiveness recommendations and provided input to organization-wide savings in the order of \$22 million over the biennium, mostly in Travel, Publications, closure of ICDL, and opportunities to improve the cash situation by some \$20 million as a result of the review of Special Accounts.
Policy development and effectiveness and efficiency of programme delivery improved as a result of evaluations	<p>As previously reported, all evaluation activities in the approved 35 C/5 evaluation plan have been completed. During this reporting period, IOS has (1) coordinated the follow-up to the IEE recommendations with the Secretariat and the governing bodies of the Organization, including updating the Action Plan (187 EX/17 Part I); (2) assisted sectors and central services in implementing the IEE recommendations, such as developing a rapid programme assessment tool for use in programme prioritization, and assisting in the drafting of the Ivory Note for UNESCO's liaison offices; (3) tracked the implementation of evaluation recommendations; (4) provided evaluation support to programme sectors and decentralized bodies, such as the Education and CI sectors, IIEP and Brasilia; (5) enhanced capacities in evaluation, through, for example, seminars on integration of gender equality and human rights in evaluation practices.</p> <p>The following evaluations were completed during the reporting period: (1) Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO; (2) Evaluation of the Abdus Salam International Centre for Theoretical Physics; (3) Evaluation of UNESCO Prizes; (4) Desk review of UNESCO Culture Sector's work on intercultural dialogue; (5) Review of the Management Framework for UNESCO Category II Institutes/Centres; (6) evaluation of the Amman Office.</p>

	<p>A number of significant evaluations are ongoing: (1) Priority Africa, for which three field missions to Africa were undertaken to conduct case studies; (2) Priority Gender Equality, for which the contract for an external consultant was not issued given the funding situation; the evaluation is on hold pending extrabudgetary funding.</p> <p>IOS has continued participating in UNEG taskforces to improve evaluation practice across the UN system.</p>
Accountability and adherence to rules and regulations in UNESCO strengthened	By end of 2011, 53 new cases were opened adding to the 22 open cases at the beginning of the year. IOS solved and/or closed 33 cases, leaving 42 outstanding. The cases handled to date in 2011 involved alleged misrepresentation / forgery, embezzlement, theft or abuse of UNESCO-related assets, procurement or recruitment irregularities, abuse of privileges/immunities, other abusive conduct and illegal trafficking.

Cost-effectiveness/efficiency measures for this Office 3

All relevant cost efficiency and effectiveness measures identified by IOS communicated to SMT resulting into savings in excess of 20 million \$, and cash flow improvements of at least \$25 million.

Part I.B. Chapter 6. International Standards and Legal Affairs

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$135 700	Expenditures: \$195 880	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality legal advice provided to the Organization and its governing bodies	<ul style="list-style-type: none"> - Vérification de la conformité des documents rédigés pour les 184e , 185e et 186e, 187e et 188e sessions du Conseil exécutif et préparation des documents de travail du Comité sur les conventions et recommandations (CR) - Fourniture d'avis juridiques sur le champ lors du Bureau, des plénières et des réunions des différents comités et commissions des 184e, 185e et 186e, 187e et 188e sessions du Conseil - Secrétariat du Comité CR assuré par l'Office lors des 184e et 185e, 186e et 187e sessions du Conseil <p><u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.</p>
Organization's rights effectively protected	<ul style="list-style-type: none"> - Actions de rappel des privilèges et immunités en réponse aux différents actes de procédures judiciaires notifiés à l'Organisation, y compris ceux notifiés aux bureaux hors-Siège - Contribution à la protection du nom et emblème de l'UNESCO lors de la conclusion de projets d'accords, notamment

	<p>avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires</p> <ul style="list-style-type: none"> - Amélioration de la rédaction d'un large éventail d'accords conclus par l'Organisation avec les Etats membres, les organisations intergouvernementales, mais aussi avec des partenaires privés, y compris dans le cadre de passation de marchés - Représentation de l'Organisation auprès du Tribunal administratif de l'OIT pour défendre ses intérêts dans des litiges avec des fonctionnaires en sus des conseils juridiques destinés à aider la Directrice générale à régler les contentieux en cours devant le Conseil d'appel - Représentation de l'Organisation pour défendre ses intérêts dans le cadre de différends résultants de contrats ou d'autres différends de droit privé dans lesquels l'UNESCO est partie, - Vérification de la stricte application des règles et procédures internes concernant les activités de l'Organisation et le personnel, par la fourniture de nombreux avis juridiques aux services centraux tels qu'ADM et HRM <p><u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue</p>
<p>Internal rules of the Organization relating to activities, funds and property of the Organization revised and improved to enhance the protection of the interests of the Organization</p>	<ul style="list-style-type: none"> - Participation active et fourniture d'avis juridiques aux services centraux lors de la révision des volumes I et II du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives en matière de personnel <p><u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue</p>
<p>Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies</p>	<p>Assistance juridique permanente :</p> <ul style="list-style-type: none"> - A la 18e session de l'Assemblée générale des Etats parties à la Convention concernant la protection du patrimoine mondial, culturel et naturel ainsi qu'à la 9e session extraordinaire du Comité du patrimoine mondial et aux 34e et 35e sessions ordinaires du Comité - à la 3e session de l'Assemblée générale des Etats parties à la Convention pour la sauvegarde du patrimoine immatériel ainsi qu'à la 5e et 6e sessions ordinaires du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel - à la 3e session ordinaire de la Conférence des Parties à la Convention pour la protection et la promotion de la diversité des expressions culturelles ainsi qu'à la 4e et 5e sessions ordinaires de son Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles - à la 3e session ordinaire de la Conférence des Etats parties à la Convention sur la protection du patrimoine culturel subaquatique et à la 1e réunion de son Conseil consultatif scientifique et technique - à la 9e session des Hautes Parties contractantes à la Convention pour la protection des biens culturels en cas de

	<p>conflit armé, à la 4e session ordinaire des Etats parties au Deuxième protocole relatif à la Convention de La Haye de 1954 pour la protection des biens culturels en cas de conflit armé et à la 6e réunion du Comité pour la protection des biens culturels en cas de conflit armé</p> <ul style="list-style-type: none"> - aux 16e et 17e sessions du Comité intergouvernemental pour la promotion du retour de biens culturels à leur pays d'origine ou de leur restitution en cas d'appropriation illégale - à la 3e session ordinaire de la Conférence des Parties à la Convention internationale contre le dopage dans le sport <p><u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.</p>
<p>Monitoring of the Organization's standard-setting instruments coordinated</p>	<ul style="list-style-type: none"> - Meilleure harmonisation des avis juridiques lors de la préparation des documents de travail des sessions des organes institutionnels de suivi des différentes conventions, en particulier des Conventions de 1970, 1972, 2001, 2003 et 2005 - Renforcement de la vérification auprès de chaque secteur de programme ou institut concerné du respect des nouvelles procédures adoptées par le Conseil exécutif à sa 177e session sur le suivi de l'application des 3 conventions (celles de 1960, 1970 et 1989) et des 11 recommandations déclarées prioritaires pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport aux 184e, 185e, 186e et 187e sessions du Conseil exécutif à ce sujet - Mise en ligne des informations relatives au suivi des conventions et recommandations sur le site Textes normatifs - Assistance juridique à l'élaboration et à l'adoption de la Convention régionale révisée sur la reconnaissance des études, des diplômes et des grades de l'enseignement supérieur en Asie et dans le Pacifique ainsi qu'à la révision de la Convention régionale de 1981 sur la reconnaissance des études et des certificats, diplômes, grades et autres titres de l'enseignement supérieur dans les Etats d'Afrique <p><u>Défis :</u> LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.</p>

Cost-effectiveness/efficiency measures for this Office 3

LA doit continuer à offrir des prestations de qualité avec des ressources humaines insuffisantes, tout en faisant face à une demande de services accrue.

Part I.B. Chapter 7. Ethics Programme

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$147 000	Expenditures: \$93 932	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Standards of conduct for the international civil service publicized and disseminated	<p>The Ethics Office has continued a strong outreach and communication strategy in order to publicize and disseminate the standards and norms of conduct for the international civil service. For instance, the Ethics Office represented UNESCO in the meetings of the International Civil Service Commission on the modernization of the Standards of Conduct for the International Civil Service.</p> <p>The Ethics Office has utilized various outreach initiatives from "town hall" meetings to the use of promotional material to convey the importance of respecting the standards of conduct and ethical values at UNESCO.</p> <p>The Ethics Office took the initiative to host an Information Meeting with the support of ERI for the Permanent Delegates to UNESCO to raise awareness on the role of the Ethics Office and the importance for the employees of respecting the standards of conduct and ethical values. The meeting was well attended and well received. Indeed, the presentation was then sent to all the Delegations along with a link to our intranet site to further disseminate the message.</p> <p>The dissemination of the promotional leaflets "Introduce the Ethics Office" and "Where to go for grievances" has also gathered pace, as copies were sent to all the Sectors, Services and Divisions at Headquarters, and all the Field Offices and Institutes around the world. The series was completed to include a Spanish version of each of the leaflets; in addition to the French and English versions already available. It is important to note that electronic copies in each of the languages are also available on our intranet site.</p> <p>The intranet website has also continued to develop and promote the standards of conduct. An internet website is also currently being developed to support our outreach programme, and highlight the importance of respecting standards of conduct for the international civil service. It will also be available on the Member State portal to further disseminate the mandate and activities of the Ethics office.</p> <p>To illustrate the impact of the Ethics Office's outreach strategy, the Ethics Office has received 480 requests from individuals or groups, contacting the Office for advice on ethics-related issues or to make a complaint, since its inception in October 2009.</p>

