

SISTER - Implementation status for Regular Programme and Extrabudgetary Resources for the 35 C/5
as at 11/05/2011

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. Please note that the Substantive information is as at 31/12/2010 while the budgetary information is presented on a biennial basis as at 11/05/2011.

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Part II.A. I. Education

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$56 544 441	Expenditures: \$41 384 984	Allocation: \$276 292 856	Expenditures: \$106 996 033

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: \$15 169 225	Expenditures: \$8 443 953	Allocation: \$74 162 487	Expenditures: \$40 321 812

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>7. Activities contributing to the realization of this expected result in 2010 fall into three main areas of action: advocacy and international coordination; technical assistance to the preparation and implementation of literacy plans and programmes; and knowledge generation.</p> <p>Advocacy and international coordination:</p> <ul style="list-style-type: none"> • UNESCO has reached out to partners, including the private sector (such as Microsoft, Nokia, and Procter and Gamble), in particular as regards literacy for women and girls. • As part of the celebrations for International Literacy Day, UNESCO brought together literacy prize-winners, the private sector and professional organizations to share their experience with a wider audience. The Literacy Day was also marked in many field offices by national and regional fora and events to further strengthen advocacy in literacy. Support was also provided to national advocacy strategies (e.g. Pakistan 2010 National Literacy Year). • UNESCO is raising the profile of literacy on the global and regional education agendas through preparation of United Nations Economic and Social Council (ECOSOC) meetings and the Eighth E-9 meeting on Education for All on the theme of, "Literacy for Development" (Abuja, 21 -24 June 2010). • In its role as coordinating agency for the UNLD, UNESCO presented the biennial progress report to the UN General Assembly in October 2010. • Implementation of the UNLD International Strategic Framework for Action was the subject of literacy

	<p>planning undertaken by the South-East Asia Ministers of Education Organization (SEAMEO) in March 2010, and of a regional literacy meeting in Arab States in October 2010.</p> <p>Policy review, diagnostic studies and policy formulation:</p> <ul style="list-style-type: none"> • As a result of technical support, largely in the context of LIFE and partly funded through the CapEFA programme, some 15 countries, mostly in Africa, worked on new or revised policies on literacy and non-formal education including national implementation frameworks for LIFE. • In the Arab States, UNESCO facilitated consultations with national partners on literacy, as well as field visits for policy-makers, within and beyond the region in the spirit of South-South cooperation. • The Asia-Pacific region (particularly Bangladesh, Bhutan, India, Lao, Nepal, Papua New Guinea, Timor Leste, Viet Nam) benefited from UNESCO support in the development or revision of policy and strategy documents in literacy and non-formal education (NFE), including work on information systems on NFE. In Afghanistan and Pakistan, comprehensive action plans for literacy have been developed. Ten countries further developed plans for equivalency programmes through a regional workshop in September 2010. <p>Knowledge creation and management:</p> <ul style="list-style-type: none"> • Four titles of the new book series 'Emerging Trends in Literacy', currently under preparation, will provide cross-regional analysis and perspectives. • Through extrabudgetary funding, UNESCO has been working on a list of criteria to better identify effective literacy practices and programmes that are now being tested at country level. • Information and communication technologies (ICTs) have played a greater part in advocacy in literacy, especially through the creation of web sites, and a new Knowledge and Innovations Network for Literacy, which allows stakeholders to upload and make available research. <p>8. Follow up to the Sixth International Conference on Adult Education: In line with the Belém Framework for Action adopted at the Sixth International Conference on Adult Education ([CONFINTEA] Belém, Brazil, 1-4 December 2009), UNESCO through its Institute for Lifelong Learning (UIL) has prepared several follow-up actions.</p>
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	<ul style="list-style-type: none"> • Preparations to review the Nairobi Recommendation on the Development of Adult Education, adopted by UNESCO's General Conference in 1976, have been initiated. A key element of this work will be the report on monitoring the Nairobi Recommendations, which will be presented to the 187th session of UNESCO's Executive Board. • Consultations were held on the draft Monitoring Matrix and Monitoring Strategy, generating suggestions for amendments to the two documents, which are in the process of being finalized with a set of core indicators. • One of the main tools in the monitoring process will be national reports on adult learning and education - a data source for the post-CONFINTEA Global Report on Adult Learning and Education (GRALE). The national reports submitted for CONFINTEA VI have been examined to determine the relevance and efficacy of the guidelines in obtaining responses from Member States. • A joint research project on youth skills is also contributing to a clearer understanding of how youth issues could be integrated into the Belém Framework follow-up. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The positive results from new partnerships must now be capitalized on to further strengthen multi-stakeholder partnerships and raise funds. • The challenge is to provide adequate support to Member States with regard to the growing needs such as data management and national language policy, in a context of limited resources.
<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>9. Activities contributing to this expected result are centered on three main areas of action: development of teacher policies and quality assurance mechanisms; capacity development of teacher training institutions; and advocacy for teacher issues.</p> <p>Teacher policies and quality assurance mechanisms:</p> <ul style="list-style-type: none"> • Within the framework of the TTISSA, training was provided to six countries (Benin, Burundi, Guinea, Lesotho, Mali, and Uganda) on the use of UNESCO's Methodological Guide for the Analysis of Teacher Issues. Based on this, diagnostics of teacher issues are being supported in five of these countries. • The International Institute for Capacity-Building in Africa (IICBA) is providing regional support to 9 West African countries to harmonize teacher education curricula for primary teachers. • The findings of the analytical studies conducted with UNESCO support (i.e. comparative study on

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	<p>teacher training in Cuba and Dominican Republic, situation of the teacher workforce in Lebanon, multi-shift teaching, demand and supply of teachers in rural areas and status of female teachers in Mongolia, and review of national standard for classroom teachers in Syria) are informing national policy-making.</p> <ul style="list-style-type: none"> • In the Arab States, regional-level quality assurance standards in teacher education programmes are being developed. Key strategic documents aimed at the professionalization of teaching were also finalized with UNESCO support (oPT). <p>Capacity development of teacher training institutions:</p> <ul style="list-style-type: none"> • The capacities of 22 teacher education institutions from 8 Asia-Pacific countries were developed to integrate concepts of EFA and education for sustainable development (ESD) within their training. • With support from IBE, an innovative diploma programme on curriculum development with a focus on teachers has been launched in Latin America and sub-Saharan Africa. • UNESCO is promoting information and communication technologies (ICTs) within teacher training. An ICT Competency Framework for Teachers (ICT-CFT), which will be used to reinforce capacity of Member States for using ICTs in teacher development, has been jointly reviewed by the Education and Communication and Information Sectors. • IICBA has identified best practices in integration of the use of ICT in Africa and is developing the capacities of teacher training institutions (Ghana, Guinea and Mali), in particular in the use of virtual libraries and laboratories and access to online education resources. • South-South cooperation and knowledge sharing in this area have been promoted through a study visit from Guinea to learn from Nigeria's experiences in the use of ICT in training and teaching. <p>Awareness-raising on teacher issues:</p> <ul style="list-style-type: none"> • World Teachers Day 2010 was celebrated internationally and nationally, with the theme of 'Recovery begins with teachers' to underscore the challenges faced by teachers in crisis contexts. • The first World Conference on Early Childhood Care and Education ([ECCE] Moscow, 27-29 September 2010) was an opportunity to raise awareness of the urgency of increasing the pool of qualified ECCE teachers and to strengthen partnerships and networks.
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	<p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Increasing country demand for UNESCO support to diagnostics of teacher issues based on the Methodological Guide reveals the need for and interest in this tool. UNESCO is seeking to expand its support to additional countries and will develop a training plan for field office to expand outreach. • UNESCO's hosting of the secretariat for the International Teacher for EFA Task Force is an opportunity for increased co-operation with the Task Force and its members, and must be anchored in clear definition of roles and responsibilities
<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>10. The Organization is supporting Member States with a focus on the three core areas identified in UNESCO's TVET strategy: provision of policy advice and capacity development; development of indicators and monitoring; and informing the global debate and acting as a clearinghouse. Progress towards this expected result is facilitated through improved international, regional and sub-regional coordination on TVET, both between bilateral and multilateral partners and at the level of governments (e.g. Southern African Development Community sub-region). UNESCO continues to support the Inter-Agency Working Group on TVET (including the European Training Foundation, the International Labour Organization, the World Bank, the Asian Development Bank, OECD), as well as the Inter-agency Task team for ECOWAS countries created in Africa in 2009.</p> <p>TVET policy reviews:</p> <ul style="list-style-type: none"> • UNESCO has prepared the ground for conducting policy reviews in Bahrain, Benin, Cambodia, Djibouti, Haiti, Lao PDR, Madagascar and Malawi, focusing on curriculum renewal, assistance to teacher training policy, and the building of bridges between TVET and labour market information systems. • In Haiti, under the Flash Appeal, a needs assessment provided updated information on the national TVET system in the post-earthquake reconstruction period, which fed into the adoption of a new TVET policy by the Haiti government for which UNESCO will provide technical support. The Organization has also supported Haiti in developing mechanisms linking non-formal education to economic development. • In Africa, UNESCO has supported the renewal of curriculum to cover entrepreneurship education, guidance and counselling (Malawi and Cote d'Ivoire), the development of non-formal vocational training curricula (Mozambique) and fund mobilization (Democratic Republic of the Congo), and the

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	<p>Organization has also provided other policy advice (Djibouti, Madagascar and Malawi).</p> <ul style="list-style-type: none"> • UNESCO also convened the regional economic communities, the African Union and key UN partners to discuss capacity development processes and tools, identify synergies between the formal and non-formal sectors, and share experiences of TVET provision to extend the 'Abuja Process' for the revitalization of TVET in the countries of the Economic Community of West Africa States (ECOWAS) to the region as a whole. <p>Facilitate conceptual clarification and improve the monitoring of TVET:</p> <ul style="list-style-type: none"> • UNESCO has updated information on TVET systems in several countries. In Cote d'Ivoire, for example, a diagnostic study of the Education Management Information System (EMIS) was conducted under the guidance of UIS, involving a number of ministries and departments from the education and culture sectors and urban development. As a result, these ministries now have indicators and data collection tools that conform with UNESCO's norms and standards (SISED). • UIS optimized the EMIS management tools and trained central-level staff to manage the system. <p>Clearing-house function and informing the global TVET debate:</p> <ul style="list-style-type: none"> • The Organization-wide TVET community of practice and strengthening of the UNESCO-UNEVOC Network have, for example, provided the platforms upon which UNESCO's technical expertise and insights on capacity development can be shared with the broader development community and Member States in their efforts to strengthen national TVET systems. • Preparations have begun on a state-of-the-art publication on world trends and issues on TVET, which will identify and address key questions facing TVET systems today. Meanwhile, reports already emerging from country and regional experiences, such as the Regional Synthesis Report for the Arab Region - including four case studies on Egypt, Jordan, Oman and Tunisia - have been used as inputs for the preparation of curriculum and teaching initiatives integrating entrepreneurship into the education and training systems in those countries. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Inclusion of TVET as a joint priority in the UN Development Assistance Frameworks ([UNDAF] Barbados and 9 Eastern Caribbean Countries 2012-2016) has demonstrated the growing relevance of
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	<p>TVET to national development priorities.</p> <ul style="list-style-type: none"> • Establishing viable, low cost mechanisms, procedures and processes for TVET data gathering and processing to improve the availability and comparability of data, and matching TVET data with labour requirements, continues to be a challenge.
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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: \$8 011 920	Expenditures: \$5 164 798	Allocation: \$18 941 261	Expenditures: \$10 307 835

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	<p>11. UNESCO is working towards enhancing political commitment to ECCE, in addition to developing and reviewing policies and guidelines, preparing learning materials, and establishing resource centres.</p> <p>Heightening political commitment:</p> <ul style="list-style-type: none"> • In 2010, 130 countries attending the first World Conference on ECCE (Moscow, 27-29 September 2010) adopted the "Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations", pledging in particular to mobilize stronger commitment and resources for ECCE, and to reinforce programme delivery. • The regional conferences held in preparation for the WCECCE provided opportunities to raise awareness and promote policy dialogue on the issue. Six regional reports on the status of and challenges facing ECCE were prepared and shared at the Conference. <p>Development and review of national policy and guidelines:</p> <ul style="list-style-type: none"> • UNESCO has prepared and published: <ul style="list-style-type: none"> o three policy guidelines (on conducting national ECCE policy reviews, the inclusion of Roma children, and mother tongue instruction and multi- or bilingual education); o four policy briefs (e.g. on the implications of understanding young children on policy and programme, and national experiences in the Caribbean). • UNESCO is supporting policy reviews in Bangladesh and the Dominican Republic; development of an ECCE policy

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	<p>implementation roadmap in Ghana; mapping of ECCE provision in Nigeria; and preparation of a legal framework in Tajikistan.</p> <p>Collection of learning materials:</p> <ul style="list-style-type: none"> • An innovative collection of learning materials for Africa called "Bouba and Zaza", presented at the WCECCE, is being published to promote young children's learning of important themes such as sharing, HIV/AIDS and protecting the environment. Nine development partners and 26 countries expressed their willingness to support this publication to be used in their curricula. <p>Establishment of resource centres at the regional and national level:</p> <ul style="list-style-type: none"> • The UNESCO category 2 Regional Centre for ECCE in Damascus, Syria, inaugurated in October 2010, will strengthen efforts at building national and regional capacities for ECCE, as well as respond to the training needs and priorities for the countries of the region on early childhood programme development. • In Pakistan, UNESCO supported the establishment of national and provincial Early Childhood Education resource centres. The Organization will continue to work on building partnerships at the international and national level and to mobilize the expertise and resources of local institutions. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The international, regional and national partnerships built during the process of preparation of the WCECCE have proven useful to maximize synergies. UNESCO should capitalize on the momentum created by the WCECCE to translate political commitment into concrete actions.
<p>ER 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa</p>	<p>12. Activities contributing to the realization of this expected result are focused on three key areas - policy development, capacity development and advocacy - paying particular attention to inclusive education, girls' and women's education, and Africa.</p> <p>Policy development:</p> <ul style="list-style-type: none"> • UNESCO is engaged in evidence-based policy development with a view to developing and implementing inclusive education (IE) policies (i.e. development of an IE policy framework and minimum standards in Timor Leste, and development and implementation of the IE policy framework action plan in Lao PDR).