	<p>The Ethics Office also continued to disseminate and publicize the Standards of Conduct for the International Civil Service through the mandatory training on Ethics that have been delivered to more than 2000 employees so far.</p>
<p>Voluntary disclosure channel established</p>	<p>The "UNESCO's whistleblower protection policy" is in place in the Organization since the beginning of 2011.</p> <p>The policy makes provisions for the establishment of a confidential "Protected Disclosure System" for reporting allegations of fraud, corruption, unethical behavior, conflicts of Interest etc.</p> <p>Following its dissemination to all the UNESCO employees at the beginning of the year, this aspect of the policy is also carefully explained to all the employees during the mandatory training on Ethics.</p>
<p>Hotline (whistleblower) protection policy created</p>	<p>The "UNESCO's whistleblower protection policy", in place in the Organization since the beginning of 2011, provides enhanced protection against retaliation for employees who report misconduct, provide information in good faith on alleged wrongdoing, or cooperate with a duly authorized audit, Investigation, or inquiry.</p> <p>Following its dissemination to all the UNESCO employees at the beginning of the year, this aspect of the policy is also carefully explained to all the employees during the mandatory training on Ethics.</p> <p>In addition to the Intranet System that is used as an Hotline, the Ethics Office is working on a confidential Protected Disclosure System for reporting allegations of personnel misconduct, whether on an anonymous or identified basis, and from internal or external sources.</p> <p>Due to the cost-cutting measures currently at UNESCO, the first version of the electronic form will be available by the end of the year.</p>
<p>Financial disclosure policy and conflict of interest rules disseminated and implemented</p>	<p>The UN Secretariat, Agencies, Funds and Programmes, as well as the UN entities, such as the World Bank and the International Monetary Fund have been contacted by the Ethics Office in order to collect information on what they currently have in place with regard to the financial disclosure programme. Following their feedback, the Ethics Office has started to initiate some discussions regarding its features. Discussions have notably taken place with the Deputy Director-General and Internal Comptroller, Mr. Getachew Engida. Decisions on recommendations to be made to the Director-General have been taken on the type of Financial Disclosure Policy to be implemented by UNESCO.</p> <p>The Financial Disclosure Programme is currently under-going internal consultations with related central services (IOS, HRM, LA). The Ethics Office will then collate the information and submit a final proposal for the approval of the Director-General - most likely in the first couple of weeks of the next biennium.</p> <p>Due to the financial restrictions at UNESCO, the electronic declaration of interest may have to be postponed for a</p>

	<p>year as the Ethics Office was unable to recruit an expert IT consultant in collaboration with ERI for the creation of a secure electronic format database. It is envisaged that the first wave of declarations will be in hard copy, and the files will be stored in a secure safe in the Ethics Office.</p>
<p>Training module on ethics developed and implemented on a mandatory basis for all staff</p>	<p>The Ethics Office has continued to develop and fine-tune the mandatory training module on ethics, as well as making progress on our ambitious target to deliver this training to all employees of UNESCO.</p> <p>Training on Ethics has been provided to 2000 UNESCO employees so far, regardless of their contractual status, whether at Headquarters or in field. Feedback from the participants has been so far extremely positive. For instance, employees from 16 field offices have received the training to date.</p> <p>The Ethics Office recently took under its remit the Anti-harassment policy from the Bureau of Human Resources. Part of this newly acquired responsibility is to develop and deliver the training on Anti-harassment. The three day training session has already been delivered in four field offices, accounting for over 150 employees.</p>

Cost-effectiveness/efficiency measures for this Office 3

The Ethics Office has continuously remained frugal in its expenses. There are only two staff members, an administrative assistant (who works 20% of the time for ODG) and a consultant (P1 level).

An example of expenses spared, is that rather than contracting an external company/consultant for the training, all the training design, development and delivery is done in-house by the Ethics Office.

The Ethics Office prioritises electronic communication to manage its cases thus reducing the strain on paper resources and expensive international telephone calls.

There will be further costs as the Ethics Office continues to develop (it is just over two years in service). Foreexample, a software and a secure server may have to be bought and maintained to manage the Financial Disclosure Programme. However, these costs are not expected to be too important, and the main cost will continue to be travel for the training and to manage cases of unethical conduct.

Part III. Support for Programme Execution and Administration

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$85 696 141	Expenditures: \$76 962 982	Allocation: \$6 504 551	Expenditures: \$4 793 432

Part III.A. External relations and cooperation**IX.1.1. Executive Office of the ADG of the Sector for External relations and cooperation**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$703 588	Expenditures: \$775 481	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Ensure a good and effective coordination, liaison, evaluation, administration, communication and information	The ERI Executive office has successfully coordinated the Sector's contribution to the Director-General's reports to the Governing bodies and other General Conference and Executive Board documents. It has ensured the follow-up of the Sector's activities within required deadlines. It has also coordinated the organisation of information meetings with permanent delegations and the Director-General's official travel.

Cost-effectiveness/efficiency measures for this Office 3

Within the framework of the ERI Restructuring, there has been a better distribution of tasks:
The Protocol Unit has been placed within the Division for Relations with Member States and international Organisations Division
The communication and publication unit has been transferred to ERI/DPI/WEB

IX.1.2. Strengthening relations with Member States

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 369 469	Expenditures: \$1 302 142	Allocation: \$171 049	Expenditures: \$121 652

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Cooperation with Member States increased, particularly	During the period considered relations with Member States have been reinforced regularly through:

<p>through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO</p>	<p>a) 46 official visits of the Director-General to Member States, in 2011, prepared by ERI/MSO with ODG, concerned Permanent Delegations and Field Offices.</p> <p>b) 16 working luncheons or briefing meetings with regional groupings at UNESCO.</p> <p>c) 31 Information Meetings for Permanent Delegates have been organised in 2011 on thematic/sectoral priorities.</p> <p>d) 3 Orientation Seminar for new Ambassadors/Permanent Delegates took place. Thus, a total of 45 Permanent Delegates who presented their credentials in 2011 benefitted from this induction seminar.</p> <p>e) Universality - The Republic of South Sudan (27 October) and Palestine (23 November) were the two new members which joined UNESCO and UNESCO's membership now stands at 195.</p>
<p>Acquisition of a good database on cooperation with Member States</p>	<p>Launched in March 2011, the UNESCO.INT website is being regularly feed up with usefull informations:</p> <ul style="list-style-type: none"> - 86 country-profile data (facts and figures) online and the process of updating all country profiles is on-going in close cooperation with Sectors and field units. - 71 biographical notes and CVs of Permanent Delegates - more than 42.000 pageviews
<p>Effective contribution of National Commissions to the preparation, implementation and evaluation of UNESCO's programmes secured</p>	<p>Regional Consultations with National Commissions on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5), were organized in the Arab States (Morocco, May 2010), Asia and the Pacific (Republic of Korea, May 2010), Europe and North America (UK, June 2010), Africa (Uganda, June 2010), and Latin America and the Caribbean (Trinidad and Tobago, July 2010). In Rabat and Kampala, the C/5 Consultations were combined with the Regional Conferences of Arab and African National Commissions to allow them to discuss matters related to UNESCO's programme and cooperation among the National Commissions. Taking these opportunities, cluster consultations on subregional and regional strategies of UNESCO were held with the presence of over 50 field office directors and heads as well as secretaries-general of more than 170 National Commissions.</p> <p>The special brainstorming meeting of the Coordinating Group of National Commissions, focusing on the latter's contribution in enhancing the intellectual role of UNESCO, took place in January 2010 at UNESCO Headquarters and resulted in a series of recommendations. The Task Force of National Commissions for Euro-Arab Dialogue was revitalized, which met in January 2010 at HQ, in January 2011 in Muscat, Oman and in April 2011 in Barcelona, Spain. Informal meetings of National Commissions were organized during the sessions of the Executive Board (at 184th, 185th and 186th sessions) and the 36 session of the General Conference as well as in the field at the</p>

	<p>initiatives of National Commissions (Lugano meeting series of European National Commissions in March 2010 and in June 2011 in Switzerland) focusing on programme aspects of UNESCO.</p> <p>The effective contribution of National Commissions to the programme elaboration was secured by the organization of the five regional Consultations. For the first time, the DG personally attended the Consultations in Changwon, London and Kampala. These Consultations proved to be a solid platform to solicit regional inputs on key principles and priorities related to the Draft 36 C/5, to cement closer cooperation between National Commissions and UNESCO Field Offices, and to discuss the involvement of National Commissions in UN Delivering as One reform process. National Commissions' contribution to enhancing UNESCO's intellectual role and programme delivery was strengthened with the Euro-Arab Dialogue initiative and in celebrating the International Year for the Rapprochement of Cultures. In order to enhance the relevance and improve the effectiveness of the process of consultation with Member States on C/4 and C/5 , new modalities of these statutory meetings of National Commissions need to be worked out as requested by the Executive Board at its 186th session (186 EX/Decision 17, para. 14).</p> <p>The interregional meeting of National Commissions, held on 24 October 2011 on the eve of the 36th session of the General Conference at HQ, replaced the numerous half-day regional meetings which were held during previous sessions of the General Conference. This one-day "informal" exchange updated National Commissions on the latest developments at UNESCO and further associated them in its work. The discussions were focused on the main findings and possible follow-up of the Review of UNESCO's Cooperation with National Commissions, the importance and character of regional consultations with National Commissions on the C/4 and C/5 documents, and the overall evolving role of the National Commissions on the national, regional and international levels and their contributions to UNESCO's programme implementation.</p> <p>A General Conference information document entitled "Review of the cooperation of UNESCO's Secretariat with the National Commissions for UNESCO" (36 C/INF.16) and the draft report of the review prepared by Internal Oversight Service (IOS) have been submitted to the Member States and their National Commissions for consideration and comments. Inputs from 31 National Commissions and a few Permanent Delegations were received by 31 November 2011, which will be taken into consideration in the process of finalizing the Report to be released in January 2012. The comments highlighted the diversity of the network as an asset and the need for better coordination, sharing of best practices, improving networking, promoting partnerships with civil society and building capacities. In order to follow up this review, a tripartite working group composed of the representatives of National Commissions, Permanent Delegations and the Secretariat will be set up in early 2012 to formulate recommendations and them to the Governing Bodies for consideration.</p>
<p>Cooperation between National Commissions and UNESCO field offices</p>	<p>Given the current financial situation, the second meeting of National Commissions on UN Reform and UN Common Country Programming (Hanoi+3) scheduled for December 2011 in Dar es Salaam has been postponed. This meeting was aiming to give an update of UNESCO's engagement in One UN and explore the possibilities of further involving</p>

strengthened within the framework of the decentralization strategy and the United Nations reform arrangements	National Commissions in this process could be organized in 2012. Some 15 National Commissions and UNESCO field offices coming from different regions were expected to attend it.
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Cost-effectiveness/efficiency measures for this Main Line of Action

In view to rationalize costs, all travel budget lines are now in a common Division pool. All missions have been strictly limited.

IX.1.3. Relations with international organizations and partnerships

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$549 163	Expenditures: \$331 481	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Profile and core competences of UNESCO clearly articulated in various fora of the United Nations system and contribution to United Nations system mechanisms ensured	<p>1. UNESCO contributed actively to the preparation and participated in the ECOSOC high level segment and Annual Ministerial Review on "Implementing the internationally agreed goals and commitments in regard to education" (4 - 7 July). UNESCO was actively engaged in the planning process leading to this meeting. During the ECOSOC, the DG participated in numerous events encompassing a broad range of themes, including youth employment and skills; private sectors engagement in education; the impact of armed conflict on education; and the gender dimension of education in post-conflict countries, Africa and LDCs. The 2011 ECOSOC offered a unique opportunity for UNESCO to shape the education agenda globally, particularly in terms of commitments taken at the MDG Summit (September 2010). It helped raising awareness on education issues among a wider audience, as ECOSOC brings together Ministers and high ranking officials responsible for both social and economic affairs. The Ministerial Declaration, unanimously adopted at the end of the high level segment, notes the importance of moving beyond the second MDG of universal primary education in favour of a more holistic and inclusive vision of education systems. Member States strongly re-affirmed the pledge made at the World Education Forum in Dakar to reach the six EFA goals and endorsed UNESCO's leading role in the implementation of EFA.</p> <p>2. The Organization participated in the 66th session of the General Assembly, including specific meetings on the following themes: education, counter-terrorism, environment, biological diversity, and the Alliance of Civilizations Group of Friends Ministerial Meeting. In the margin of the GA, the DG represented UNESCO in the Clinton Global Initiative where she chaired a panel on reducing violence through the arts. The DG also had various bilateral meetings with Her Majesty Queen Rania of Jordan, US Assistant Secretary of State Esther Brimmer, various foreign ministers,</p>

	<p>several private sector partners of UNESCO.</p> <p>3. UNESCO participated in the Second session for 2011 of the Chief Executives Board for Coordination (CEB) held at UN Headquarters in New York (29 October). Under the chairmanship of the UN Secretary-General, the Executive Heads of UN organizations met to discuss issues related to the Rio+20 Conference - including climate change management and the review of UN-Oceans. the SG underlined that the three key messages of Rio+20 should around "Peace, People, Planet" and the Conference should be results oriented, aiming for few but key deliverables. Other ideas which were put forward during the discussion covered: financial capacity to implement RIO+20 follow-up, reducing rising inequalities, going beyond short term concerns and encompass planetary challenges and the mobilization of national stakeholders. The CEB also discussed the HLCP report on "Moving Towards a Fairer, Greener and More Sustainable Globalization" as well as the UNDG Strategy and framework for action in the Arab States. The CEB meeting provided an opportunity for the DG to meet with her UN counterparts and exchange on several topics of mutual interest in an "informal" setting. It was also an opportunity to reaffirm UNESCO's specific mandate and ensure that the Organization is playing a lead role in the Rio +20 Conferences</p> <p>4. The Section for International Organization in ERI facilitated the visit of the Secretary-General to France for his participation in the G-20 summit (contacts with French authorities and protocol, necessary arrangements for transportation, security, logistics, access badges, hotel accommodation of UNSG's delegation; etc.). The Section also accompanied the Secretary-General during his visit and was invited to attend some of his meetings as well as internal consultations.</p>
<p>Information and analyses of relevant issues connected with the United Nations system and the ongoing reform regularly disseminated within the Secretariat</p>	<p>Mission reports of the DGs to the United Nations Headquarters were prepared and disseminated within the Secretariat in order for Sectors and Services concerned to ensure appropriate follow-up action. The report of the CEB discussions and actions to be taken was also disseminated within the Secretariat.</p>
<p>Substantive input by UNESCO to United Nations documents and reports and to other intergovernmental meetings coordinated</p>	<p>UNESCO contributed to the UN Secretary-General's reports to the substantive session of ECOSOC for 2011 and to the 66th session of the General Assembly on the following issues:</p> <ul style="list-style-type: none"> - Report on the theme of the ECOSOC Annual Ministerial Review "Implementing the internationally agreed development goals and commitments in regard to education". - Report for the ECOSOC thematic discussion non "Current global and national trends and challenges and their impact on education". - Contribution to the report on the implementation of Agenda 21 (General Assembly). - Contribution to the report on "Human rights and cultural diversity" (General Assembly) - Contribution to the report on "Human Resources Development" (General Assembly)

	<p>- UNESCO's activities in Non-Self-Governing Territories - Necessity of ending the economic, commercial and financial embargo imposed by the United States of America against Cuba (General Assembly);</p> <p><u>Challenges and Lessons learnt:</u> Great sense of team work prevailed between ERI and Programme Sectors for the preparation of the UNESCO's contributions to the UN Secretary-General's reports. UNESCO's inputs were improved and more focused, and UN deadlines were better respected.</p>
<p>Cooperation between intergovernmental organizations and UNESCO and the monitoring of cooperation agreements strengthened</p>	<p>- Renforcement de la coopération avec l'Organisation internationale de la Francophonie : Une réunion de travail UNESCO/OIF avec la participation de tous les secteurs de programmes a été organisée lundi 26 septembre pour échanger sur la poursuite et le renforcement de la coopération entre les deux Organisations. Les participants ont exprimé la volonté de redynamiser la coopération entre l'OIF et l'UNESCO et, pour ce faire, d'identifier des domaines d'activités qui soient plus concrets, plus novateurs et plus visibles. Les propositions suivantes ont été avancées (vous trouverez ci-joint le compte rendu complet de la réunion) : (i) Explorer la possibilité d'inscrire l'éducation pour tous au programme du XVe Sommet de la Francophonie qui se tiendra en 2012 à Kinshasa, par exemple en procédant au lancement du "Global Monitoring Report" à cette occasion ; (ii) Instaurer un partenariat dans le cadre de la Ville édition des Jeux de la Francophonie (Nice, 6 - 15 septembre 2013), en lien avec la convention antidopage et le rôle du sport comme facteur d'inclusion sociale et de lutte contre les discriminations ; (iii) Renforcer la collaboration en ce qui concerne le suivi des conventions de l'UNESCO dans le domaine de la culture : participation de l'OIF à la célébration du 40ème anniversaire de la Convention sur le patrimoine mondial de 1972 et du 10ème anniversaire de la Déclaration sur la diversité culturelle en marge de la Conférence générale; (iv) Identifier 2 ou 3 projets phares commun en matière d'éducation et de culture visant à accompagner et renforcer les capacités des autorités haïtiennes.</p> <p>La Directrice générale a ensuite participé au déjeuner annuel du Groupe francophone, avec la participation de M. Abdou Diouf, Secrétaire général de l'Organisation internationale de la Francophonie (OIF) le 28 septembre. Par ailleurs, une Journée de réflexion sur le rôle des Groupes des Ambassadeurs francophones dans les organisations internationales a été organisée en partenariat avec l'Organisation internationale de la Francophonie et l'Académie diplomatique internationale le 7 juillet 2011.</p> <p>- Strengthening of the cooperation with ISESCO and the Organization of the Islamic Cooperation (OIC): the Director-General participated in the Ninth Coordination Meeting of the Heads of Delegation of the OIC Member States which took place during the 36th Session of UNESCO General Conference. She also had a bilateral meeting with the Secretary-General of the OIC, Mr. Ekmeleddin Ihsanoglu, who participated and took the floor in the general debate of the General Conference. In addition, on 19-21 September 2011, ISESCO in collaboration with UNESCO Office in Beirut held a meeting on "Initiatives Relative to Youth Civic Engagement in the Arab States" aimed to increase youth participation in projects contributing to the development of the region, especially with regard to health and education.</p>

	<p>- Strengthening of cooperation with the Group of 77: The Director-General met with the Group in Paris on several occasions. In addition, she also met with Permanent Representatives to the United Nations from the Group of 77 Chapter in New York. Several issues of common interest are being discussed and will be implemented in the forthcoming months.</p> <p>- Etablissement des relations avec l'Organisation mondiale de la santé animale (OIE) : plusieurs réunions de travail ont eu lieu afin d'examiner les possibilités de coopération entre l'UNESCO et l'OIE. Deux domaines principaux de coopération ont été identifiés, qui justifient un accord de coopération. Le premier est l'éducation : l'enseignement supérieur (reconnaissance internationale des titres académiques et création de chaires UNESCO) et l'enseignement et la formation techniques et professionnels pour tous les métiers liés à l'activité vétérinaire. Le second est le domaine de la biodiversité, de la gestion des ressources naturelles et de la lutte contre le changement climatique. Un projet d'Accord de coopération a été ainsi préparé conjointement par l'UNESCO et l'OIE. Le projet d'Accord a été préparé en étroite coopération avec ED et SC, qui ont donné leur avis favorable au texte proposé à l'approbation du Conseil exécutif.</p>
<p>Joint projects, research, seminars and conferences of UNESCO and international intergovernmental organizations prepared and implemented</p>	<p>Please refer to Expected Result N°4 above.</p>
<p>UNESCO-NGO cooperation framework rationalized and expanded</p>	<p>- The adoption of the new Directives concerning UNESCO's partnership with NGOs has given new impetus and simplified framework to the UNESCO-NGO cooperation: it renders UNESCO more accessible and less bureaucratic to NGOs, enhances the participation of NGOs from developing countries and facilitates to have better implication of NGOs in the UNESCO's programming cycle, notably in the consultation process for the draft C/5.</p> <p>- Active participation of unprecedented number of NGOs to the NGO Committee of the Executive Board, thereby contributing to broadening and enhancing UNESCO's partnership with civil society. More NGOs from developing countries were invited and participated in the Committee including through videoconference, providing better knowledge and visibility of NGOs' grassroots action played in the UNESCO's fields of competence.</p> <p>- The revised mandate of the Committee enhances the participation of new actors from civil society in the work of the governing bodies.</p> <p>- Better visibility and transparency of UNESCO's cooperation with NGOs and their activities through the improved database.</p>