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	<ul style="list-style-type: none"> • Support has been provided to the implementation of equivalency policies (e.g. Argentina, Chile, Colombia, the Dominican Republic, India, Indonesia, the Philippines and Thailand). • In Africa, technical support was provided within the framework of the Basic Education in Africa Programme (BEAP) to Burkina Faso, Guinea, Mali, Namibia, Niger, and Swaziland. • Also within the context of the BEAP, UNESCO provided technical assistance to the Democratic Republic of the Congo (DRC) for the development of an action plan for basic education. Free primary education for the first three grades was adopted in DRC in September 2010 and UNESCO accompanied this reform, notably through training of personnel in financial simulation, facilitating the dialogue and coordination among concerned Ministries, and monitoring and evaluating the effects of free primary education on the ground and its impact on education quality. • In Latin America, UNESCO developed a Regional Education Information System for Students with Disabilities (SIRIED), which was validated in five countries. UNESCO is coordinating the creation of a regional observatory of policies for inclusive education. <p>Capacity development in curriculum development and inclusive education:</p> <ul style="list-style-type: none"> • Technical assistance and training was provided on curriculum development to Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, the Gambia, Tanzania and Uganda within the framework of the BEAP, and on science, technology and mathematics education to Equatorial Guinea. • In order to improve the quality of education, UNESCO is currently preparing a General Education Quality Diagnostic/Analysis and Monitoring Framework to reinforce Member States' analytical capacity in identifying and prioritizing their areas of concern. <p>Advocacy:</p> <ul style="list-style-type: none"> • The Organization has been involved in advocating for girls' education at both the international and national levels, including through the United Nations Girls' Education Initiative (UNGEI) and the Inter-agency Task Force on Adolescent Girls. • At the national level, UNESCO worked closely with Pakistani federal and provincial governments, for example to raise awareness on barriers to access to quality education and the importance of equality of educational opportunities for all. <p>Challenges and lessons learned:</p>
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	<ul style="list-style-type: none"> • UNESCO needs to continue strengthening the evidence base to better inform policy advice.
<p>ER 6: Secondary education systems renewed, in particular and as appropriate, through curricular reform and improved learning assessment of students</p>	<p>13. The Organization is working to support its Member States through evidence-based policy advice and research as well as provision of technical support in key areas such as science, mathematics and human rights education. Particular emphasis has been placed on access, equity and the improvement of quality.</p> <p>Policy development:</p> <ul style="list-style-type: none"> • Support has been provided for the renewal of secondary education systems, including through conducting in-depth analyses on the transition from primary to secondary education (7 countries in 4 regions), the situation of secondary and vocational education (Ecuador and Mexico), the identification of secondary education priorities (Saudi Arabia and Yemen), the acquisition of skills and competencies, the development of curriculum prototypes to integrate secondary education within vocational education (Brazil), teacher policies and training modules in secondary education (Asia-Pacific, Arab States, Latin America and the Caribbean), access to secondary education (Asia-Pacific), and science and mathematics education. • Country reviews undertaken in Indonesia and Pakistan , analytical studies of the status of secondary education (Bolivia, Colombia, Ecuador, Mexico, Peru and Venezuela), and a booklet on access to secondary education are among the other efforts made by UNESCO to improve the knowledge base on secondary education policy issues. <p>Advocacy and awareness raising:</p> <ul style="list-style-type: none"> • The role of education in the promotion of intercultural skills has been highlighted in the UNESCO organized the Plenary Meeting on Education for Intercultural Citizenship (Brazil, May 2010). • At the International Conference on the Prevention of Violence in Schools, organized by UNESCO (Mexico, June 2010), participants decided to adapt the proposed guidelines to the Latin American context and for the upper secondary education level. • As part of the evaluation of the first phase of the World Programme on Human Rights Education , 76 Member States provided national evaluation reports indicating concrete measures taken to integrate human rights education into their school systems. UNESCO worked with the Office of High Commissioner of Human Rights on the analysis of the national reports and the preparation of the evaluation report. In Uruguay, UNESCO is conducting activities to link schools and communities, and on approaches for living together, through the mapping of educational innovation activities. <p>Building networks and partnerships:</p>

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	<ul style="list-style-type: none"> • The UNESCO Associated Schools network (ASPnet) has strengthened its activities at the secondary level, focusing on critical areas such as climate change, education for sustainable development (ESD) and intercultural education, to promote quality and relevant education. Furthermore, strategic cooperation has been developed with a number of partners: e.g. Service Scolaire (SESCO) Inc., the United Nations Environment Programme and the Olympic International Committee. • Support has been provided to regional networks such as the South-Eastern Mediterranean Project (SEMPEP) for Europe and the Centre of Mathematical and Scientific Education (Argentina) for the Latin America and the Caribbean region. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • ASPnet schools continue to play a strong role in providing policy relevant evidence on quality education, particularly at the secondary education level. • The challenge for UNESCO is to mobilize the required resources to meet the growing demands of Member States for support in the area of increasing opportunities of access to secondary education of quality.
<p>ER 7: National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance</p>	<p>14. As a follow-up to the outcomes of the 2009 World Conference on Higher Education, UNESCO is providing support to Member States' on policy reforms and the promotion of research and quality assurance in higher education. It is doing so through capacity development for policy revision, improvement of pedagogy, support to the harmonization of higher education, and strengthening of the UNESCO Chairs/UNITWIN networks.</p> <p>Revision of higher education policies:</p> <ul style="list-style-type: none"> • UNESCO is building countries' capacities to revise their higher education policies to reflect national needs and priorities (e.g. development of Afghan and Jordan higher education management and information systems; establishment of quality assurance council in Bhutan; Cambodian education research policy, open distance learning policy and teacher development plan; development of quality assurance framework in Viet Nam; transition between different forms of post-secondary education in the Caribbean). • Reforms are being undertaken in several countries (Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger, Senegal and Togo) with policy advice from UNESCO on issues such as quality assurance (e.g. Arab States); virtual libraries; ICTs for teaching, learning and research; preparation of pedagogical materials; and capacity building of institutions, faculty and researchers. • In post-conflict and post-disaster countries such as Haiti, Sierra Leone and Sudan, UNESCO is supporting the development of higher education policies as a necessary pillar for sustainable social and economic development. • The Organization is supporting pedagogical improvement using different sources such as open education resources

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OERs) (e.g. Namibia and South Africa), in particular in key areas such as science education and, where relevant, with partners such as the Commonwealth of Learning. In Mali, training was provided to higher education institutions on the use of OERs to improve the quality of teaching and learning.

Regional harmonization of higher education:

- The revision of the 1983 Asia-Pacific Regional Convention on the recognition of higher education qualifications is progressing as planned, and an International Conference of States will be held in 2011 in Japan.
- UNESCO is also working in close collaboration with the African Union to revise the 1981 Convention on the recognition of qualifications in higher education in Africa.

UNESCO Chairs and UNITWIN networks:

- New UNESCO Chairs and UNITWIN networks have been established, particularly in Africa (e.g. Malawi, Nigeria and Tanzania) in diverse areas such as entrepreneurship and water management.
- The UNITWIN/United Nations University Network of Africa-Asia University Dialogue for Educational Development has been established. Bringing together 17 African and 12 Asian universities, it will work with UNESCO and IICBA to reinforce national capacities in research on key education issues, and in particular teachers.
- A review of the existing Chairs and networks is being undertaken in Latin America and the Caribbean to revitalize and strengthen linkages and partnerships with regional universities.

Follow-up to the 2nd World Conference on Higher Education:

- To address the specific needs of Africa, a map of actions for the follow-up to the WCHE was established at the Sixth Meeting of the UNESCO-Association for the Development of Education in Africa (ADEA) Task Force on Higher Education in March 2010. The Task Force is coordinating actions by members and other major partners; improving complementarities and synergy; encouraging cooperation among countries and institutions to enhance efficiency; initiating flagship activities in priority areas (e.g. research studies on doctoral and post-doctoral education in Congo, Gambia and Niger); and exploring new ways to increase financing of joint initiatives.
- UNESCO is also supporting policy development in areas such as reform, innovation and quality assurance, advancing the debate on issues such as the diversification of provision and funding of higher education, and promoting the use of quality open educational resources.

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	<p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The project on OERs in Africa is a showcase of a positive experience of a multi-stakeholder partnership, in which UNESCO capitalized on a seed grant from a bilateral donor to scale up the project through establishing a partnership with an international organization to create real impact. • In monitoring normative instruments in higher education, the challenge is to set up a mechanism to collect timely information.
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MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$11 301 042	Expenditures: \$7 247 981	Allocation: \$169 858 261	Expenditures: \$47 809 267

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>15. Three broad types of action ? preparation of education policy reviews and analyses; support to national education policy-making and planning; and development of thematic studies on key emerging issues in education ? contribute to the realization of this expected result.</p> <p>Support to national education policy-making and planning:</p> <ul style="list-style-type: none"> • Education sector policy reviews and analyses have been conducted in Sudan (sector policy review) and Libya (review of national strategy for education and scientific research). Collaboration is ongoing with national authorities of Malaysia to prepare a policy review of its education system. • Capacity development in specific areas of policy and planning based on country needs (e.g. Bahrain, Democratic Republic of the Congo, Guatemala, Jordan, Lebanon, Nepal, Nigeria, Oman, occupied Palestinian Territory, Sudan, United Arab Emirates, Zimbabwe, and countries in the Pacific sub-region and Central Asia) • Piloting of a new methodology developed by UNESCO and UNDP for capacity needs assessment (CAPNAM) in educational planning and management (e.g. Armenia and Democratic Republic of Congo) • Support to the planning and costing of MDG 2 (e.g. Guyana and Somalia); assessment and review of national strategic plans (e.g. Egypt and Libya) • Support for the establishment of comprehensive education management information systems (EMIS),

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	<p>including using OpenEMIS software and indicator systems (e.g. Brazil, Mongolia, Haiti and in Latin America and the Caribbean to monitor progress towards the objectives of the Summit of the Americas)</p> <ul style="list-style-type: none"> • Awareness raising of policy-makers on critical issues related to education development (e.g. Afghanistan, China, and countries in the Pacific sub-region and Central Asia) <p>Thematic studies:</p> <ul style="list-style-type: none"> • Studies are being developed on critical issues related to the future of education, including the impact of the global financial crisis on education in 12 countries, through the Rapid Impact and Vulnerability Analysis Fund (coordinated by the UN Global Pulse Group). • It is expected that the study, which involves development of research methodology, development and field testing of surveys, data collection and administration, will be finalized by the second half of the year. • The relevance of the UNESS is being improved and the UNESS preparation process, which focuses more on the method rather than on the end-product document, has been launched in nine Eastern Caribbean States and Barbados. <p>Follow up to the 48th International Conference on Education:</p> <ul style="list-style-type: none"> • As a follow-up to the 48th International Conference on Education, UNESCO through the International Bureau of Education (IBE) has advocated for and supported the revision of policy and curricula frameworks in line with a broadened concept of inclusive education. Requests for tailored guidance have been met successfully. • Contributions have been made to policy agendas and high-level agreements, such as the European Council's Conclusions on the Social Dimension of Education and Training 2010 and the Educational Goals 2021 agreed by the Iberoamerican Ministers of Education; materials and resources have been made available online and a platform for sharing country examples created; guidelines and learning tools to promote inclusive curricula have been developed (e.g. interregional module on inclusive education; and Toolkit for Inclusion in the Arab States); and capacity development workshops organized (e.g. Morocco and Panama). <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Challenges remain to fully utilize UNESS as a framework for planning and an advocacy tool for funds
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	<p>mobilization and partnership building.</p> <ul style="list-style-type: none"> • Greater efforts can still be deployed to position UNESCO more strongly in the UN common country programming processes.
<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>16. As a follow-up to the Bonn Declaration from the World Conference on Education for Sustainable Development, UNESCO is providing policy advice; developing materials and tools; and supporting curriculum development and teacher training.</p> <p>Policy advice:</p> <ul style="list-style-type: none"> • Support was provided to the development of national strategies for ESD (e.g. Lesotho and Namibia) and the integration of ESD into existing sector policies (e.g. Swaziland) and statistics (e.g. Viet Nam). • UNESCO is providing specific support according to country needs, for example establishment of an ESD task force (e.g. Angola) and conduct of a situational analysis of ESD capacity (e.g. Samoa). <p>Development and dissemination of materials, guidelines and tools:</p> <p>17. The following materials aim to expand the knowledge base and facilitate the mainstreaming of ESD into educational policies, plans and activities:</p> <ul style="list-style-type: none"> • The 'ESD Lens' tool has been finalized and translated into six languages. • Good practices continue to be collected, with five national studies (Chile, Indonesia, Kenya, Oman and the Netherlands) undertaken to document how Member States have integrated ESD into their programmes. • A third collection of Associated Schools Project Network (ASPnet) Good Practices in ESD on intercultural dialogue is being prepared following the publication of the second collection of Associated Schools Project Network (ASPnet) Good Practices in ESD. • Innovative practices in ESD are being collected and shared through an online platform that enables decision-makers, practitioners and researchers from Latin America and the Caribbean to share their experiences. • Guidelines on the knowledge, skills and attitudes leading to ESD competencies for secondary-level students are currently being prepared based on a study conducted.