<p>Triangular partnership at the country level between UNESCO, NGOs and National Commissions strengthened</p>	<ul style="list-style-type: none"> - New Directives concerning UNESCO's partnership with NGOs were adopted by the 36th General Conference after a consultation process with the Programme Sectors and the NGO community through the NGO-UNESCO Liaison Committee and after examination by the Executive Board. The reform of the statutory framework is in line with the recommendations made by the Independent External Evaluation (Strategic Direction 5 and Recommendation 11) - NGO section database improved and updated in collaboration with UIA including mapping information on national and local branches of NGOs and better research functions, available on Unesco.org and Unesco.int. - Representing UNESCO as member of the Interim Inter-Agency Support Group (IIASG) of the United Nations Non-Governmental Liaison Service (UN-NGLS). - Better visibility and transparency of UNESCO's cooperation with NGOs through the new NGO database available and accessible by the public on the internet. Cooperation at national and local level facilitated. - UN-NGLS coordinating activities defined and implemented to enhance inter-agency cooperation and promote civil society - engagement in the work of UN agencies - The adoption of the new Directives concerning UNESCO's partnership with NGOs has given new impetus and simplified framework to the UNESCO-NGO cooperation: it renders UNESCO more accessible and less bureaucratic to NGOs, enhances the participation of NGOs from developing countries and facilitates to have better implication of NGOs in the UNESCO's programme.
<p>Broader support base for UNESCO created as a result of cooperation with UNESCO Clubs, Centres and Associations as well as municipal and local authorities</p>	<p>La coopération avec les Commissions nationales a été renforcée notamment par l'intégration d'un module de formation sur la mobilisation du mouvement des Clubs UNESCO dans les séminaires de formation régionaux et lors des consultations des commissions nationales. Le Recensement des clubs des associations, centres et clubs UNESCO a été effectué aux niveaux mondial, régional et national et la publication du Répertoire international 2010 est en cours d'impression. Le Guide pratique des associations, centres et clubs pour l'UNESCO a été mis à jour et publié dans les langues officielles de l'Organisation. La base de données et des clubs pour l'UNESCO a été développée pour une meilleure diffusion de l'information vers les communautés UNESCO et d'autres partenaires potentiels. Ces bases de données avec les listes des partenaires (parlementaires et clubs) par pays ont été publiées sur Internet. En outre, les règles relatives à l'utilisation du nom et de l'emblème de l'UNESCO ont régulièrement été diffusées auprès des clubs. Des sessions d'information sur les Résolution 34 C/86 relative aux Directives concernant l'utilisation du nom, de l'acronyme, de l'emblème et des noms de Domaine Internet de l'UNESCO ont été multipliées auprès des clubs.</p> <p>The 30th Session of the Executive Board of World Federation of UNESCO Clubs, Centres and Associations (WFUCA) and VII World Congress of UNESCO Clubs and Centres and Associations in celebration of the 30th Anniversary of</p>

	<p>the establishment of WFUCA was hosted by the Viet Nam Federation of UNESCO Clubs on 18-20 August 2011 in Hanoi. Representatives from some twenty countries joined this celebration, along with personalities and high ranking officials. Training sessions in the field (May 2011 in Quito, Ecuador) as well as visits and meetings of UNESCO clubs at UNESCO HQ (of France, Serbia, Mexico) were organized to raise the UNESCO clubs' awareness of UNESCO and revitalize this movement. UNESCO Centres were very active in implementing activities in line with UNESCO priorities and programme (UNESCO Centres in Troyes, Barcelona and San Sebastian). Portugal set up its national federation of UNESCO clubs early this year while Sweden is looking to create its ever first UNESCO Centre near Uppsala.</p> <p>Given the current financial situation, the meetings for the Arab States to be held in Mauritania (October 2011) and for Africa in Cameroon (November 2011) have been postponed.</p>
<p>Support from parliamentarians and civil society for UNESCO's action and dissemination of its message secured</p>	<p>Les Parlementaires ont été sensibilisés aux programmes prioritaires de l'UNESCO et à l'action normative de l'UNESCO notamment la ratification des conventions internationales de l'UNESCO, par l'organisation de rencontres visant à développer le réseau des points focaux parlementaires pour l'UNESCO et à soutenir nos priorités. Le Forum d'Amérique latine et Caraïbes des parlementaires pour l'éducation (FLACPED) a été établi en mai 2010 et le suivi des fora parlementaires pour l'éducation des régions des Etats arabes et d'Asie Pacifique a été assuré notamment par l'organisation de Conférence dans ces régions en mai 2010 à Seoul, en juillet 2010 à Jakarta et en juin 2010 à Beyrouth. Lors de ces conférences, des échanges d'expériences régionales étaient à l'ordre du jour. A l'issue de ces Conférences interparlementaires, les participants se sont engagés à légiférer en faveur des objectifs de l'EPT, de la mise en place de politiques et de l'accroissement des budgets nationaux, ainsi que des fonds privés pour la réalisation des six objectifs de l'EPT. Exemples réussis de la coopération avec les parlementaires.</p> <p>L'exemple unique de la création d'une Commission permanente pour la coopération avec l'UNESCO au sein du Parlement roumain a été présenté et diffusé auprès des parlements des régions des Etats arabes, d'Amérique latine et Caraïbes et d'Asie et Pacifique.</p> <p>Le réseau des points focaux parlementaires pour l'UNESCO a été développé. On en compte 126 à ce jour. Le nombre de points focaux est passé de 107 à 126 en une année (2011).</p> <p>Des visites de parlementaires au Siège de l'UNESCO et des réunions avec des secteurs et des services centraux concernés ont été organisées pour développer les échanges et la coopération avec les parlementaires (sénat français, chambre des représentants haïtienne). Saisissant l'occasion de visites officielles, la DG a tenu des réunions avec les parlementaires.</p> <p>Après consultation des Etats Membres, l'organisation du Forum mondial des parlementaires pour l'UNESCO prévu à la veille de la 36ème session de la Conférence générale a été ajournée. Cette décision a été communiquée par la DG</p>

aux délégations permanentes à l'UNESCO le 7 juillet 2011. Des Etats Membres sont cependant encouragés à inclure des parlementaires dans leurs délégations.

Suite au lancement des préparatifs de la 3ème session du FAPED (Forum africain des parlementaires pour l'éducation) prévu pour novembre 2012 à Nairobi, Kenya, cet évènement a dû être annulé en raison des difficultés financières de l'Organisation.

Cost-effectiveness/efficiency measures for this Main Line of Action

The Sector has progressively strengthened communication with UNESCO's partners in a more effective and strategic manner through regular online communications such as newsletters, video-conferences, etc. and the sharing of relevant reports informing them on the implementation of the Organization's priority activities and other pertinent issues. Better communication has resulted in a better preparation and coordination of meetings organized for the partners whether at Headquarters or in the field. Discussions at these meetings can now focus on content rather than technicalities.

Part III.B. Field management and coordination

IX.2.1. BFC HQs Activities

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$388 200	Expenditures: \$250 649	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
UNESCO's decentralization strategy implemented in line with any relevant resolution adopted by the General Conference at its 35th session	<ul style="list-style-type: none"> • The Bureau of Field Coordination continued to coordinate the overall reform of UNESCO's field presence, ensuring that field offi... • The Bureau of Field Coordination continued to coordinate the overall reform of UNESCO's field presence, ensuring that field offices have the best possible interface with Headquarters sectors and central services, in particular to mitigate any disconnects in the areas of planning, implementation and coordination. • Within this framework, BFC has been engaged in preparations for the new Field Reform including through consultations with Member States and the secretariat. Field Reform is a key element in the Director-General's overall reform of UNESCO and will bring a better programme delivery, cost efficiency, and greater levels of flexibility for UNESCO's field architecture. The coming Field Reform must be able to find solutions to address the above-mentioned gaps, and present a better coordinated and managed field network. More detailed information can be found in document 186 EX/28.

	<p>In order to best meet the diverse needs of the individual member states and the groups of Member States, more flexibility is needed in the field architecture, especially in the staffing configuration as well in the number and level of offices. The flexibility factor has been taken into consideration in the 186EX/28 document. A budget plan for phase 1 of the implementation that was requested in the 186EX/28 required the identification of the individual locations of the new offices and was deferred to the 187th session.</p> <p>The budget plan for phase 1 of the reform is reviewed due to the cash flow shortfall.</p>
Performance assessment of all directors and heads of field offices completed	Discussions being undertaken and the assessments are partially done.
Capacity and skills of field staff improved	<ul style="list-style-type: none"> • BFC contributed to the capacity development and improving skills of field staff by organizing a number of trainings and workshops. The institutional training framework helped increase the understanding of the field staff, especially the local staff, of the Organization's overall mandate and functioning. Within the framework of this biennium, BFC organized one "training of trainers" and four institutional trainings (for Amman, Baghdad, Bangkok and Dar-es-Salaam). BFC also contributed to the improvement of the institutional training programme through its editorial board. In addition to institutional trainings, BFC organized an AO workshop for the Asia-Pacific region (held in Beijing, China), and a PCPD-practitioners workshop for Arab States region (held in Amman, Jordan). <p>The prototypic materials prepared for the institutional training had to be revised to give more flexibility to the particularities of the individual offices targeted.</p> <p>Prototype revised to include new developments</p>
Websites of all field offices prepared in conjunction with the Bureau of Public Information (BPI)	<ul style="list-style-type: none"> • Finally, website workspaces have been made available to virtually all field offices to allow them to create a field office website. All field offices have some form of web presence administered either by BFC or the respective field office. In cooperation with DIT, new IT solutions have been established in several field offices to ensure better online communication between Headquarters and the field. <p>Coordination of many offices in the field requires more time than foreseen, but progress is being made.</p> <p>Websites updated and finalised</p>

Cost-effectiveness/efficiency measures for this Office 3

Coordination of many offices in the field requires more time than foreseen, but progress is being made.

Progress made but more to be done to improve the coordination

IX.2.2. Adapting to UN country-level reform processes

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$800 000	Expenditures: \$491 947	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Management and logistical capacity of field offices involved in United Nations country team joint programming strengthened	A total of 25 UNESCO field offices were assisted with the development of UNDAF in 29 countries. The assistance provided in close collaboration with BSP, was financial in nature, allowing the directors/heads of the field offices to secure human and other resources to take part in the consultation processes and meetings concerned and ensure UNESCO's programmatic contribution to the new UNDAFs developed.

Cost-effectiveness/efficiency measures for this Main Line of Action

The relatively small amount of funds for this purpose has a very important effect in providing possibilities for field offices to engage fully in joint UN country planning.

IX.2.3. Post Conflict and Post Disaster (PCPD) situations

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$500 000	Expenditures: \$452 048	Allocation: \$2 074 508	Expenditures: \$1 574 305

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Strategic participation in United Nations integrated post-conflict and post-disaster responses ensured with effective logistical support	<p>The Post-Conflict & Post-Disaster portfolio is trending positively in its range and impact, demonstrating UNESCO's added value in the emergency and early recovery transition phases. More than US\$67 million in extrabudgetary funding has been mobilized during the 2010-2011 biennium.</p> <p>UNESCO has participated in 22 UN OCHA humanitarian appeals in the reporting period, and began implementation of 10 joint UNCT programmes of the Spanish MDG Achievement Fund under the "Conflict Resolution & Peacebuilding" thematic window, with indicative allocation to UNESCO of \$8.3 million.</p> <p>Humanitarian and post-crisis transitions demand a close alignment with the United Nations system - "Delivering as One" through coordinating bodies such as OCHA, IASC, ISDR and the UN Development Group. The PCPD Intersectoral Platform secretariat (BFC) serves as a coordinating focal point in support of NYO, GLO and the Field network for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and for the</p>

	<p>integration of UNESCO staff in UN Development Group (UNDG)/World Bank/EC Post-Conflict/Disaster Needs Assessments (PCNA/PDNA). Three UNESCO staff were trained in 2011 as members of a new roster of experts and coordinators for joint Post-Conflict Needs Assessments led by the UN/World Bank/EC.</p> <p>BFC continued its role as the secretariat for the Intersectoral Platform for Countries in Post-Conflict and Post-Disaster (PCPD) Situations. The Platform undertook its important coordination role in response to the high number of natural disasters that affected Member States during the reporting period, most notably in the Haiti earthquake, floods in Pakistan and Benin, tsunami and volcanic eruption in Indonesia, earthquake and tsunami in Japan). In post-conflict environments like Iraq, Afghanistan, the Occupied Palestinian Territory, Democratic Republic of the Congo, and several countries in West Africa, the Platform continued its function as a much needed coordination body for the affected field offices and Headquarters. Having a fast and simple procedure for contacts has proven to be of utmost importance in both disaster and conflict environments. The PCPD Platform also undertook the coordination of UNESCO's response to the recent changes in North Africa and the Middle East, in close cooperation with the local field offices and sectors at Headquarters.</p> <p>Better alignment with UNGD ECHA and relevant funds and programmes on PCPD work has been established</p>
<p>In-house understanding of principles of and approaches to post-conflict and post-disaster situations increased, and information and lessons learnt on UNESCO's related operations shared</p>	<p>Over the 2010-2011 biennium, BFC continued enhancing in-house understanding of principles of and approaches to PCPD situation, both through in-house trainings, regular PCPD Platform meetings, and various advocacy tools and material.</p> <p>A regional training on UN post-crisis coordination mechanisms was held in Amman, Jordan, organized for all field offices in the MENA region. This training was followed by a PCPD training for 25 HQ staff. Some 110 senior staff in all field offices as well as HQ have now received 3.5 day trainings on programming and funding mechanisms in PCPD situations.</p> <p>A report on Gender Programming in PCPD situations was commissioned by the Platform secretariat and distributed to all field offices in December 2011.</p> <p>In the framework of the PCPD Intersectoral Platform, a user-friendly guide on financial management in PCPD situations was distributed to all Field Offices and presented at two PCPD training workshops.</p> <p>In the framework of the 36th General Conference, BFC contributed to the development of the permanent multimedia exhibition "OPEN UNESCO" highlighting UNESCO's work in Crisis Prevention and Response. BFC organized seven thematic mini-conference presentations by UNESCO heads of office and programme staff, highlighting PCPD activities at field level.</p> <p>In the field of Web-based advocacy, new content was developed for the PCPD Web Portal including a special page on UNESCO's support to the transitions in the MENA region.</p>

	<p>BFC continues to manage a Sharepoint knowledge network with some 180 registered members and some 850 PCPD-relevant documents and project templates. Handbook widely distributed and PCPD activities substantially expanded, in particular at field level.</p>
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Cost-effectiveness/efficiency measures for this Main Line of Action

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IX.2.4. Field management and coordination (Field Offices' operating costs)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$20 498 845	Expenditures: \$18 512 780	Allocation: \$1 008 508	Expenditures: \$598 051

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Operating budgets of field offices monitored and their management and administration improved	<p>Anomalies identified regarding the inappropriate use of funds, incorrect GL codes, over-expenditure, were signalled to the respective Field Office AO and/or Director/HO, requesting corrective measures and action.</p> <p>Temporary assistance budgets were closely reviewed to ensure that ceilings imposed in the workplans had been respected and that the creation and recruitment of additional administrative posts in the 35 C/5 staffing establishment had been completed and the number of SC/SSA contractual arrangement subsequently reduced. To this end, an overview of all contractual arrangements in the FOs was undertaken to verify the alignment of salaries, payment of entitlements and conversion of long-standing temporary personnel from SSA to SC contracts.</p> <p>Travel budget provisions were reviewed and any identified overexpenditure or incorrect inputting against the RC budget was pointed out and action requested to transfer expenditure to relevant/appropriate programme budgets when travel was programme related rather than representational travel.</p>

Cost-effectiveness/efficiency measures for this Office 3

All planned trainings were undertaken except the last one planned for december 2011 that could not be undertaken due to financial constraints. The outcome of these trainings were very positive. In June 2011 it was decided to undertake a training of AOs and AAs to field and HQs. This was much appreciated by several staff members as it builds sharing of information/exchange and awareness of field issues which are different from HQs.

IX.2.5. Security

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$100 000	Expenditures: \$68 878	Allocation: \$25 432	Expenditures: \$2 372

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments	<p>BFC is responsible for the safety and security of UNESCO field staff and premises and for overall compliance with established security policy. In this framework, BFC continues to ensure a house-wide implementation of instructions and guidelines emanating from the United Nations Department of Safety and Security (DSS), raising awareness among staff at and away from Headquarters regarding security protection, administration and management of the field security budget, and participation in inter-agency activities with a view to developing and refining field security policies and directives.</p> <p>BFC ensured continuous monitoring of the status of security compliance of UNESCO field offices leading to the progress in observance of UNDSS standards conducive to safer and more secure working and living conditions of staff. Review of the existing security communication equipment was undertaken and related shortcomings in the field offices were significantly corrected. Effective and timely response to security emergency situations was provided. Active support in identification of alternative premises compliant with prevailing security standards (including mobilization of support from host country authorities) and in their adequate re-installation was extended to the field offices concerned.</p>
Abilities of UNESCO personnel enhanced and made sustainable regarding field security and safety matters	<p>Capacity of all UNESCO personnel to effectively handle their security and safety responsibilities continuously improved through enforcement of the mandatory UNDSS Basic and Advanced Security in the Field and UNESCO Field Security Awareness trainings. BFC ensured development, dissemination and monitoring of the implementation of UNESCO specific security policies including policy regarding travel related security requirements. Effective and timely dissemination of the security guidelines and procedures was carried out through updated, more complete and user-friendly field security Intranet website.</p> <p>BFC monitors closely the safety and security of UNESCO personnel in the field.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

Training undertaken via appropriate tools.

Part III.C. Human resources management

IX.3.1. Human Resource strategy and Policy and Human Resource Management Operations

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$558 101	Expenditures: \$517 950	Allocation: \$1 314 812	Expenditures: \$990 987

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Medium- and long-term staffing strategy and expected results assessed and new medium- and long-term staffing strategy (2011-2016) developed and approved	A new Human Resource Management Strategy for 2011-2016 was developed and approved by the General Conference at its 36th session in November 2011. The Strategy aims at supporting the implementation of UNESCO's Medium-Term strategies. It is a rolling strategy, which can be reviewed and adjusted in support of the Organization's strategic priorities. This includes support to the reform of the Field Network. The Strategy takes into account the recommendations of the Independent External Evaluation (IEE) and those of the External Auditor as well as IOS evaluations. It also ensures as far as possible harmonization with UN Common System policies and practices. A concrete Action Plan with KPIs (key performance indicators) and clear timeframes and responsibilities is annexed to the HR Strategy.
Integration of the human resources policy framework into the common United Nations framework enhanced	The Bureau pursued its implementation of the human resources policies in support of effective human resources management, enhancing and developing new policies, as required, and aligning to the largest extent possible with the HR policies and practices of the UN Common System. In addition, the new HR Strategy ensures as far as possible harmonization with UN Common System policies and practices and during the consultation phase of the development of the Strategy, input was sought from other UN Sister agencies. During the biennium 2010-2011, UNESCO has been very active in inter-agency fora, with Director HRM being selected as one of the 3 Chairpersons of the HR Network, alongside the UN Secretariat and UNHCR.
Ensure effective HR support to UNESCO's operations	<p>As requested by Member States, the Director General submitted supplementary information on the state of the Medical Benefits Fund, including comparative analyses of UN Common System medical insurance plans and information on projected future costs based on existing and revised cost sharing formulae over the next 10 years, at the 187th session of the Executive Board.</p> <p>Following; the 36th General Conference authorized the Director-General to introduce a new contribution scale based on projected costs. In addition, the current governance mechanism of the MBF will be reviewed in light of introducing a more transparent management mechanism that is independent from beneficiaries of the plan; a management structure that brings an enhanced outside expertise into the plan and reports directly to the Director-General.</p>

Cost-effectiveness/efficiency measures for this Office 3

The Action Plan of the new HR Strategy outlines concrete measures to address key areas of human resources management, including recruitment, mobility, staff development, balanced geographical representation and gender balance at the senior level. In the area of recruitment, for example, the introduction of a new e-recruitment tool, due to "go-live" in March 2012, to replace the recruitweb application which has become obsolete, has multiple functionalities which will allow to further streamline and simplify, for management and staff, the recruitment process.