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	<p>Development of curriculum and support to teacher training:</p> <ul style="list-style-type: none"> • Curriculum was developed and support to teacher training provided to improve delivery of ESD (e.g. Benin, Cameroon, Chad, Samoa, Sierra Leone). • In the countries of the South African Development Community, UNESCO's Education Sector is working together with its Science Sector on re-orienting science education through teacher education in order to address issues of sustainability. • In Latin America and the Caribbean, networks have been developed to conduct regional studies and for knowledge sharing. Particular emphasis is being placed on critical areas of ESD such as climate change and education (e.g. Maldives, Viet Nam, Central and South-East Asia), and disaster risk reduction (e.g. small island states such as those in the Caribbean and Asia-Pacific, China, Myanmar, Nepal, Viet Nam), according to country needs. • The International Research and Training Centre for Rural Education (INRULED), a UNESCO Category 2 centre, is actively engaged in disaster risk reduction work. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The challenge remains to have concrete impact while at the same time responding to the wide range of issues under the banner of ESD. • Major Programme I will address this challenge in part through bringing increased focus to climate change. UNESCO has developed a new initiative - the Climate Change Education (CCE) for Sustainable Development programme - to enable the Organization to make a more visible and concrete educational contribution to the international response to climate change. <p>The programme aims to help young people understand and address the impact of global warming, while also encouraging changes in attitudes and behaviour needed to put the world on a more sustainable development path. CCE for sustainable development should further help children and young people adapt to the changes that climate change will bring.</p>
<p>ER 10: National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts</p>	<p>Policy support:</p> <ul style="list-style-type: none"> • UNESCO is supporting countries to integrate the education sector in national AIDS responses (e.g. Burkina Faso, the Eastern Caribbean States, Georgia, Lao (PDR), Mauritania, Mauritius, Myanmar, Namibia, St Lucia, Sudan, Switzerland and Zambia).

	<ul style="list-style-type: none"> • The Organization is reviewing and developing HIV-responsive education sector policies and plans to ensure better alignment between general education sector policies and specific sector HIV policies (e.g. Angola, Cambodia, Cape Verde, Guinea-Bissau, Lesotho, South Africa, Swaziland and Sao Tomé and Príncipe). • Sector situation and response analyses have been completed (e.g. Afghanistan, Brazil, Brunei Darussalam, Burundi, Comoros, Kenya, Kiribati, Lesotho, Malaysia, Mauritius, Mongolia, Pakistan, Philippines, Seychelles, Solomon Islands, Swaziland, Tanzania, Timor-Leste, Trinidad and Tobago, Vanuatu, Zanzibar), • Revised education sector policies (e.g. Lesotho, Swaziland, Trinidad and Tobago), and increased visibility for HIV interventions for higher education and TVET (e.g. Tanzania). • Workplace policies and programmes for education personnel have been implemented (e.g. Angola, Ghana, Lesotho, Namibia, Senegal and Swaziland), including through the strengthening of networks of teachers affected by HIV and AIDS. <p>Capacity development of teachers:</p> <ul style="list-style-type: none"> • UNESCO is strengthening the capacity of education professionals to deliver HIV and sexual and reproductive health (SRH) education, including for pre- and in-service teacher training (e.g. Angola, Botswana, China, Cuba, Ethiopia, Kazakhstan, Kyrgyzstan, Lebanon, Lesotho, Malawi, Namibia, Nigeria, Pakistan, Tajikistan, Tanzania, Uganda, Uzbekistan, Zambia, Zimbabwe), and through the development of culturally-relevant, gender-sensitive and rights-based curricula and materials. • Outcomes include the integration of modules on HIV and sexual and reproductive health education in teacher training curricula in Lesotho, and inclusion of life skills education in a new teacher training curriculum in Namibia. <p>Expanding the knowledge base on HIV and Education:</p> <ul style="list-style-type: none"> • UNESCO is expanding the knowledge base on HIV and education, including through research on sexuality education in Latin America and the Caribbean, and completion of the research phase of a ground-breaking study on the cost and cost-effectiveness of sexuality education (e.g. Estonia, India, Indonesia, Kenya, the Netherlands, Nigeria), which will provide data on costs per learner and costs in relation to health outcomes.
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	<ul style="list-style-type: none"> • UNESCO is collaborating with partners to develop guidance to strengthen the education sector response to the needs of HIV-positive learners. • Activities to monitor trends and support countries to use data include ongoing development of a global monitoring and evaluation framework for education sector responses to HIV, draft regional and national sector monitoring & evaluation (M&E) frameworks (the Caribbean, Viet Nam), and guidance and materials for an HIV and AIDS Knowledge Monitoring Programme across Africa to strengthen national capacities to monitor the effectiveness of HIV education programmes and evaluate pupil knowledge. UNESCO continues to provide knowledge-sharing by fortnightly updating of the UNESCO HIV and AIDS Education Clearinghouse. <p>Advocacy and education outreach:</p> <ul style="list-style-type: none"> • In Thailand, UNESCO has promoted healthy sexuality and HIV education to adolescents through an innovative, year-long exhibition at the National Science Museum that has attracted 2,000-5,000 visitors per day since August 2010. • Work with key populations includes targeted peer outreach education for men who have sex with men in Asia-Pacific and HIV and drug prevention education in Afghanistan, including integration of HIV and drug issues in non-formal literacy programmes. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The development of UNESCO Country Programming Documents (UCPD), participation in the preparation of UNDAFs and work with government counterparts have enabled the promotion of EDUCAIDS and advanced UNESCO's visibility as an active partner in HIV prevention. • The challenge remains to create ownership among Member States, including by allocating their own human and financial resources.
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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: \$4 562 254	Expenditures: \$3 028 252	Allocation: \$13 242 351	Expenditures: \$8 531 947

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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 11: Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA partners and continued support to the regional initiatives/networks that serve as policy platforms</p>	<p>Promotion of education at the highest political level:</p> <ul style="list-style-type: none"> • The outcome of the High-Level Plenary Meeting on the Millennium Development Goals ([MDG Summit] New York, 20-22 September 2010) reflected UNESCO's sustained efforts to promote education as key to achieving all the MDGs. Side events including an exhibition and roundtables enabled UNESCO to convey its messages in a visible manner. • UNESCO also worked with the authorities of the Group of Twenty ([G-20], 11-12 November 2010, Seoul) to stress the importance of education in human resource development. <p>Revision of the EFA coordination architecture:</p> <ul style="list-style-type: none"> • At the global level, UNESCO has taken steps to review the architecture of EFA coordination as a follow-up to the recommendation of the Ninth Meeting of the High-Level Group on EFA (Addis Ababa, February 2010). • A working paper entitled "Enhancing the Effectiveness of EFA Coordination", prepared for the International Advisory Panel on EFA meeting, served as the basis for consultation with stakeholders. • Two preliminary proposals emerged: 1) undertaking of a major reform to the format of the HLG meeting into smaller and higher level fora, focusing on the mobilization of political will and resources, and 2) transformation of the Working Group on EFA into an Annual Technical Review Meeting to inform the HLG and foster policy dialogue, information sharing and monitoring. • These preliminary recommendations provided the basis for the preparations of the Eleventh Meeting of the Working Group on EFA (Paris, 2-3 February 2011) and the Tenth Meeting of the HLG on EFA (Jomtien, 22-24 March, 2011). <p>Innovative approaches to education financing:</p> <ul style="list-style-type: none"> • As a member of the Task Force on Innovative Financing for Education under the Leading Group on Innovative Financing for Development, UNESCO continues to advocate for increased financial commitment to education and seeks innovative approaches to education financing. • Through its Advisory Panel of Experts on Debt Swaps and Innovative Approaches to Education Financing, UNESCO is contributing to knowledge sharing on issues such as debt swaps in education,

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	<p>and conducting studies on key issues (e.g. the mapping of creditor and debtor policies and the debt situation worldwide, and creating synergies between debt swaps and other financial instruments).</p> <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The experience from the G-20 Summit in Seoul shows that more strategic efforts are required to engage political commitment at the highest level. • More efforts are required to create stronger linkages between EFA coordination mechanisms at the global, regional and national levels.
<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>Global Monitoring Report:</p> <ul style="list-style-type: none"> • The 2010 EFA Global Monitoring Report (GMR) on "Reaching the marginalized" was launched in January at United Nations Headquarters in New York by UNESCO's Director-General and, for the first time, the Secretary-General of the United Nations. Following the launch of the English version, versions in the five other UN languages were completed, distributed and promoted through more than 50 regional and national launches. • The findings of the report were also presented in a wide range of fora - from the EFA High-Level Group and the Collective Consultation of Non-Governmental Organizations (CCNGO) meetings to the Forum of Latin American and Caribbean Parliamentarians for Education (Santiago, May 2010) as well as dozens of national launches, seminars and expert meetings. • Preparations were made for the 2011 GMR, which focuses on armed conflict and education and was launched simultaneously around the world on 1 March 2011. • The 2012 GMR will highlight skills development, the third EFA goal. Preparations for the Report began with a meeting in Bonn in early November organized by the German Ministry for Economic Cooperation and Development (BMZ), the German Agency for Technical Cooperation (GTZ) and the GMR Team. <p>Research</p> <ul style="list-style-type: none"> • Research was undertaken in a wide range of areas (e.g. International Institute for Education Planning [IIEP] publications series including on education in fragile states and capacity development). IIEP's research programmes are progressing as planned.

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	<ul style="list-style-type: none"> • Research findings on decentralization have been disseminated in Kenya, Lesotho and Uganda. Similarly, preparations have been initiated for the dissemination of findings on education financing (covering economic barriers to education; fee abolition; and public-private partnerships) in Burkina Faso, Ethiopia, Lesotho and Tanzania. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • An external evaluation of the GMR found that the publication was relevant and effective, but noted that greater efforts must be made to ensure that the findings reach decision-makers in least developed countries and that fundraising was necessary for the publication's sustainability. UNESCO has been able to secure funding for these purposes.
<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>18. In addition to embedding sustainability in education sector policies and practices (see information reported under MLA 3), UNESCO coordinates the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). It does so within the framework of the Bonn Declaration on ESD adopted at the UNESCO World Conference on Education for Sustainable Development.</p> <p>Raising the visibility and strengthening partnership</p> <ul style="list-style-type: none"> • Organization of a side event to launch the UNESCO publication "Tomorrow Today" during the 2010 UNGA session at which the mid-term review report on the DESD was submitted. • Visibility of the DESD has increased, as demonstrated by increased website visits, with high interest in the Monitoring and Evaluation process and the Strategy for the Second Half of the DESD. • In Asia-Pacific, discussions with a global frontrunner in sustainable business models (Interface, Inc.) have been held, leading to joint advocacy work and laying the foundation for further work on the issue. • UNESCO contributed to the UN Inter-Agency Committee (IAC) for the DESD, whose annual meeting (Barcelona, 23-25 November 2010) included a public symposium on monitoring and evaluation for ESD. The IAC brochure "Building a more sustainable world through education: DESD and the IAC" was launched on that occasion. • UNESCO also participated in and contributed to the United Nations Climate Change Conference ([COP-16] Cancun, 29 November - 10 December 2010).

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	<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • The DESD Monitoring and Evaluation Expert Group (MEEG) reviewed progress achieved towards the six components of the Global Monitoring and Evaluation Framework for Phase II. The group also discussed the implementation of the Phase II components as well as capacity building for DESD M&E workshops. • In Latin America and the Caribbean, regional capacity development workshops enabled representatives of Ministries of Education and the Environment, as well as of NGOs, to improve their understanding of monitoring and evaluation of progress within the framework of the DESD. <p>Technical assistance to support implementation of the Decade</p> <ul style="list-style-type: none"> • In Asia and the Pacific, the Regional Bureau for Education provided direct support to Member States on the basis of requests. A publication on processes/guidelines for national ESD coordination, which will enable more generalized support to all Member States, has been prepared. • UNESCO actively participated in agenda-setting discussions on integrating Disaster Risk Reduction into Education with key development partners, including UNICEF, Save the Children, Plan International, the United Nations International Strategy for Disaster Reduction and the Asian Disaster Preparedness Centre. • UNESCO has initiated discussions in topical fields for the ESD agenda: the private sector's role and leadership in sustainability, and the interconnections between health and sustainability. • Regional support has been extended to India to establish the UNESCO Category I Institute on Education for Peace and Sustainable Development established by the 35th session of the General Conference. • The Philippines has been supported in its efforts to establish a sub-regional Category 2 Centre on the theme of Lifelong Learning and Sustainable Development, also established by Member States at the last General Conference. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • In Asia and the Pacific, opportunities for creating sustainable business models and collaboration with the private sector have shown promising results in working towards this expected result. • The challenge is to set up an agreed set of indicators with the various stakeholders to implement
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	systematic monitoring and evaluation of the DESD.
ER 14: Member States aware of the normative instruments in education and actively reporting on their implementation	<p>19. UNESCO is working actively to ensure that the international normative instruments in education are translated into national legislation and practice. In this regard, campaigns to increase ratification of the Conventions are accompanied by support to Member States to improve the monitoring of the Conventions' implementation - which remains a continuing challenge - including through the publication of practical examples. The following provides examples of activities undertaken to promote the implementation and/or the ratification of three of these instruments:</p> <p>Convention against Discrimination in Education (1960) and Recommendation against Discrimination in Education (1960):</p> <ul style="list-style-type: none"> • The celebration of the 50th anniversary of this Convention and Recommendation provided an opportunity to raise awareness of the instruments and the importance of giving effect to their provisions. A ratification campaign is being conducted to encourage States that are not yet party to it to take necessary measures for acceding to it. In cooperation with the NGO-UNESCO Liaison Committee, a special Day was organized and dedicated to the right to education for all children. • Draft guidelines for the preparation of reports by Members States for the Eighth consultation were prepared and submitted to the Executive Board at its 185th session, with Executive Board members being invited to submit comments on them. UNESCO has also carried out preparations for the establishment of a global database on the implementation of the right to education. Within the framework of the follow up to the 7th Consultation on the Convention and Recommendation, a publication on practical examples in the field of non-discrimination and the right to education for information-sharing and advocacy was also published. <p>Recommendation concerning the Status of Teachers (1966) and Recommendation concerning the Status of Higher-Education Teaching Personnel (1997):</p> <ul style="list-style-type: none"> • Joint International Labour Organization (ILO)/UNESCO research studies have been undertaken on a series of issues (e.g. social dialogue good practices; good practices in teacher policies). The use of the recommendations was promoted and their utility explained in relation to research, teacher professionalism, recognition and status, teaching standards, qualifications and their harmonization and teacher migration, for example in Palestine through high-level discussion with senior policy-makers and information sessions among higher education institutions and teachers' unions, and in

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	<p>South Africa.</p> <ul style="list-style-type: none"> • World Teachers' Day (5 October) commemorates the signing at UNESCO of the 1966 Recommendation concerning the Status of Teachers. An original series of posters showing teachers at work in post-crisis situations around the world, in line with the topic of WTD 2010 - 'Recovery Begins with Teachers' - was displayed in Paris, as well as on UNESCO's website in an online gallery. The exhibit was greatly appreciated, both in its content and in its ability to bring the issues facing teachers to life. <p>Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974):</p> <ul style="list-style-type: none"> • Practical guidelines on competencies related to education for sustainable development and core values such as human rights, peace and tolerance are being developed. As part of the Associated Schools Project, the third Collection of "Good Practices for Quality Education - 2010: Intercultural Dialogue" is being prepared. • After the analysis of the country responses to the 4th Consultation of the 1974 Recommendation, UNESCO has initiated work on a brochure presenting the Recommendation and explaining its linkages with more recent frameworks and instruments (e.g. culture of peace, EFA goal 6, DESD, the World Programme on Human Rights Education, and the UN Declaration on Human Rights Education and Training). <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The follow up to the 1974 Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms showed that collaboration with UN agencies is an efficient way to approach Member States. • The challenge is to raise awareness and provide technical support to Member States for reporting on obligations to be met in a meaningful manner.
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Part II.A. II. Natural sciences

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$21 411 771	Expenditures: \$14 962 214	Allocation: \$47 074 458	Expenditures: \$30 388 164

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	<ul style="list-style-type: none"> • Science policy reforms and reviews continued in countries where such reforms are on-going, including the Nigeria, Republic of Congo and Tanzania, as well as in countries starting reforms, such as the Central African Republic and Democratic Republic of Congo. Technical advice was provided to Botswana, Malawi, Namibia, Senegal, Zambia and Zimbabwe.
UNESCO Action Plan, addressing the AU CPA on Science and Technology, focused on the implementation of its flagship projects	<ul style="list-style-type: none"> • UNESCO co-organized training workshops for the 15 ECOWAS countries. Over 80 policy makers were trained in evidence based policymaking. A workshop on S&T in One UN led to the establishment of the Rwanda National Innovation Endowment Fund. • UN Agencies contributed to the Seventh African Development Forum "Acting on Climate Change for Sustainable Development in Africa". 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>The major challenge is securing extrabudgetary resources to complement the regular budget, in particular for the African Virtual Campus flagship. Changes in governments and personnel have delayed the continuity of the policy review process.</p>
Education and networking strengthened in basic and applied sciences	<ul style="list-style-type: none"> • The Global Microscience Experiments Project held a workshop and consultation in Sudan with active follow-up. Science teachers from African countries were trained at the International Teacher School held at CERN in Geneva in February. • An initiative was launched to establish one or more e-educational centres at higher learning institutions in Rwanda. • ANSTI awarded post-graduate training fellowships and supported staff members of African Universities to undertake short-term visiting professorships; UNESCO pursued activities to develop a database of existing scientists in the Diaspora; and travel grants were awarded to African researchers enabling them to participate in African international conferences. • In preparation for the International Year of Chemistry 2011, UNESCO held a regional conference in Bamako.

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<p>Knowledge base and capacities in formulating national energy policies strengthened</p>	<ul style="list-style-type: none"> • The second annual African summer school Solar energy for rural electrification was organised in Bamako, Mali and attended by 30 representatives from Benin, Burkina Faso, Guinea Bissau, Guinea, Ivory Cote, Mali, Niger, Senegal and Togo. • 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>Knowledge base and capacities for national and regional freshwater management strengthened</p>	<ul style="list-style-type: none"> • Feasibility studies for the UNESCO category II centres on groundwater in Kenya and Integrated River Basin Management in Kaduna, Nigeria were conducted. Scientists in UNESCO-IHP networks in Sub-Saharan Africa were supported at international conferences and workshops, including the G-WADI workshop (Dakar, April), the FRIEND conference (Fez, October), the Third Africa Water Week (Addis Ababa, November), the water and cultural diversity workshop (Nairobi, November) and ISARM International Conference in Paris. • A meeting was held in Paris in December at which the Sub-Saharan Africa G-WADI network was formally created with its Secretariat to be hosted by AGRHYMET in Niamey, Niger. The activities of the drought monitor in Africa were launched in December. • Following massive floods in Benin, concrete actions to adapt to recurrent floods in the country was prepared and integrated into the revised Emergency Humanitarian Action Plan for Benin.
<p>University-level Earth sciences education revitalized</p>	<ul style="list-style-type: none"> • UNESCO supported the implementation of the Earth Science Education Initiative in Africa and organized the Regional Meeting of the African Network of Biosphere Reserves in Nairobi, Kenya in September. • The theme 'Sustainable Financing of Biosphere Reserves' drew participants from 22 African countries.
<p>Adaptation strategies to manage coastal changes in West Africa provided</p>	<ul style="list-style-type: none"> • Implementation continued on ODINAFRICA (Phase IV), the Adaptation to Climate and Coastal Change in West Africa (ACCC), and GOOS-Africa. • The IOC sub-regional subsidiary bodies were revived, including a meeting of the IOC Regional Committee for the Central and Eastern Atlantic held after a ten-year gap. The post of IOC Africa Coordinator was created in the Nairobi Office to coordinate all IOC activities in Africa. • The IOC 50th Anniversary Fellowship Programme sponsored 12 young African leaders to assist their countries in the

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	preparation of long-term adaptation plans to climate change on ocean and coastal zones of Africa; and the IOC Chairs in Mozambique and Tanzania were supported.
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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	<ul style="list-style-type: none"> • The UNESCO-L'Oréal Partnership for Women in Science organized the week For Women in Science 2010 in March. Fifteen international fellowships were awarded to students and five outstanding Laureates from Egypt, France, Mexico, Philippines and USA received the Award from the Director-General of UNESCO and the President of L'OREAL Foundation, in the presence of Prof. Ahmed Zewail, Nobel Prize in Chemistry 1999, and President of the international Jury. • A Masters degree on "Environment, Water and Health" was launched at the University of Lomé in Togo by the UNESCO Chair "Women, Science and Sustainable Water Management in Africa". • Professional education of women from countries in transition and developing countries in the field of water sciences has been enhanced by IHP through a scholarship grant programme for postgraduate studies.
Participation by women in UNESCO-sponsored scientific networks and activities increased	<ul style="list-style-type: none"> • IHP has provided technical contribution and expert participation to the event on Women, Water and Sustainable Development in Africa, organized jointly by UNESCO (Paris, November). The participation of UNESCO Chairs on water and gender was ensured. • The Association of African Women Geoscientists (AAWG), originally created with UNESCO's support, held its fifth conference in April at Grand Bassam, Côte d'Ivoire on Women and Geosciences for Peace. • The 43rd IOC Executive Council in June set a higher target of 25% for participation of women in its activities in the period 2008-2013, and Member States were urged to take gender equality into consideration when nominating participants in IOC activities.
Inclusion of women in STI policy decision-making increased, and the reasons for their inclusion understood by policy makers	<ul style="list-style-type: none"> • The transformative role of women in science and science policy in connection with society was highlighted on World Science Day for Peace and Development by an international conference co-organized by UNESCO on Gender Equity Policies: A prospective view; new scenarios, actors and articulations in November in Buenos Aires, Argentina. The Conference covered

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	<p>topics such as "Women, Science and Equitable Development", Gender Equality in Constructing the Knowledge Society: Inclusion and Innovation Strategies" and "Challenges to Building an Inter-Cultural Dialogue through Science: Women's Voices and Initiatives". An activity on Women in Science was organized in March in Johannesburg, South Africa.</p>
<p>The gender dimension of biodiversity conservation highlighted internationally</p>	<ul style="list-style-type: none"> • The importance of the role of women and gender balanced approaches in biodiversity conservation and sustainable use was promoted in the International year of Biodiversity (IYB) 2010. • A special event on 'Gender Dimensions of Biodiversity' was organized at the UNESCO IYB Science-Policy Conference (Paris, January). The proceedings of the event including recommendations for future action were published and distributed at CBD COP 10 (Nagoya, November). • In the LINKS programme, the book <i>Savoirs féminins liés à la nature, plantes médicinales et médecine traditionnelle dans les Mascareignes</i>, was sent to press. It describes the medical knowledge practiced by women on these islands. It analyses how this medical tradition has been developed by successive waves of immigrant women who brought with them knowledge of different medical traditions.

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: \$3 174 163	Expenditures: \$1 894 645	Allocation: \$16 046 538	Expenditures: \$11 703 479

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs</p>	<ul style="list-style-type: none"> • Following UNESCO's recommendations, the Government of Nigeria released a special grant to six selected universities for reform and upgrading to world class level. The recommendation to establish a Nigerian National Science Foundation has been included in the country's Economic Transformation Blueprint, Vision 2020, and UNESCO has been selected as collaborating agency for its implementation. • In order to ensure the sustainability of the Tanzania science reform programme coordinated by UNESCO through the One UN Programme, the Organisation began a project "Strengthening Capacities for the Reform of the Science

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	<p>and Innovation System of Tanzania". UNESCO co-organized the Conference "Science with Africa II" (Addis Ababa, June), with a focus on innovation as well as the side event on the "Role of Science Academies in the socio economic development of Africa".</p> <ul style="list-style-type: none"> • In the UNISPAR Programme, UNESCO provided Azerbaijan, Malaysia, Indonesia, Sri Lanka and The Gambia with technical assistance on science park and technology business incubator development. • The organization has also conducted an international training workshop in Daejeon, Republic of Korea and a regional workshop on science park governance for Latin America and the Caribbean in San José, Costa Rica. • A regional centre for the development of science parks and technology business Incubators was established in Isfahan, Islamic Republic of Iran.
<p>ER 2: Regional STI strategies developed and existing strategies effectively promoted</p>	<ul style="list-style-type: none"> • UNESCO promoted international cooperation on science policy and contributed on STI for dialogue, mutual understanding, peace and reconciliation. Two regional policy forums were held, in the Mediterranean and in the South-South East Asian regions, attended by over 20 parliamentarians and over 30 scientists. These led to the creation of a regional network of parliamentarians, scientists and other stakeholders. • On 10 November 2010 UNESCO celebrated World Science Day for Peace and Development with the theme, "Science for the rapprochement of peoples and cultures", which represents the basis for the mutual understanding and thus to peace. Technical support was provided to the Israeli Palestinian Science Organization (IPSO) for the meeting of their International Scientific Council (Paris, December). • UNESCO organized the International Conference on Chinese History of Science and its Interaction with other Civilizations as a contribution to the celebration the International Year for the Rapprochement of Cultures. UNESCO supported a training workshop on STI policy formulation for middle managers (Kuala Lumpur, June), training on R&D management for high level decision makers (Cairo, November), and provided Mongolia with technical assistance for their National STI policy review.
<p>ER 3: Science policy database improved and knowledge exchange enhanced</p>	<ul style="list-style-type: none"> • The UNESCO Science Report 2010 was launched on World Science Day for Peace and Development UNESCO headquarters and simultaneously in a number of field offices.