In addition, and in the context of the HR Strategy, we have also begun reviewing the recruitment, performance management and geographical mobility policies and procedures to assure that they are more aligned with UNESCO's objectives and operational needs.

HRM is also reviewing different HR processes and the delegation of authority framework to facilitate decision-making. Communication mechanisms are being improved [for example, a communication strategy on the new HR Strategy has been developed], as is the service delivery capacity of HRM with 24 staff attending a client orientation skills training course in Sept. 2011. Work is also advancing on a user-friendly, interactive HRM website which will ensure that information on HR issues is easily found.

Generic job descriptions have been developed for Professional posts (P1 to P5 level) in the Education and Social and Human Sciences Sector and other Sectors are initiating similar initiatives which will ensure classification consistency across a large number of programme posts.

Pursuant to the recommendations of the Ex. Auditors, work is near completion on a single temporary assistance database which will allow the Administration to track the employment of temporary assistance under the various contractual tools.

IX.3.2. Human Resource Management Operations

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 991 038	Expenditures: \$2 734 037	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
More equitable geographical distribution and improved gender balance, in particular women at senior levels, achieved	<p>With regard to progress achieved in the implementation of the 5-year Work Plan (2010-2015) for improving geographical representation, the following measures have been undertaken or are in the process of being undertaken:</p> <ul style="list-style-type: none"> - the completion of the recruitment campaign resulting in 11 candidates being selected for the Young Professional Programme 2011. The selected candidates took up their duties in Sept./Oct. 2011. - all Director posts are now advertised externally, and a new advertisement format has been introduced with the purpose of attracting more qualified candidates. HRM continues to participate in the interview/evaluation panels for

	<p>Director posts, and ensures that an in-depth review is undertaken with the purpose of including at least one candidate from a non- or under-represented country in the shortlist;</p> <ul style="list-style-type: none"> - a bi-monthly monitoring chart on key HR indicators including information on geographical representation and gender balance are provided to ADGs and Directors of Bureaux. These reports are designed to provide information and facilitate the monitoring of the recruitment situation in each Sector/Bureau. It also contains information on posts under recruitment and upcoming retirements in each Sector. - meetings on-going with view to establishing specific outreach measures such as publication of vacancy announcements in local/regional professional media and specialized websites, recruitment workshops, participation in job fairs in universities etc. - we are working with ERI on an initiative to use certain social media platforms such as YouTube, Twitter and Facebook as a means of reaching a larger audience of our target groups. <p>With regard to the implementation of the Gender Action Plan 2008/2015, in particular at the senior management level (D1 level and above):</p> <ul style="list-style-type: none"> - as at December 2011, the % of women Directors and above level was 29%, which represents an increase since January 2010; largely due to the appointments of four female ADGs in July 2010 (SC, SHS, ADM and AFR, as well as IOC in January 2010). Near parity has been achieved in the DG's Senior Management Team with 5 out of 11 ADG's being women; - a Leadership & Management Skills Programme for mid-level professional women was launched in 2010. This is a 5-day programme where the participants develop individual actions plans, the implementation of which is monitored during one year by a training consultant. In 2010, some 50 women at the P3 and P4 levels were trained and 20 attended the first session in 2011.
<p>Geographical mobility of International professional staff between Headquarters and field duty stations enhanced</p>	<p>Following the issuance of the new Geographical Mobility Policy in November 2009:</p> <ul style="list-style-type: none"> - a geographical mobility website was created and published on the UNESCO Intranet to facilitate information-sharing with staff and their families regarding administrative procedures as well as other general information when relocating to a new Field Office or at HQ in both French and English; - a mandatory questionnaire was issued in May 2010 for all eligible international professional staff (of which 82% responded) to identify mobility (assignment) interests, location and personal circumstances. Results have been compiled, reviewed and analyzed (gender, age, demographics, nationality, years of service, etc,...) Feedback will be used to focus on improving future applications and implementation of the programme; - Participates in the development of the updated geographical mobility policy on the basis of best practices in other

	<p>U.N agencies; points expressed by EB Members and programme support needs.</p> <ul style="list-style-type: none"> • During the period under consideration, focus was given to 2 priority commitments, as detailed in the EXB approved policy: <p>(1) moving those staff in hardship duty stations (E, D and non-family) who have completed or exceeded their standard duration of assignments (SDA). Currently all eligible P/D staff from Hardship D/S have been addressed or reassigned to another duty station or at HQ. (15 out of 18 placed (82% success rate)- 3 pending senior management decision)</p> <p>(2) moving Field Administrative Officers who have more than 5 years service in the same duty station. All concerned staff members were reassigned during this period."</p> <p>-A pilot programme for Inter agency mobility exchanges through a "swap" system are being explored with different UN Agencies that include international financial institutions such as with the World Bank, the International Finance Corporation (IFC), Asian Development Bank (ADB), the European Bank for Reconstruction and Development (ERDB) and the African Development Bank (AFDB). UNESCO is also exploring ways to add more flexibility to existing inter agency mobility policies to meet system wide objectives and to make it easier for staff to be mobile. Efforts to create a Global Staff Mobility Network with all aforementioned organizations to facilitate information sharing in support of ONE UN are being initiated. The Geographical Mobility website continues to provide a great opportunity to promote inter agency job opportunities and to provide "in-house" awareness for the programme. In the questionnaire issued in May 2010, our records show a fair amount of interest in Inter agency mobility from our staff members- currently almost 40% of our staff have shown a clear interest in being reassigned to another UN agency (207 positive responses out of 562 eligible staff members). The top three agency preferences were the UN Secretariat, UNICEF, and UNDP.</p> <p>- Short term mobility initiatives within UNESCO to provide temporary support in the Field for Finance and Administrative Officer posts at P1/P2 level are being explored pending the recruitment of the post. This initiative was introduced to provide short term relief in the Field and to ensure that all eligible staff maintain and enhance their skills and versatility by moving periodically to new assignments.</p>
<p>Second phase of the human resources management information system (System To Enhance Personnel Services - STEPS) initiated</p>	<p>During 2011, we continued in the the review and testing of Phase I of STEPS which is almost at completion. Phase II should be undertaken in consultation with the CFO and funds identified in order to go forward.</p>
<p>Ensure effective HR support to UNESCO's operations</p>	<p>As was requested by the 186th Ex. Board, the Director General submitted at the 187th session of the Ex. Board, supplementary information on the state of the Medical Benefits Fund, including comparative analyses of UN Common</p>

System medical insurance plans and information on projected future costs based on existing and revised cost sharing formulae over the next 10 years.

Following; the 36th General Conference authorized the Director-General to introduce a new contribution scale based on projected costs. In addition, the current governance mechanism of the MBF will be reviewed in light of introducing a more transparent management mechanism that is independent from beneficiaries of the plan; a management structure that brings an enhanced outside expertise into the plan and reports directly to the Director-General.

Cost-effectiveness/efficiency measures for this Office 3

- the recruitment process for the YPP intake 2010/2011 was completed with 11 Young Professionals being selected. In addition to the 10 posts identified at the launch of the programme in Nov. 2010, another post was also identified and included in the selection process. The Young Professionals took up their duties during the last quarter of 2011. Out of the 11 selected candidates, 7 are from non-represented countries and 4 from under-represented, with 6 women and 5 men represented, thus contributing to the improvement of geographical representation in the Secretariat.
- the introduction of a new e-recruitment tool, due to "go-live" in March 2012, to replace the recruitweb application which has become obsolete, has multiple functionalities which will allow to further streamline and simplify, for management and staff, the recruitment process.
- new pilots were initiated on OM workflows in the course of 2011, one on post management and the other covering separation from service and special leave. Both pilots have received positive feedback from its users since it provides for easy tracking of HR transactions between the different services and avoids double-data entry.
- pursuant to the recommendations of the Ex. Auditors, work is near completion on a single temporary assistance database which will allow the Administration to track the employment of temporary assistance under the various contractual tools.
- Short term mobility initiatives within UNESCO to provide temporary support in the Field for Finance and Administrative Officer posts at P1/P2 level are being explored pending the recruitment of the post. This initiative was introduced to provide short term relief in the Field and to ensure that all eligible staff maintain and enhance their skills and versatility by moving periodically to new assignments.

IX.3.3. Human Resource Management Financial Contributions

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$7 867 600	Expenditures: \$7 895 801	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Contribution to Staff Association	Statutory Contribution administered by HRM - action completed
Contribution to the Inter Agency Games	Statutory Contribution administered by HRM - action completed
- Contribution to the UNESCO Day Nursery and Children's Club	Statutory Contribution administered by HRM - action completed
- Contribution to the AAFU	Statutory Contribution administered by HRM - action completed
- UNESCO CHORUS Contribution	Statutory Contribution administered by HRM - action completed
Contribution to the year end children's event and to the medal ceremony	Statutory Contribution administered by HRM - action completed

Cost-effectiveness/efficiency measures for this Office 3

Statutory Contribution administered by HRM - all actions completed

IX.3.4. Staff Training and Career Development

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 908 447	Expenditures: \$3 910 984	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Learning and development programme implemented	Les recommandations de l'étude des besoins seront transmis à la Commission en début d'année 2012 et c'est sur cette base que seront décidées les formations à entreprendre. En 2012-2013, il est évident que le budget risque

	d'être réduit drastiquement voire supprimé, et c'est pour ces raisons que la Commission se réunira début janvier 2012. HRM/TCD a participé activement à l'élaboration de matériaux pédagogiques coordonnés par le UNSSC pour la réforme des Nations Unies : l'effort de participation à ces formations est indispensable pour mettre l'UNESCO en position de suivre et d'accompagner cette réforme, et cela est particulièrement vrai pour les bureaux hors siège.
Ethics training implemented	Training Sessions done in HQ, the Field Offices and Institutes in 2011 (Santiago, Beijing, Moscow, Cairo, Trieste (ICPT), Bangkok, Kathmandu, New Delhi, New York, Amman, Bangkok). More than 600 persons have been trained. Information meeting have been held with 75 persons from the Permanent delegations 7 field offices as well as HQ have been rolled out for "Positive and Productive Workplaces" trainings.