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	<ul style="list-style-type: none"> • UNESCO organized a national seminar workshop on R&D management and evaluation in Katmandu (Nepal) and a Sub-Regional Consultation Meeting on STI statistics and indicators in Tashkent.
<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>	<ul style="list-style-type: none"> • The dedicated UNESCO SIDS website, which reports on UNESCO-wide activities and events in support of the Mauritius Strategy, was completely revised redesigned, launched, and promoted UN-wide. • Under the Sandwatch project on coastal monitoring and climate change adaptation, a regional training and networking workshop for Indian Ocean SIDS was organized in October, with participation from seven SIDS worldwide. A Sandwatch workshop (Grenada, April) was held to include Sandwatch in a new national education curriculum. Under the Climate Frontlines project four field projects were initiated in SIDS. Seven proposals were selected for funding following the call by the Youth Visioning for Island Living initiative for project proposals focused on HIV and AIDS prevention and human rights. • A book on indigenous knowledge of the aquatic environment possessed by the Mayangna people living in the BOSAWAS Biosphere Reserve (Nicaragua) was published in Spanish and Mayangna and launched to celebrate the 2010 International Year of Biodiversity. • The Climate Frontlines multilingual online forum supported 28 field projects worldwide that reinforce understanding of indigenous knowledge of climate change impacts and adaptation. • A side event on indigenous knowledge and climate change was held during CBD COP 10 (Nagoya, November). • The French language edition of Climate Change and Arctic Sustainable Development: Scientific, Social, Cultural and Educational Challenges was published and launched. • In Solomon Islands, workshops were held involving teachers and local communities in Marovo Lagoon. A locally-accessible and Wiki-based online educational resource was developed in the Marovo language, based on UNESCO's Reef and Rainforest encyclopaedia of indigenous knowledge.

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Challenges and lessons learned

- STI policy interventions require the constant mobilization of key actors, increased capacity for policy formulation and implementation and financial commitment. It is important to demonstrate the impact of STI policies and programmes on development during the design phase in order to guarantee political commitment at highest level and to bring together all stakeholders.
- Sustaining STI capacity building efforts at the national and regional level is a challenge that UNESCO has learned to address by increasing the number of partners, as well as including the involvement of parliamentarians. To ensure this effort, UNESCO needs to help create national and regional capacity, in particular in universities.
- The success of the STI policy reform within the One UN effort in Tanzania should be replicated in other One UN pilot countries, using the umbrella of STI policy to address all areas of science.
- The main challenge in studying and reporting on trends in STI is its complexity and the fast pace of change. UNESCO needs to develop a strong research base in collaboration with research centres world wide to ensure comprehensive analyses.
- Collaboration with Ministries of Education to integrate programmes and activities of local relevance into national curricula is an ongoing challenge with qualified success in some countries and major hurdles in others. Collaboration on issues of indigenous knowledge and biodiversity management has proven considerably more difficult.
- There has been increasing recognition of the need to bring local understandings and concerns into international decision-making on climate change adaptation. However, existing modalities for such an exchange are largely inadequate. Inter-agency collaboration that pools efforts to bridge this gap between the local and the global is creating opportunities within the framework of UNFCCC and IPCC and UNESCO is poised to use these opportunities.
- The UNESCO Science Report 2010 has been hailed as a significant contribution to science policy debates, including in the area of STI for sustainable development. Additional partnerships with research centres will be sought in order to maintain the high quality required for the Report to be an important resource. The independence of the contributing authors needs to be flagged more visibly in future editions so that Member States realize that the Report does not represent the official views of the Organisation.

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

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 475 594	Expenditures: \$1 585 988	Allocation: \$139 526	Expenditures: \$91 839

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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>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>	<ul style="list-style-type: none"> • The pilot testing of a theoretical and practical course on molecular biology for secondary school teachers of biology in Latin America advanced through a workshop held in Chile in cooperation with regional partners. • The organization of workshops on Active Learning in Optics and Photonics was supported in Algeria (May), in the Philippines (November) and in Colombia (December). • Support was given to promote international cooperation and strengthen collaboration in the field of mathematics and physics, in particular between the UNESCO Chair in Mathematics and Theoretical Physics in Palestine, ICTP, and the International Centre for Pure and Applied Mathematics (CIMPA). The first CIMPA school on applied mathematics and engineering was conducted in Uruguay as a key step to building a community in applied mathematics in the country, organized in collaboration with other specialized partners. • Support was provided through Microscience workshops and consultative meetings in Chile, Kuwait and Sudan for hands-on learning/teaching methodologies in chemistry and biology. • Active follow-up with Sudan has included adaptation of materials to the Sudanese curriculum and planning for implementation within pilot schools. • UNESCO contributed to the establishment of a Palestinian Science Festival and learning materials in science education methodologies were made available in Arabic.
<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>	<ul style="list-style-type: none"> • The UNESCO-IBSP/CERN partnership organized the second International School on Open Access in Rabat (Morocco). CERN trainers provided training for specialists from Africa and the Arab States in the principles and opportunities of Open Access, and training in the setting up and operating of a national/institutional e-repository. • Support was provided for the free distribution of peer-reviewed journals and reference materials in

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	<p>biotechnology for institutions the developing countries.</p> <ul style="list-style-type: none"> • The first phase of the ICGEB-TWAS-UNESCO/IBSP Joint Project in Basic Molecular Biology was consolidated through provision of further support. • The International Centre for Synchrotron-light for Experimental Science and Applications in the Middle East (SESAME) provided expertise required for a SESAME Strategic Plan for 2010-2014. In May, the US National Commission for UNESCO endorsed SESAME, while Switzerland became an Observer of SESAME in July. Scientists and research students from Egypt, Iran, Israel, Jordan, Palestinian Authority and Turkey benefited from training given by lecturers from Japan and the SESAME region at the SESAME/JSPS/Sabancı University School (March, Antalya, Turkey). The feasibility study was undertaken for the International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Sciences in Lisbon as a category 2 centre under the auspices of UNESCO. • An advanced summer school was held in South Africa, "Training Course on the Molecular Mechanism of Viral Infection and Propagation" in March. Priority was given to young African scientists with 50 participants trained. • Five neurosciences training workshops were organized in Africa. The third Human Variome Project meeting was co-organised by UNESCO (Paris, May).
<p>ER 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies</p>	<ul style="list-style-type: none"> • The Engineering Programme published the UNESCO Report Engineering: Issues, Challenges and Opportunities for Development - the first ever international report on engineering, in conjunction with the World Federation of Engineering Organizations, International Council of Academies of Engineering and Technological Sciences and International Federation of Consulting Engineers. • Two projects "Engineering Needs and Numbers for Africa" and "Innovation Needs and Numbers for Africa", on engineering capacity building, innovation and associated indicators for development in the Southern African Development Community region have begun.

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	<ul style="list-style-type: none"> • A UNESCO expert meeting on "Geoengineering, the way forward?" was organised jointly by the UNESCO-IOC and divisions in SC.
ER 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa	<ul style="list-style-type: none"> • The expert meeting on "Geoengineering, the way forward?", was organised with particular reference to South-South and North-South-South cooperation. Networking and partnerships were supported, for example in conjunction with the African Network of Scientific and Technological Institutions and Conference of Vice Chancellors and Deans of Science, Engineering and Technology.

Challenges and lessons learned

- Member States, particularly in Africa, have demonstrated very strong interest and support for capacity building efforts in science and engineering. The response of the broader scientific and engineering community to contribute to our efforts has also been very encouraging. A key challenge is to more effectively coordinate the contributions of allies, and to integrate capacity building efforts within the framework of our efforts in STI policy development.
- Monitoring, analysis and benchmarking in engineering is complicated by the shortage of indicators on engineering, especially in the development context. The development of such indicators should be a priority for future work, in partnership with other organizations.
- The worldwide engineering community is keenly interested in contributing to sustainable development issues. The Engineering Report needs to be more analytical and provide prescriptive guidance to Member States.
- In science education efforts, the heavy demand for the production of sufficient Microscience kits for distribution to all schools in a given Member State presents a challenge to regular programme resources.
- The strong commitment from UNESCO partners to pursue advanced training, advocacy and popularizing of the basic sciences is very encouraging. We need to enhance our efforts in creating multi-stakeholder partnerships and in raising extrabudgetary funds. Scaling up pilot efforts that have proved successful is a challenge.
- The freeze on all activities financed from extrabudgetary funds provided by Libya has created immense programme and staffing difficulties.

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

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Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$11 326 784	Expenditures: \$7 954 363	Allocation: \$17 247 477	Expenditures: \$9 738 991

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 9: Knowledge base of the processes of the hydrological cycle, including river basins, aquifer systems and ecosystems strengthened	<ul style="list-style-type: none"> • Water quality challenges were addressed in a seminar Emerging Pollutants in Water Resources - A New Challenge to Water Quality. A workshop on Origins, Pathways and Accumulation of Pollutants - An Urban Perspective and the UN-Water seminar on the World Water Day 2010 Water and Urbanization, raised urban water issues at the Stockholm World Water Week. • IHP produced a short film, "Water in Cities", illustrating present and future urban water challenges and promoting sustainable approaches to urban water management for World Exposition Shanghai 2010, A Better City - A Better Life. • Advanced Simulation and Modelling for Urban Groundwater management - UGROW was published in the UNESCO-IHP Urban Water Series. • A workshop on Coastal Aquifers Management in SIDS in the Caribbean was jointly organized, in addition to the seventh gathering of experts on Management of Aquifer Recharge.
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	<ul style="list-style-type: none"> • Dozens of conferences, training courses and workshops were held, including the International Symposium on Groundwater as a key for adaptation to changing climate and society (Kyoto, November), preceded by a UNESCO-IHP training course organized by GRAPHIC in collaboration with partners. • The G-WADI Geoserver underwent several key upgrades to enhance resolution and user interface and was used to analyze severe precipitation event during the recent catastrophic floods in Pakistan. G-WADI organized a second summer school with partners in China, attended by more than 400 participants from Asian countries, to help researchers obtain latest information and techniques in land surface studies and data assimilation.

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	<ul style="list-style-type: none"> • A course was held for South Asian participants on Climate Change, Hydrological Drought and Flood. • Catalogue of flood estimation methods was published by the Asia-Pacific FRIEND project. The Hydrology Conference 2010: the Changing Physical and Social Environment: Hydrologic Impacts and Feedbacks (San Diego, October). • The International Conference on Transboundary Aquifers: New Challenges and Directions took place in December. IHP and WWAP through their PCCP programme held training on Water Conflict Management for trainers coming from English-speaking African countries in September. • The Masters specialization on water conflict management started, under the umbrella of PCCP by UNESCO IHE in conjunction with the UNESCO HELP Category II Centre in Dundee. • The Ecohydrology Programme launched over 30 demonstration projects, focused on an integrated understanding of biological and hydrological processes at catchment scale. • A comprehensive set of Integrated Water Resources Management (IWRM) Guidelines at River Basin Level plus an instruction manual were developed.
<p>ER 11: Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming</p>	<ul style="list-style-type: none"> • TVET with Chinese partners held a training course on Integrated Water Resources Management and Adaptation for Climate Change, for all the River Commissions in China. • In September an Erasmus Mundus Master Course on Ecohydrology was launched. The capacities of over 1,500 teachers were enhanced in eight countries in LAC since the inception of the IHP/WET Foundation project on Water and Education. • A water ethics summer programme was launched for students in Egypt including an e-learning water kit. • UNESCO's programmes on water education were disseminated at events in Angola in September, Uruguay in November and Brazil in December.

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	<ul style="list-style-type: none"> • Media workshops were held in Zimbabwe and Botswana. Nine e-newsletters were issued and distributed to a total of 24,150 aggregated subscribers.
<p>ER 12: Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity</p>	<ul style="list-style-type: none"> • The MAB and IGCP Programmes collaborated to develop a project on "Biosphere Reserves and earth resources. Collaboration between networks and partners in the Brazilian Amazon, Democratic Republic of Congo (ERAIFT) and Indonesia has resulted in a three-year (2011-2013) work plan for South-South cooperation for integrated management of tropical forest land and resources. • Geosciences expertise was mobilized for disaster mitigation in flood ravaged Pakistan. • EES and its partner networks were mobilized to support several international initiatives during the International Year of Biodiversity (2010) and resulted in a CBD-UNESCO initiative on Biological and Cultural Diversity and ensured a UNESCO niche in the work of the Intergovernmental Platform of Biodiversity and Ecosystem Services that is currently being set up.
<p>ER 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR</p>	<ul style="list-style-type: none"> • The first IberoAmerican Congress transmitted a message to UNFCCC COP 16 in Cancun, Mexico, on the role of biosphere reserves as learning places for sustainable development in the context of climate change. • A bio-carbon forum was organized in Brazzaville, Democratic Republic of Congo, to promote awareness of the Congo Basin Biosphere Reserves' role in climate change mitigation and adaptation. • Partnership projects between South Africa and Germany highlighted the use of biocultural protocols in addressing Access and Benefit Sharing schemes for which the CBD COP 10 in Nagoya, Japan adopted a special protocol to be ratified in 2012. • The EuroMAB network undertook many activities for knowledge sharing using a web-based community platform for biosphere reserve practitioners. • Twelve young scientists were awarded MAB research grants for biosphere reserve research.
<p>ER 14: Geosciences capacities for Earth systems observations and Monitoring with particular emphasis on geosystems,</p>	<ul style="list-style-type: none"> • A new Earth Sciences Education initiative in Africa was launched and plans for the further development of the project have been drawn through consultations in five sub-regions of Africa.

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<p>geohazard prediction and climate change adaptation strengthened, with a special focus on Africa</p>	<ul style="list-style-type: none"> • The Geological Map of the World and One Geology initiative activities provided information to about half of LDCs on future sustainable use of their natural resources. • The World Geoparks Network now has 77 sites in 25 countries, an increase from 2009 of 13 and six respectively, many of which provide significant educational opportunities for climate change.
<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>	<ul style="list-style-type: none"> • UNESCO supported knowledge sharing among earthquake and landslide risk specialists and capacity-building for earthquake risk reduction through specialized workshops in the Mediterranean region as well as through the International Platform for Reducing Earthquake Disasters and the International Consortium on Landslides. • The feasibility study on "Early Warning System for Volcanic Eruption and Related Seismic Activities" raised attention among volcanologists and civil society on volcano risk reduction and the need for international assistance from UNESCO. • The Organization played a prominent role within the ISDR system in encouraging advocacy for the integration of disaster risk reduction (DRR) into educational programmes, through support given to the "Million Safe Schools and Hospitals" ISDR campaign, as well as emphasising DRR in the UNESCO strategy for the second half of the DESD. A DRR training kit was produced and launched in Cairo. By co-sponsoring the International Disaster and Risk Conference in Davos, UNESCO played a visible part in this global event. An active exchange of information and advice was conducted on the necessity of a seismic building code for the reconstruction in Haiti.
<p>ER 16: Member States supported in policies for renewable and alternative sources of energy and related capacity-building</p>	<ul style="list-style-type: none"> • Global policy dialogue and knowledge sharing was promoted through regional expert-meetings, the definition of energy policy materials and publications including a policy tool on Enhancing energy efficiency to secure energy supply that was finalized by the Sustainable Energy Development Centre (ISED) in Moscow for the Commonwealth of Independent States. • To address capacity development regional training activities were organised in Bamako, Mali (30 experts); Kuala Lumpur, Malaysia (26 experts) and Almaty, Kazakhstan (20 experts) and support provided to five major

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	<p>international conferences including the 25th International Photovoltaic Solar Energy conference and exhibition.</p> <ul style="list-style-type: none"> • Nine fellowships were provided by the ISEDC to representatives from developing countries for a training programme. • Overall, training activities benefited 180 participants at different levels from 33 developing countries.
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Challenges and lessons learned
<ul style="list-style-type: none"> • Close cooperation between headquarters, relevant category 2 centres, Field Offices, and other UN agencies, led by the ADG, resulted in a strong post-flood assistance effort in Pakistan. From these efforts, it is clear that UNESCO does have valuable roles to play in the rapid application of science in the domain of natural disaster response. However, more work needs to be done to develop overarching strategies for quickly mobilizing resources and for assuring sustained follow-up activities. • Member States and the international scientific community rely increasingly on UNESCO assistance, including through IHP, UNESCO-IHE, IGCP and IOC, in developing the environmental science base needed for decision making for sustainable development and hazard management that take climate change into consideration. In general, these bodies are effective in securing participation of the scientific communities in Member States and in providing practical assistance in addressing shared global challenges. However, much more can be done to enhance coordination and communication in and among these international scientific organizations; to make the general public more aware of their efforts, and; to streamline administrative processes. A key challenge is to mobilize increased funding to these ends. • The MAB Programme, and its network of 559 biosphere reserves worldwide offers an incredible resource for education, research and economic development. Much more work needs to be done, however, to fully realize the potential of biosphere reserves as "living laboratories for sustainable development". The upcoming MAB/ICC is expected to be instrumental. • UNESCO's category 2 centres in the fields of sustainable development, water sciences, geosciences, earth observation and hazard mitigation are an enormous asset to the organization. Experience in mobilizing their contributions in support of Pakistan floods relief indicates the sincere interest and capacity of these distributed centres of excellence to work together. More needs to be done in support of coordination of their activities to fully take advantage of this dynamic resource, both to meet time-sensitive short-term challenges as well as to strengthen S-S and N-S cooperation. Existing mechanisms such as the IGCP Scientific Board and the IHP Council can be useful in this regard, but as many challenges cross-disciplinary boundaries, an overarching coordination and communication mechanism also needs to be developed. • UNESCO's expertise to strengthen geosciences in Africa is being solicited in the framework of European Union and African Union partnerships. The creation of a UNESCO

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office for EU cooperation in Brussels should facilitate this cooperation, provided the science capacity of this office is strengthened.

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: \$2 512 218	Allocation: \$12 323 944	Expenditures: \$7 522 414

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 17: Ocean observing systems and data exchange standards enhanced	<ul style="list-style-type: none"> • The implementation level of the Global Ocean Observing System (GOOS) has been successfully sustained above 60%, as planned. • At year end the overall system completion rate stands at 62% while the Global Drifting Buoy, Argo Float and Volunteer ship measurement component arrays were being successfully maintained at 100%. • To enhance national engagement of GOOS, status reports were provided to the Parties to the CBD (Nagoya, October), UNFCCC (Cancun, December) and the Group on Earth Observations Ministerial (Beijing, November). • Continued guidance by Member States was facilitated through hosting statutory meetings of the JCOMM Management Committee (Paris, November) and I-GOOS Board (Paris, December). • Continued engagement of the scientific community was facilitated through support for the post OceanObs09 task team.
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	<ul style="list-style-type: none"> • Marine Spatial Planning (MSP) Guidelines published last year have been widely distributed and are now being translated by Member States into Chinese, Russian, Spanish and Vietnamese. • An MSP manual will be prepared to respond to the need of WHC marine sites. At least two provinces/states in North America have developed their own MSP plans based on IOC Guidelines. Korea

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	<p>has translated the Coastal Hazards Mitigation Guidelines. These have been disseminated through WMO Member States who co-sponsored the initiative.</p> <ul style="list-style-type: none"> • The Intergovernmental Harmful Algae Bloom (HAB) Programme is implementing a number of medium to long-term activities, such as the IOC-SCOR Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB). • Three international training workshops were held, and statistics on participants demonstrate that HABs occur as a problem primarily in economies with a developing aquaculture industry. HAB and GEOHAB have edited several major publications. The GEOHAB Core Research Project was launched. The Guide to Best Practices in Ocean Acidification Research and Data Reporting was released in May, and its Summary for Policymakers was translated into French and Spanish.
<p>ER 19: Risks from tsunami and other ocean and coastal-related hazards reduced, with special emphasis on particularly vulnerable regions in Africa, LDCs and SIDS</p>	<ul style="list-style-type: none"> • Overall intergovernmental coordination improved for all four regional tsunami early warning systems. • IOC participated in two interagency assessment missions to evaluate disaster risk reduction measures in the Dominican Republic (May) and Chile (October). These government-requested missions included review of national early warning systems. The results were delivered at cabinet level. • Several training sessions and workshops for over 1,000 participants from more than 40 countries were organized by IOC to improve regional and national tsunami warning systems. Community preparedness programmes reached more than 50,000 people with tsunami awareness and preparedness materials.
<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>	<ul style="list-style-type: none"> • The UNGA Ad Hoc Working group (AHWG) for the Regular Process (RP) recommended a course of action for establishing the RP. The recommendations of the UNGA AHWG were translated and adopted through UNGA resolution 65/37. Modalities for launching the RP have been agreed through UN Resolution. IOC's role will be a technical and supporting one instead of a technical secretariat. • An exhibition highlighting the importance of protecting marine biodiversity in the high seas was prepared and displayed on the occasion of the World Ocean Day, 8 June. The exhibition explains the scientific criteria to select ecologically and biologically significant areas in the open ocean and high seas which are

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	<p>in need of protection.</p> <ul style="list-style-type: none"> • An assessment of capacities available in marine institutions in WIO region, funded jointly by UNESCO/ODINAFRICA and UNDP/ASCLME commenced with the island states of Comoros, Madagascar, Mauritius, and Seychelles covered in June.
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Challenges and lessons learned
<ul style="list-style-type: none"> • IOC is challenged to meet the expectations of Member States and partner organizations to deliver on a wide and growing range of activities within the constraints of limited regular programme resources. • Enhanced communication between IOC and Permanent Delegations to UNESCO is contributing to better knowledge of the services offered by IOC to Member States and engagement in and support to the work of the Organization.

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	<ul style="list-style-type: none"> • UNESCO-IHE continued to implement its Global Partnership for Water Education and Research. Four accredited 18-month M.Sc. programmes were implemented. Fourteen joint specializations were offered in cooperation with partner universities, most of which are located in the South, including two in collaboration with water-related centres under the auspices of UNESCO. The Institute delivered 16 online courses in 2010. • A total of 180 M.Sc. students graduated in 2010, and seven Ph.D. fellows were promoted. Six hundred professionals were trained in short courses. A quality impulse was given by the launch of a "university teaching qualification" staff-training programme in which 40% of UNESCO-IHE's staff are currently enrolled.

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Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries	<ul style="list-style-type: none"> • For the first time over 100 Ph.D. candidates registered. • Water and Climate Adaptation is a priority area, with two interdisciplinary projects that started last year: one in the Mekong Delta, the other in the Nile basin. Other scientific fields that received special attention include Water Governance, Integrated Urban Water Management and Pro-poor Sanitation. The number of scientific publications in peer-reviewed journals steadily increased to over 110 papers.
Capacities of local water-related organizations built and increased	<ul style="list-style-type: none"> • Capacity development efforts largely focused on strengthening institutions through the development of education and research programmes in Asia, Africa and Latin America. Important institutional development projects included support to the water supply and sanitation sector of the Islamic Republic of Iran (over 1,000 professionals trained) and the development of tertiary water education in Latin American and African countries.
Knowledge and information developed and shared through partnerships and joint activities in education, research and capacity-building	<ul style="list-style-type: none"> • UNESCO-IHE pursued a capacity development programme with the category 2 centre HIDROEX, in Brazil. The Institute participated in UNESCO's relief effort following the Pakistan floods. • Comprehensive research on water sector capacity development needs was initiated.

Challenges and lessons learned

• A major challenge for UNESCO-IHE is how to meet the increasing demand for water education worldwide. The Institute generated ten times as many applications for its courses than it can actually accommodate. The bottleneck is funding of candidates from developing countries. In times of financial crisis, the Institute puts unprecedented efforts in mobilizing commitments from Member States to provide fellowship support to students. It also remains a major challenge to use SISTER and results based management, and to respond to administrative and management requests from Headquarters.

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: \$1 316 973	Expenditures: \$1 331 441

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Advanced research training of scientists,	<ul style="list-style-type: none"> • ICTP held 48 conferences and workshops in Trieste, attracting 4,830 visitors of which 21% were women, with 128

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<p>especially women and young scientists, and university teaching staff in physics and mathematics enhanced</p>	<p>nations were represented. ICTP organized 14 regional training activities (seven in Africa, two in Asia, three in Latin America, and two in Europe). The participants to ICTP's regular activities came from: LDCs 6%, developing countries 43%, transition economies in South-Eastern Europe 1%, CIS 4%, and developed countries 46%.</p> <ul style="list-style-type: none"> • Five hundred thirty-seven Associate Members were appointed, 18% of whom were women. By year end, ICTP had 114 Federation Arrangements in 33 countries. During the 2009-2010 study term of the Diploma programme, 47 students (27% women) from 23 countries attended, including nine young physicists from Sub-Saharan Africa. The total number of TRIL fellows present in Italian laboratories was 98, while 52 new grants and 37 extensions to existing grants were awarded.
<p>South-South and North-South-South cooperation and activities in Africa strengthened</p>	<ul style="list-style-type: none"> • ICTP supported six Affiliated Centres; four in Africa, one in Latin America, and one in Eastern Europe. In 2010, there were twelve active projects, of which six were in Africa, four in Asia, one in Eastern Europe and one in Latin America. ICTP supported ten networks in various fields of physics and mathematics; five in Africa, two in Asia and three in Latin America and the Caribbean. ICTP supported 64 scientific meetings. • In the second half of the year, ICTP signed four new MOUs, two with Brazil, and one each with Argentina and Mexico.
<p>Synergies with other organizational units contributing to Major Programme II enhanced</p>	<ul style="list-style-type: none"> • From 8 to 10 November, ICTP celebrated its anniversary with "ICTP After 45: Science and Development for a Changing World". Over 175 influential scientists and policy makers, including ADG/SC, discussed the implications of global change on science and education in the developing world. Nobel Prize winners, government ministers, and leaders of development agencies joined in an international dialogue to determine new, effective strategies for scientific research and education. As part of the event, ICTP celebrated the 25th anniversary of its Dirac Medal. On 10 November the Centre hosted a day-long series of lectures by past and present Medallists, covering a vast range of topics in theoretical physics.

Challenges and lessons learned

The use of SISTER and results based programming remain a challenge for ICTP, given that UNESCO is only one of three bodies to which they must report.