Cost-effectiveness/efficiency measures for this Main Line of Action

Le plan de formation biennal de l'UNESCO fait l'objet d'un monitoring strict par la Commission intersectorielle pour la formation et le développement. Cette Commission veille non seulement à l'exécution des activités de formation (70 % de taux d'exécution en juin 2011); a procédé à des coupures de fonds pour certaines activités si le taux d'exécution n'était pas conforme avec des réallocations à des activités nouvelles devenues indispensables. Par ailleurs, HRM/TCD comme la Commission veille à la rationalisation des formations entre elles (back to back afin de réduire les coûts et voyage en classe économique pour tous les participants à des formations).

IX.3.5. Programmes spéciaux, Tests et Briefings, MBP et Team Award

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 350 000	Expenditures: \$916 836	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
More equitable geographical distribution and improved gender balance, in particular women at senior levels, achieved	With regard to progress achieved in the implementation of the 5-year Work Plan (2010-2015) for improving geographical representation, the following measures have been undertaken or are in the process of being undertaken: <ul style="list-style-type: none"> - the completion of the recruitment campaign resulting in 11 candidates being selected for the Young Professional Programme 2011. The selected candidates took up their duties in Sept./Oct. 2011. - all Director posts are now advertised externally, and a new advertisement format has been introduced with the purpose of attracting more qualified candidates. HRM continues to participate in the interview/evaluation panels for Director posts, and ensures that an in-depth review is undertaken with the purpose of including at least one candidate from a non- or under-represented country in the shortlist; - a bi-monthly monitoring chart on key HR indicators including information on geographical representation and gender

	<p>balance are provided to ADGs and Directors of Bureaux. These reports are designed to provide information and facilitate the monitoring of the recruitment situation in each Sector/Bureau. It also contains information on posts under recruitment and upcoming retirements in each Sector.</p> <ul style="list-style-type: none"> - meetings on-going with view to establishing specific outreach measures such as publication of vacancy announcements in local/regional professional media and specialized websites, recruitment workshops, participation in job fairs in universities etc. - we are working with ERI on an initiative to use certain social media platforms such as YouTube, Twitter and Facebook as a means of reaching a larger audience of our target groups. <p>With regard to the implementation of the Gender Action Plan 2008/2015, in particular at the senior management level (D1 level and above):</p> <ul style="list-style-type: none"> - as at December 2011, the % of women Directors and above level was 29%, which represents an increase since January 2010; largely due to the appointments of four female ADGs in July 2010 (SC, SHS, ADM and AFR, as well as IOC in January 2010). Near parity has been achieved in the DG's Senior Management Team with 5 out of 11 ADG's being women; - a Leadership & Management Skills Programme for mid-level professional women was launched in 2010. This is a 5-day programme where the participants develop individual actions plans, the implementation of which is monitored during one year by a training consultant. In 2010, some 50 women at the P3 and P4 levels were trained and 20 attended the first session in 2011.
<p>Enhance the integration and motivation of staff member within the secretariat</p>	<p>Toutes les activités pouvant mieux intégrer le personnel nouvellement recruté sont importantes : les briefings en font partie ains...</p> <p>Toutes les activités pouvant mieux intégrer le personnel nouvellement recruté sont importantes : les briefings en font partie ainsi que d'autres formations comme la formation institutionnelle.</p> <p>Par ailleurs des exercices de promotion au mérite ou l'obtention de primes linguistiques sont aussi importants pour valider les expertises du personnel. La discussion engagée au sein du Système pour revoir le système de reconnaissance sera importante et elle permettra d'harmoniser les actions au niveau de l'ensemble du Système.</p> <p>Il faut aussi revoir les procédures pour l'obtention de la prime linguistique et mettre au point de nouveaux tests bureautiques fondés sur la connaissance des logiciels et non uniquement sur la vitesse de frappe</p>
<p>Participation of young talent in UNESCO's activities</p>	<p>Une des leçons essentielles de cet exercice biennal est l'intérêt de plus en plus marqué à la fois par les jeunes talents mais aussi par les différents partenaires (aides bilatérales, universités, fondations, etc) à être associés au travail de l'Organisation. Ces réseaux de jeunes talents sont un vrai potentiel pour le devenir de l'UNESCO : leur connaissance de l'Organisation en fait une valeur ajoutée soit pour le secrétariat soit pour les Etats membres. Ils constituent un réel potentiel et des réseaux d'experts pour le futur.</p>

Cost-effectiveness/efficiency measures for this Office 3

- Toutes les activités relatives aux nouveaux recrutés (Briefing et Tests de recrutement) restent essentielles pour faciliter leur entrée à l'UNESCO et les rendre le plus rapidement possible en mesure de répondre aux fonctions qui leur sont attribuées. Ainsi le briefing (pour le Siège ou le Hors Siège) permet aux nouveaux recrutés de prendre contact avec tous les services liés aux fonctions de leur poste. Les tests dactylographiques et linguistiques ont fait l'objet d'une complète révision afin de les adapter notamment aux logiciels informatiques utilisés.

- Les programmes spéciaux (les jeunes professionnels, les experts associés et les stagiaires financés par des partenaires extérieurs) sont dédiés à de jeunes talents venant de nombreuses régions et pays et leur permettent de pouvoir collaborer au travail d'une organisation internationale. La mobilisation de fonds extrabudgétaires pour le financement d'experts associés a continué à s'accroître et de nouveaux pays ont montré leur intérêt à y participer. Par ailleurs, le nombre de stagiaires financés soit par des aides bilatérales soit par des fondations/universités a aussi augmenté. Enfin, le recrutement de jeunes professionnels a aussi démontré que de nombreux pays apportaient à ce programme une très grande importance

Part III.D. Accounting, treasury management and financial control**IX.4.1. Accounting, treasury management and financial control**

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 390 293	Expenditures: \$1 311 211	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Enhanced and integrated financial management and reporting systems put in place	Enhanced and integrated financial management and reporting systems put in place
Risk-based internal financial control systems strengthened across the Organization	Risk-based internal financial control systems strengthened across the Organization
Financial reporting carried out in a timely manner and audited financial statements	Financial reporting carried out in a timely manner and audited financial statements produced for certification by the External Auditor

produced for certification by the External Auditor	
Financial resources of the Organization managed in an effective and efficient manner and in compliance with the Financial Regulations and Financial Rules	Financial resources of the Organization managed in an effective and efficient manner and in compliance with the Financial Regulations and Financial Rules
International Public Sector Accounting Standards (IPSAS) fully implemented as UNESCO's accounting standard with effect from January 2010	International Public Sector Accounting Standards (IPSAS) fully implemented as UNESCO's accounting standard with effect from January 2010

Cost-effectiveness/efficiency measures for this Office 3

A dedicated team from BFM is currently working on efficiency measures .

Part III.E. Administration
Part III.E. Chapter 1. Administrative coordination and support

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$265 000	Expenditures: \$276 727	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Administrative policies and procedures implemented and modernized	<p>A number of changes were implemented in the Sector for Administration (ADM) in 2010-2011 as part of the Organization's overall efforts to reduce administrative costs further, to improve efficiency and to optimize the use of scarce resources, so as to preserve the Organization's core programme activities as much as possible.</p> <p>These changes have led to the newly created Sector for the Management of Support Services (MSS) comprising</p>

	<p>three main organizational entities: the Bureau of Knowledge and Information Systems Management, the Division of Common Services and the Division of Conferences, Languages and Documents.</p> <p>Changes aim at ensuring that the Organization is provided with the support services it needs to meet operational requirements, as well as, to perform its duties effectively and efficiently, while balancing the competing demands of performance and cost.</p>
<p>Administrative policies and procedures with sector-wide impact selected for enhanced efficiency</p>	<p>A number of administrative policies and procedures with house-wide impact were reviewed for enhanced efficiency. These included items of expenditure of key impact such as the common charges of the Organization, as well as, other activities regarded as non-core though consuming resources of the Administration. Among the latter, the operational arrangements concerning the global diplomatic franchises for tobacco and alcohol and the removal of household goods and shipment of personal effects have been subject to scrutiny with a view to 1. evaluate the internal resources that these activities consume, 2. identify new service delivery modalities . Alternative modalities of service have been identified and proposal were submitted to the Corporate Services Committee and subsequently endorsed for action.</p>

Cost-effectiveness/efficiency measures for this Main Line of Action

In 2010-2011, the Sector pro-actively cooperated with the programme sectors and the relevant central services in the identification of synergies, rationalization and optimization opportunities in the areas of common services management and in pursuing these opportunities through effective implementation and towards a net increase in efficiency gains. Initial focus was made on both the identification of activities that being non core to the sector mandate can be provided by an outside source more cost effectively, as well as, to the review of core its activities for further cost efficiency.

During final quarter of 2011, the stringency of resource constraints was aggravated by a severe cash-flow problem that led to the review of work plans to the cancellation of new projects and initiatives in order to secure UNESCO liquidity. Exceptional measures were also applied with regard to the appointment of staff and the hiring of temporary assistance. Nevertheless, such adverse situation was seized also as an opportunity it to give additional emphasis to cost efficiency initiatives. As such, MSS, while giving priority to the completion of activities where cancellation would have a significant impact on UNESCO's ability to deliver on its core priorities, it did pursue a comprehensive review of its core activities in cooperation with BFM and HRM. The latter effort successfully led to a number of cost efficiency proposals in the areas of Information Technology and Communications (ICTs), documents, overheads and utilities and that along with other initiatives will pave the way for future MSS work plans and activities.