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

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)

Regular budget: Activities¹

Extrabudgetary resources¹

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Allocation: \$0	Expenditures: \$0	Allocation: \$0	Expenditures: \$0
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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Key SIDS-relevant issues - e.g. climate change, indigenous knowledge and linkages between biological and cultural diversity - integrated into education and awareness programmes and policies as a contribution to UNDESD</p>	<p>Under the intersectoral Natural Sciences and Education programme 'Sandwatch', a new manual focusing on climate change was published and launched at the UNFCCC COP16 summit in Mexico. Using this new resource, capacity-building events were held involving all SIDS regions. Pilot activities under UNESCO's climate change education programme included a subregional workshop organized in the Maldives, while new biodiversity education materials were developed in São Tomé e Príncipe.</p>
<p>SIDS Member States assisted in formulating and implementing policy frameworks, modalities and tools for sustainable island living</p>	<p>During the high-level segment of the UN General Assembly in September 2010, a 5-year review of the Mauritius Strategy for the Further Implementation of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States was held. The review recommended reinforced international support to SIDS and requested that a comprehensive review of UN system support for SIDS be undertaken. The outcomes of the review were reflected in Executive Board Decision 41, distributed to SIDS Platform members and follow-up action was initiated under several SIDS programmes. For example, Sandwatch held an inter-regional climate change education training workshop for educators with a focus on Indian Ocean SIDS in October 2010.</p>
<p>Integrated policies and practices for the safeguarding and management of natural and cultural heritage developed, shared and applied within and across SIDS regions</p>	<p>Several new SIDS sites were added to the World Heritage list, including the Phoenix Islands marine protected area in Kiribati and the Bikini Atoll nuclear test site in the Marshall Islands. Five SIDS (Fiji, Tonga, Trinidad and Tobago, Vanuatu and Jamaica) ratified the Convention for the Safeguarding of the Intangible Cultural Heritage, while in the Pacific, national consultation meetings were organized in Palau, Cook Islands and Solomon Islands.</p> <p>In Solomon Islands, work was advanced by the Natural Sciences and the Communication and Information sectors, on the development of online, wiki-based educational resources in the Marovo language on indigenous knowledge of the natural environment in Marovo Lagoon.</p>
<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>	<p>In Caribbean, the First Forum of Ministers Responsible for Social and Sustainable Development updated their 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. In the context of the UNAIDS UBW programme, the Youth Visioning for Island</p>

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	Living programme awarded grants to seven new youth-led projects on HIV-AIDS awareness distributed across all SIDS regions.
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Challenges and lessons learned
<ul style="list-style-type: none"> • Due to the geographical dispersal of SIDS and their associated field offices, direct interaction with all Platform contributors - for example through teleconference facilities - is very difficult to organize. As an alternative, email correspondence with all contributors is extensively utilized. Encouraging and sustaining new and genuinely intersectoral activities in a sectoral budgeting and programming environment remains a challenge.

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

II.5.1. UNESCO action to address climate change

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
Quality, coherence and relevance of the Organization's programme delivery in the area of climate change enhanced	<p>The Thematic Working Group on Climate Change (TWGCC) submitted its report to the Director-General in August 2010 in accordance with its terms of references. In its report, the TWGCC presented a set of recommendations concerning the further development and implementation of the UNESCO Climate Change Initiative for the consideration of the Director-General.</p> <p>In short, the TWGCC, towards which some 60 staff members have contributed, was convinced that the Initiative is very timely and that it could help propel UNESCO to the summit of the UN system's efforts to address climate change in a holistic and integrated manner while ensuring effective interagency cooperation and coherence with and support to the UNFCCC process. The TWGCC recommended that the UNESCO Climate Change Initiative should be based on a limited number of new integrated flagship initiatives, or measures, namely: a science-based UNESCO Climate Change Adaptation Forum, a Climate Change Education for Sustainable Development Flagship Programme, a Global Climate Change Field Observatory of UNESCO Sites, and a Research Programme on the Social, Human, Ethical and Gender Dimensions of Climate Change. 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. The four measures were also mentioned in the report by the Director-General to the 185th session of the Executive Board on the follow-up to decisions and resolutions adopted by the executive board and the general</p>

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	<p>conference at their previous sessions (185 EX/5).</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 possibility of UNESCO becoming an implementing agency under the UNFCCC Adaptation Fund and the Global Environment Facility (GEF) would increase our access to funding. However, in the short term, pursuing an executing role might be more feasible while still valuable.</p> <p>It is anticipated that the UNESCO Climate Change Initiative will be implemented through the active participation and collaboration of all sectors at headquarters and in the field. Such collaboration will likely be facilitated through the relevant intersectoral platforms. However, prospects for re-enforcing them with resources in addition to the good-will capital that they have helped create may, according to the TWGCC be considered. As a matter of fact, the absence of a dedicated budget for the activities of the Intersectoral Platform on Climate Change was an obstacle for the effective implementation of its activities.</p> <p>This being said, good progress has already been achieved in laying the foundations for the key measures of the Initiative during 2010-2011. The UNESCO Climate Change Initiative and its four key measures also formed the core of UNESCO's participation at the UN 2010 Climate Change Conference in Cancun, Mexico (COP16) and featured in UNESCO sponsored side events and at the UNESCO COP16 exhibition both. For an overview of UNESCO's activities in Cancun, see: http://www.unesco.org/new/en/natural-sciences/priority-areas/global-climate-change/related-info/meetings/cop16/</p>
<p>Knowledge base relating to climate change science, assessment, monitoring and early warning strengthened</p>	<p>Good progress is being made in relation to the climate knowledge base and the cooperation with WMO on the promotion of the establishment of a Global Framework for Climate Services (GFCS). In the context of the UNESCO Climate Change Initiative, a Science-based UNESCO Climate Change Adaptation Forum is being developed as a contribution to the GFCS. The objective of the Forum will be 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 organisations) 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. 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 (Pro-via). However, Pro-via would benefit from a clearer articulation in relation to the WCRP towards which UNESCO-IOC is a major partner and sponsor.</p>

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	<p>Several knowledge base issues were discussed in Cancun, including at side events with UNESCO participation, including the GFCS, as well as on social and human sciences research issues. Also in Cancun, Keith Alverson, IOC provided the following statement on behalf of GOOS during the thirty-third sessions of the Subsidiary Body for Scientific and Technological Advice (SBSTA), UNFCCC COP16, under SBSTA Agenda item 5 on research and observations:</p> <p>"The Global Ocean Observing System, 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. The oceans are key to the issues in climate mitigation and adaptation. Ocean Observations are necessary for projecting future climate change and regional impacts. Droughts and floods, sea level rise, absorption of carbon, impacts on coral reefs and vulnerable coastal populations all depend on ocean observations. It is therefore alarming that implementation of the in situ ocean observing network has been stalled at 62% for the past year. I thank the parties in this SBSTA for their strong statements of support for the global observing systems. However, there is a real risk that we will in fact have fallen backwards in implementation when we report to you in the coming years. We therefore urge the Parties to invest in ocean observations for climate, in order to complete and sustain the system that you have agreed is necessary for your work.</p> <p>Additionally, we highlight two new challenges facing GOOS:</p> <ul style="list-style-type: none"> • inclusion of emerging biological and chemical variables in order to track the impacts of climate change and acidification on ocean ecosystems; and • focusing attention on specific observational needs in support of adaptation. <p>In conclusion, we urge the Parties to consider that their investments in the ocean observing system are sure to pay long-term dividends for climate adaptation, services, and mitigation."</p> <p>In its report the SBSTA subsequently noted that "the future workplan of GOOS includes emerging ECVs (essential climate variables) on ocean chemistry and ecosystems and noted the relevance of these variables in tracking the impacts of climate change and acidification on ocean ecosystem services".</p>
<p>Capacity-building and awareness-raising programmes towards climate change mitigation and adaptation promoted and supported</p>	<p>In-line with the TWGCC report, UNESCO has established, in the framework of the overall UNESCO Climate Change Initiative, a targeted programme to make an enhanced and more visible educational contribution to the international response to climate change: the Climate Change Education for Sustainable Development Flagship Programme.</p> <p>This programme, using innovative educational approaches, should help young people understand, address and adapt to the impact of global warming today to build a new generation of climate change aware citizens, while also encouraging the changes</p>

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	<p>in attitudes and behaviours needed to put our world on a more sustainable development path.</p> <p>The priority objectives of the Climate Change Education for Sustainable Development Flagship Programme are to:</p> <ol style="list-style-type: none"> 1. Strengthen the capacity of Member States to provide quality CCE for sustainable development at primary and secondary school level. 2. Encourage and enhance innovative teaching approaches to integrate quality CCE for sustainable development in school. 3. Raise awareness about climate change and enhance non-formal education programmes through media, networking and partnerships. <p>The programme was announced at Cancun at a UNESCO coordinated UN side event on climate change education and public awareness.</p> <p>Several Member States have already pledged extrabudgetary financial support towards this flagship programme which promises to be one of the Initiatives really strong pillars in the coming biennium.</p>
<p>Progress made towards a carbon/climate-neutral UNESCO</p>	<p>Now under the primary responsibility of ADG/ADM, UNESCO remains firm in its long-term commitment towards climate neutrality and in the short to mid term to a 5% overall GHG emissions reduction, with the exact mix of travel and energy/infrastructure still to be determined, from 2011 through 2013, the aim being a 15% emissions reduction by end of 2013 compared with 2008 figures. Challenges ahead include data collection and financial implications of emission reductions.</p>

<p>Challenges and lessons learned</p>	
<ul style="list-style-type: none"> • The budget requirement for the successful implementation of the UNESCO Climate Change Initiative for the period 2010-2013 is in the order of US \$9-12 million, most of which would have to be secured from extrabudgetary sources. UNESCO's commitment to its own climate-neutrality continued to be resources on an unsustainable ad hoc basis. 	

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Part II.A. III. Social and human sciences

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$10 025 766	Expenditures: \$6 299 485	Allocation: \$34 360 551	Expenditures: \$17 835 622

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>86. 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>87. 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>88. 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 GHHF 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>

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	<p>89. 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>
<p>National research systems and ethics infrastructures in African countries developed and reinforced</p>	<p>86. 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>87. 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>88. 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 GHHF on 21 and 22 December 2010, in Djibouti, to</p>

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	<p>examine available research and identify policy recommendations that each Member State should then implement at country level.</p> <p>89. 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>
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35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
<p>Gender-specific information included in all policy briefs</p>	<p>90. With a view to promoting women's rights and gender equality, the Sector has developed its activities on women in post-conflict and post-disaster situations, and on preventing violence against women. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on the theme of "Men's Role in Preventing Violence against Women". Papers selected from this call will be presented at a scientific meeting in Kinshasa on 29 and 30 March 2011. Projects on violence against women have also been developed in the Democratic Republic of the Congo (DRC) (project on socio-cultural approaches to gender-based violence), China (project on preventing domestic violence), Russia ("Conducting socioeconomic empowerment / Gender Studies on Women's political participation and elaborating respective policy recommendations in the Caucasus"). With a view to supporting women in post conflict situations, assistance in establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa, is being provided by UNESCO. 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. Extrabudgetary funding from Norway has been renewed for the activities of the</p>

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	<p>Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy. 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), and through a project developed on women's contribution to reconstruction in post-disaster Haiti.</p> <p>91. 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. 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>92. 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>Strengthening of institutional capacities for policy-oriented research and better understanding of the impact of contemporary challenges on women's rights and gender equality</p>	<p>90. With a view to promoting women's rights and gender equality, the Sector has developed its activities on women in post-conflict and post-disaster situations, and on preventing violence against women. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on the theme of "Men's Role in Preventing Violence against Women". Papers selected from this call will be presented at a scientific meeting in Kinshasa on 29 and 30 March 2011. Projects on violence against women have also been developed in the Democratic Republic of the Congo (DRC) (project on socio-cultural approaches to gender-based violence), China (project on preventing domestic violence), Russia ("Conducting socioeconomic empowerment / Gender Studies on Women's political participation and elaborating respective policy recommendations in the Caucasus"). With a view to supporting women in post conflict situations, assistance in establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa, is being provided by UNESCO. 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</p>

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	<p>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. 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. 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), and through a project developed on women's contribution to reconstruction in post-disaster Haiti.</p> <p>91. 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. 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>92. 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>Evidence-based policies developed supporting women's empowerment and women's full participation in society, especially in developing countries</p>	<p>90. With a view to promoting women's rights and gender equality, the Sector has developed its activities on women in post-conflict and post-disaster situations, and on preventing violence against women. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on the theme of "Men's Role in Preventing Violence against Women". Papers selected from this call will be presented at a scientific meeting in Kinshasa on 29 and 30 March 2011. Projects on violence against women have also been developed in the Democratic Republic of the Congo (DRC) (project on socio-cultural approaches to gender-based violence), China (project on preventing domestic violence), Russia ("Conducting socioeconomic empowerment / Gender Studies on Women's political participation and elaborating respective policy recommendations in the Caucasus"). With a view to supporting women in post conflict situations, assistance in establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in Kinshasa, is being provided by UNESCO. 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-</p>

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	<p>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. 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. 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), and through a project developed on women's contribution to reconstruction in post-disaster Haiti.</p> <p>91. 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. 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>92. 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>Incorporation of gender equality issues in ethical frameworks for science and technology improved</p>	<p>90. With a view to promoting women's rights and gender equality, the Sector has developed its activities on women in post-conflict and post-disaster situations, and on preventing violence against women. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on the theme of "Men's Role in Preventing Violence against Women". Papers selected from this call will be presented at a scientific meeting in Kinshasa on 29 and 30 March 2011. Projects on violence against women have also been developed in the Democratic Republic of the Congo (DRC) (project on socio-cultural approaches to gender-based violence), China (project on preventing domestic violence), Russia ("Conducting socioeconomic empowerment / Gender Studies on Women's political participation and elaborating respective policy recommendations in the Caucasus"). With a view to supporting women in post conflict situations, assistance in establishment of a Regional Research and Documentation Centre on Women, Gender and Peace-Building for the Great Lakes Region, in</p>