Part III.E. Chapter 2. Procurement

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$65 700	Expenditures: \$61 985	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Modern procurement systems based on standardization and long-term supply agreements put in place	Long-term supply agreements for office furniture, paper and office stationery have been put in place giving due consideration to standardization and to extent possible take the advantage of UN wide LTAs. FABS processing of the orders is still a source of concern and remains an area for future improvement.
Electronic management resources for procurement and asset management enhanced to secure compliance with International Public Sector Accounting Standards (IPSAS) requirements	All procurement expenditure is processed exclusively in FABS thus allowing accurate control and statistics. Asset registration has become a mandatory requirement when processing purchases though roles and responsibilities for asset management must be better defined in relation to IPSAS. The system is still lacking some facilities in support to decentralized procurement.
Technical skills improved Organization-wide in support of decentralized procurement activities, and best practices for service delivery adopted	PRO was involvement in training and capacity building workshops on procurement in six Field Offices. Coaching and capacity building was also provided on a case-by-case basis on complex procurement projects. Furthermore briefing on procurement matters continued to all new staff and staff on rotation.
Business practices harmonized with other United Nations system organizations in the context of United Nations reform	UNESCO chaired the Procurement Network of the High Level Committee Management in 2010 and the Director of Procurement was an active actor in the initiatives launched to further harmonize business practices in the context of "Delivery as One".

Cost-effectiveness/efficiency measures for this Main Line of Action

The former Procurement Division (ADM/PRO) and Headquarters Division (ADM/HQD) are merged to form the Division of Common Services. The policy work of the former ADM/PRO is transferred to the Policy and Compliance Unit of the Bureau of Financial Management (BFM/FPC), thus

favouring an integrated approach to the development of policies and procedures. The new Division of Common Services (MSS/DCS) is tasked with ensuring efficient, timely and reliable procurement, as well as with the strengthening of procurement and property control procedures, in compliance with IPSAS.

Part III.E. Chapter 3. Information systems and telecommunications

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$7 952 400	Expenditures: \$5 039 354	Allocation: \$1 056 526	Expenditures: \$869 385

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Ensured smooth run of the Management Information systems and their contribution to the increasing performance of the organization.	Management Information systems continued its alignment and matching with the evolving needs and environment of the Organization. The risks are assessed and the needs known. Training of staff in the use of systems remains a priority
Business practices harmonized with other United Nations system organizations in the context of United Nations reform	UNESCO has continued to be an active participant in the IT Network of the HLCCM coordinating its action with other units in the house, particularly, the division of Procurement who has also been an active actor in the Procurement Network of the HLCCM in the pursuit of harmonized business practices.
Enterprise portal platform developed providing a better integration of existing information systems	HRM platforms for Organizational Management and Personal Administration have been implemented and a new version of Contracts Management Tool was developed.
Field offices network developed for better communications between field offices and headquarters	Standard communications hardware was installed in those offices that have the more urgent needs. During final quarter of 2011, the stringency of resource constraints aggravated by a severe cash-flow problem led to the cancellation of new projects and initiatives in order to replace the obsolete communications platform, the Phone Automatic Board Exchange (PABX) by a new communication technology based on Voice over Internet Protocols (VoIP).
Online access to all UNESCO official documents pursued	On line access to UNESCO official documents continued and over 130 000 have been made accessible through UNESDOC. In parallel, an alert system (UNESDOC@lerts) designed to facilitate this access accounted for over 2500 subscription

Online electronic archival description tool for life-cycle management of UNESCO paper records completed	Over 2,500 multimedia records have been indexed and made available in the Multimedia Archives Platform. The multimedia archives service has contributed significantly to the UNESCO "Beyond Campus" iTunes University site, launched in 2011.
Multilingual UNESCO thesaurus developed	No progress was made on developing an Arabic version of the UNESCO Thesaurus. Attracting donor interest to this important initiative remains an unresolved issue and a challenge for the future
Archival description tool ICA-AtoM (Access to Memory) fully implemented at Headquarters and in the field	475 Archival descriptions have been published in AtoM and over 500 draft descriptions created.

Cost-effectiveness/efficiency measures for this Main Line of Action

With a view to ensuring quality and timely programme support service delivery, and as part of the Organization's overall efforts to improve efficiency, contain costs and optimize the use of scarce resources, the new Bureau of Knowledge and Information Systems Management (MSS/BKI) was created in 2011 and a Chief Information Officer (D-2) was appointed at its head.

Efforts continued to develop and implement a comprehensive and effective Organization-wide integrated knowledge and information systems management strategy with the aim of ensuring a supportive ICT environment, both in terms of policy and infrastructure, responsive to the needs of the Organization bringing together all critical IT components in a cohesive and integrated manner, providing solutions for advanced communication networks and IT security systems.

Emphasis was made on the identification IT governance, business process reengineering, users' needs and cost effectiveness with the adoption of a client oriented approach based primarily on Service Level Agreements (SLAs) that in the future will define expected results, performance indicators and cost parameters of ICT services.

Part III.E. Chapter 4. Conferences, languages and documents

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$1 941 300	Expenditures: \$1 824 534	Allocation: \$411 631	Expenditures: \$359 468

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Quality conference,	Quality services have been delivered and efforts towards the forward planning and recruitment of qualified free-lance

interpretation and translation services as well as document production and distribution services delivered	linguistic personnel continued as a matter of priority .
Document distribution channels rationalized and optimized	Internal distribution of documents (mainly documents related to Executive Board and General Conference) was streamlined and the distribution of paper copies reduced. Print-runs are rationalized further and efforts continued to encourage greater use of online documents
Roster of freelance linguists and other short-term staff enlarged and new talent included	Rosters of translators and interpreters have been enlarged and strenuous efforts have been made to integrate new talent, most especially in interpretation services. Scarcity of qualified interpreters on the local market remains a real challenge, which means that the Organization continued to have recourse to interpreters over the age of 65 when no other option available. The alternative would be to recruit non-local interpreters with travel and per diem payments, resulting in higher costs.
Major conferences and meetings scheduled in a coherent manner	As scheduling of major conferences or meetings generally takes place far upstream, efforts have stepped to maintain and update calendar of programmes and meetings as well as to sensitize clients to the need for advance planning and scheduling of major conferences and meetings in a more coherent manner as this would greatly contribute to quality conference, interpretation and translation services.
Quality control procedures for outsourced work implemented	Efforts continued to develop procedures and quality control standards but lack of resources has hampered progress
Document management system further developed	The 1st phase of the Document management system project was launched. When implemented, this system will enable management to take better informed decisions, give full transparency of the processes and workload in real time and save time on administration

Cost-effectiveness/efficiency measures for this Main Line of Action

The Division of Conferences, Languages and Documents (MSS/CLD) will explore new delivery modalities in order to enhance the quality and efficiency of its services, both to implementing units and to the governing bodies. This will be made through a combination of measures , including:

- Upstream planning,
- Constant review of internal processes and working methods with a view to streamline workflows
- Increased interaction with clients in order to rationalize roles and responsibilities
- Roster of free lance linguists enlarged and rejuvenated.
- Transparency of cost of services
- Introduction of new technologies.

Part III.E. Chapter 5. Common services, security, utilities and management of premises and equipment

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$12 342 300	Expenditures: \$11 350 607	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level, and risks and negative effects of austerity minimized	Maintenance and upkeep programmes have been implemented at satisfactory levels within the resources available that were subject to short interval monitoring to offset risks and minimize the effects of austerity in service levels.
Optimal use of human and financial resources and of cost-sharing achieved through continuation of austerity measures	The chargeback for certain services continued to provide budget stability, particularly in the mail unit, thus reducing budgetary risks. Measures undertaken for paperless meetings have shown a marked reduction in document distribution costs. Electricity costs have remained at a cost effective level and the would be beneficial effects of the liberalization of this market were analyzed. The "Helpdesk" repair service became a regular practice among users facilitating the planning and scheduling the workload of the workshops as well as for providing benchmarks for conservation planning.
Safety and security arrangements assessed and adapted	Safety and security arrangements were continuously assessed and adapted to the required levels. Three new security posts were recruited though temporary assistance continued to be used in order to keep security risks minimized and services at required levels. A Staff training programme on Safety/fire and in First Aid was implemented and special training in defense and protective driving was completed for drivers. The Governing Bodies were periodically informed on the situation of the Medium Term Security Plan including the studies on the feasibility and construction forward security post in Fontenoy for which its financing was finally identified and this approved by the the Executive Board at its the 187th session. Pending the start of the construction works, the requisite funds have been placed in the Special Account for Headquarters Security after a transfer from available Regular Programme funds.

Cost-effectiveness/efficiency measures for this Main Line of Action

Headquarters facilities and installations have been maintained at satisfactory levels, with attention to cost and sustainable management this with due regard to enforcing Headquarters safety and security measures, in compliance with UN standards and to enforcing competitive procurement procedures for contracting of services and purchasing of equipment, as set out in the UNESCO Administrative Manual, thus ensuring the best value for money on budget execution.

Part III.E. Chapter 6. Maintenance, conservation and renovation of Headquarters premises

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$19 073 400	Expenditures: \$18 856 446	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Maintenance, upkeep and operation of the technical facilities and installations at Headquarters ensured at a satisfactory level, and risks and negative effects of austerity minimized	Maintenance, upkeep and operation of the technical facilities and installations at Headquarters was ensured at a satisfactory level, and risks and negative effects of austerity minimized. Main works were completed according to the pre-established plans and within the approved budgets. These have included: <ol style="list-style-type: none"> 1. Cold water building IV, 2. Air conditioning system for the central IT room, 3. Miollis elevators 4. Fontenoy freight elevators, 5. Fire safety in technical gains and in the photomechanical laboratory
Facilities and installations maintained at a satisfactory level in compliance with host country norms and within budgetary allocations	Facilities and installations have been maintained at a satisfactory level of compliance with applicable norms and II within budgetary allocations.
Long-term maintenance of renovated Fontenoy premises ensured	The Capital Master Plan (CMP) will provide a long-term vision and planning of future maintenance needs of the already renovated premises at Fontenoy site.
Long-term conservation programme for the Miollis/Bonvin site established, priority works related to safety, security and hygiene undertaken throughout the biennium	The Capital Master Plan (CMP) includes a long-term conservation programme for the Miollis/Bonvin site. Pending the execution of the CMP priority works on elevators and for the reinforcement of fire safety were executed according to plans

Cost-effectiveness/efficiency measures for this Main Line of Action

The Capital Master Plan (CMP) will provide a long term vision and plan of the comprehensive set of actions that are required in order to effectively

preserve the premises and other assets of the Organization as well as to further improve the safety and security of the personnel employed at its premises .

The essence of the plan is to ensure that the Organization is provided with the premises it needs to meet operational requirements in a cost effective and efficient manner therefore balancing demands of performance, schedule and cost.