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	<p>Kinshasa, is being provided by UNESCO. 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. 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. 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), and through a project developed on women's contribution to reconstruction in post-disaster Haiti.</p> <p>91. 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. 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>92. 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>
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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: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 419 480	Expenditures: \$2 078 794	Allocation: \$8 766 511	Expenditures: \$5 290 859

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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 1: Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and disseminated</p>	<p>46. UNESCO has contributed to the collection and design of training material in the framework of the new human rights mainstreaming mechanism of the UNDG to increase the effectiveness of the intervention of UNESCO at country level through the human rights approach to programming (HRBA), especially in its intervention in UNDAFs. The Organization has been looking for greater synergy with key actors. In particular, the cooperation with the Office of the High Commissioner for Human Rights (OHCHR) has been intensified with the development of an optional protocol to the Memorandum of Understanding between UNESCO and OHCHR.</p> <p>47. Research work of regional gender research networks and programmes have been 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 following 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. At the Third Forum of Ministers of women and gender affairs of the region (Arusha, United Republic of Tanzania, 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. A research programme on the theme of violence against women in the Region was launched.</p> <p>48. In the framework of the Coalition of Cities against Racism and Discrimination major advances were made through a study that clarifies legal aspects with regard to the collection of "ethnic data" and proposes a methodological framework for common indicator development. This work is now being used for a shared methodology in reporting on municipalities' policies and action to fight discrimination. As part of UNESCO's mandate to raise awareness of the need to fight discrimination, the International Day for the Elimination of Racial Discrimination (21 March) was successfully commemorated both at Headquarters and with partners in the field. Particular emphasis was put on the active involvement of young people. The partnership with the Football Club Barcelona raised UNESCO's visibility with the wider public. A model contract of a professional soccer player has been developed containing the UNESCO sponsored anti-racism clause and was adopted with the first signing in May 2010.</p> <p>49. Still on awareness-raising, on Human Rights Day (10 December 2010), the Director-General awarded the UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights to Ms Asma Jahangir from Pakistan, honoring her</p>

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	<p>commitment and important contribution to fostering interreligious and intercultural dialogue, tolerance, mutual understanding and cooperation for peace.</p> <p>50. The four volumes of UNESCO's pioneer collection on freedom from poverty as a human right that offers a multi-dimensional analysis of poverty was successfully launched during the 14th session of the United Nations Human Rights Council, in May, in Geneva, with the participation of the UN High Commissioner for Human Rights and the UN Independent Expert on the question of extreme poverty and human rights. The master of the Manual on "Empowering the Poor through Human Rights Litigation", in view of reinforcing advocacy, capacity building and policy-oriented action of NGOs was presented during the session of the Human Rights Council in Geneva in June 2010 and at a training seminar on the justiciability of human rights for African stakeholders in Senegal in May 2010.</p>
<p>ER 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace</p>	<p>51. Philosophical reflection was further fostered and widely disseminated on the occasion of the World Philosophy Day which was successfully 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, in particular women philosophers, etc. The Day was widely celebrated internationally, reportedly in over 50 countries by different institutions from all regions in the world.</p> <p>52. The key event of the Day was the International Forum on "Philosophy, Cultural Diversity and Rapprochement of Cultures" which gathered high-level philosophers and politicians, moderated by journalist Jean-François Coulomb. Other activities included 10 symposia, exhibitions, philosophy workshops with children, philosophy cafés, a book fair and a concert.</p> <p>53. The French Minister seized the opportunity of the Day to announce the French education reform which aims at introducing philosophy teaching in the education system starting from 10th grade in high school. This announcement was widely reported in the French media and gave increased visibility to the World Philosophy Day in France in addition to the international coverage. Visibility was further improved through the use of social networks such as Facebook and Twitter.</p> <p>54. As an illustration, the consultation of the webpage of the Day had a peak in November, with</p> <ul style="list-style-type: none"> - 7,779 consultations against 947 in October 2010 for the English-language page; - 4,014 consultations against 477 in October 2010 for the French-language page.

	<p>The celebration of the Day was organized with significant intersectoral cooperation and in partnership with a number of academic and civil society actors.</p> <p>55. On that same day, 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 preparation of Issue no. 1 of the on-line Women Philosophers' Journal, to be published in March 2011, is well advanced.</p> <p>56. The manual Arab-Muslim Civilization in the Mirror of the Universal: Philosophical Perspectives was published in English and French, financed by Spanish funds in the framework of the Intersectoral platform "Contribution to the dialogue among civilizations and cultures and to a culture of peace". It was launched at World Philosophy Day 2010 at UNESCO Headquarters, on the occasion of a conference-debate with the participation of the authors and pedagogues that contributed to the different pedagogical sheets. A wide distribution of the manual was also made among professors, teachers, pedagogues, media and Permanent Delegations to UNESCO.</p> <p>57. In terms of Dialogue in Civil Societies, UNESCO has continued to collaborate with the Greater Horn Horizon Forum and IGAD. 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 GHHF 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>58. Moreover, a gender-balanced Joint (Israeli-Palestinian) Academic Committee was set up, composed of members from different universities, research institutes and think tanks in Israel and Palestine, ready to work together towards the attainment and the promotion of dialogue and academic cooperation within and between Israelis and Palestinians. A first meeting of the Joint Academic Committee was organized on 7 October 2010 around "Academic Freedom in a context of political conflicts", and others are already scheduled.</p>
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Challenges and lessons learned
<ul style="list-style-type: none"> • It is difficult to address the major social and emerging issues through activities related to human rights, the fight against discrimination, gender equality, democracy and philosophy, given the complexity of their academic and political contexts. Some activities are more contentious than others and this needs to be factored into the planning scenarios.

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: Activities¹		Extrabudgetary resources¹	
Allocation: \$3 179 698	Expenditures: \$2 094 727	Allocation: \$23 607 158	Expenditures: \$11 607 470

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 3: Member States supported in the development of policies in fields related to social transformations, such as regional integration, migration, SIDS, urban development and youth</p>	<p>59. The work to promote policy development that is informed by research has pursued two methods. The first has been to create opportunities under the MOST programme to bring the research and the policy communities together around a regionally topical issue. The Fora of Ministers of Social Development has operated as a platform for these dialogues. The second method has been to catalyze policy thinking working through a select number of very significant social transformation themes, namely migration, urbanization and youth.</p> <p>60. During 2010, UNESCO capitalized on the growing interest in social protection by using the opportunity of the Ministerial Fora to pursue the UN/CEB agenda of encouraging social protection as a response to the financial and economic crisis under the Social Protection Floor Initiative. These events had a strong outreach to other UN agencies with active participation of ILO and UNICEF. The Forum for the Caribbean region in Kingston, January 2010, explored the policy challenges for youth in the context of the crisis and produced a series of recommendations to form the basis of youth policy development in the region that were endorsed by the CARICOM Summit on Youth Development held immediately after. In preparing for 2011 Forum of Ministers of Social Development for South Asia (hosted by Sri Lanka), considerable emphasis was put on the preparatory phase of the research by establishing a network of researchers on social protection and in co-operation with the Indian Council for Social Science Research, organizing a research meeting in India in March 2010.</p>

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	<p>61. The methodology for these initiatives has been reshaped with much stronger emphasis on the quality of the research inputs, and on introducing other stakeholders into the policy debate (i.e. civil society and others affected by the policies under discussion). One of the major challenges of trying to transfer research knowledge to a policy community through Ministerial Fora is that the process requires considerable preparatory work to ensure appropriate analysis of policy gaps, recommendations and mechanisms for follow-up. There are also many variables in the circumstances surrounding a Forum that make it difficult to ensure that the ministry officials will either adopt or implement recommendations. Consequently, the reprogramming exercise sought a more focused approach to the Fora to improve their effectiveness.</p> <p>62. The work to develop policies in the field of social transformation focused on migration and urbanization, with a major work having been published on the migration of the particular vulnerable group of unaccompanied children. The work is in support of the development of policies to implement human rights of vulnerable migrant populations, and follows up on earlier work of UNESCO on Migration and Human Rights. A research project has been initiated with a network of experts in all regions to address the social impacts of climate change, in particular on migration, displacement and resettlement. A first set of studies on actual displacements of populations due to environmental issues was started in Asia-Pacific and Africa, and a first publication on the impact of climate change on migration was prepared to serve as background material for an agenda-setting exercise within the UN to draw attention to this theme for future policies. In this light, preparations have been started for UNESCO to chair the Global Migration Group in the second half of 2011. The Group, which brings together heads of some 16 UN agencies and IOM to promote more coherence within the international community on migration policies, will be stimulated to address the impact of climate change and environmental degradation on migration, displacement and resettlement policies.</p> <p>63. A partnership was established with the UN University for a world survey of regional organisations' attitudes toward migration and migration agreements at the regional level. An informal network of experts was created on this topic, as well as a UNESCO-UNU Chair in regional integration, migration and the free movement of people in Bruges, Belgium, with a partnership in Southern Africa (University of Pretoria). The chair is expected to further develop the work of UNESCO on this topic, thus leading to the sustainability of this field of activity and extending the Chair network into other regions.</p>
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	<p>64. On the important issue of integration of migrants, practical work has been concluded with the development of the tool kit for local authorities on "Social and spatial inclusion of migrants and youth: urban practices and policies". This activity provided strong visibility for UNESCO's work on the integration of migrants in urban settings at the World Urban Forum in Rio de Janeiro on the theme "The Right to the City - Bridging the Urban Divide". The Sector led an intersectoral delegation and organized discussions on issues such as rights, responsibilities and citizenship, excluded groups in the city and on cultural diversity in cities. The concepts that underpinned this work were shaped by UNESCO's innovative thinking on inclusive cities and the research provided by several UNESCO Chairs in partnership with UN-HABITAT.</p> <p>65. A close cooperation has been established with a number of UNESCO chairs and the association of United Cities and Local Governments (UCLG), which resulted in an extension of a tool kit for local authorities and a guide for urban actors to increase migrant's inclusion in urban settings, providing a state-of-the-art practical set of tools to be made available to the many cities around the world that are committed to promote social inclusion of their diverse populations.</p> <p>66. Building on the opportunity of the International Year of Youth, progress has been made in raising awareness of youth development issues and of the role of youth in supporting national development and peace. In this regard, interagency synergies have been promoted through UNESCO's active role as co-chair of the Interagency Network on Youth Development. Highlights include the adoption and implementation of a UN Framework approach for the celebration of the International Year of Youth, the joint statement of the Head of UN Entities for the International Year of Youth and the joint UN input to the World Youth Conference (August 2010, Mexico). The role of youth in promoting intercultural understanding has been stressed in conjuncture with the International Year for the Rapprochement of Cultures. Through partnerships with the sport movement, UNESCO has raised awareness of the importance of sport in youth development and community action. The 7th IOC-UNESCO World Conference on Sport, Education and Culture: "Giving a Voice to Youth" (Durban, South Africa, December 2010) recommended that youth 'should be involved in actions related to the implementation of policies and programmes that concern them, at all levels'. Research in LAC and the CIS has provided a body of knowledge available to Member States for the elaboration of policies and programmes on youth, including on prevention of youth violence. Knowledge products aiming at strengthening the capacities of Member States to design policies and programmes on youth are under way in the other regions and at global level. Policy advice for the development of realistic and achievable action-</p>
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	<p>oriented policy documents on youth has been provided in SIDS in the Pacific.</p> <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Despite its many successes, MOST programme of work on enhancing research-policy linkages needs to further focus and increased impact performance, to include: concentration on research-policy nexus mechanism seen as too abstract; insufficient transdisciplinary approach; too many delivery mechanisms (outputs) with insufficient demonstrated impact; the need to upscale capacity-building action in line with WSSR conclusions; the need to balance regional approaches with global outreach; and the need to strengthen strategic partnerships. • The second group of challenges also concerns methodology and impact. A Ministerial Forum can be a very powerful medium, but there are number of conditions for success. Accordingly, in 2010, the methodology for the Fora of Ministers of Social Development was re-vamped to try and improve their impact. This involved more attention to the preparatory phase concerning the quality of the research inputs, encouraging dynamic interaction during the Forum, and dedicated follow-up so as to facilitate a policy-development outcome. One of the difficult issues in identifying results is that while the encounter between the research and policy communities may be unique or highly valuable, it may not be possible to track how this interaction actually influences policy development or decision making. • In terms of the challenges facing the youth programme, the Sector has been able to engage very proactively in the international system, but this in turn has raised the demand and expectations putting enormous pressure on current capacities.
<p>ER 4: Research policies and capacities in the social and human sciences in Member States supported</p>	<p>67. In the context of the programme on Managing Social Transformations, the launch of the World Social Science Report 2010 Knowledge Divides is a major achievement within UNESCO's function to bring new ideas and disseminate social science knowledge. Produced by the International Social Science Council and co-published with UNESCO under the framework agreement between ISSC and UNESCO, the report presents the state of the art of social science research in the world based on input from more than 80 specialist authors from all regions. Based on regional data, it describes the challenges of building social science capacities and illustrates the relevance of social science disciplines to find solutions to global crises. Following the launch, several events were organized by National Commissions, ISSC, Research or other institutions to foster debates on its findings. During 2010, these included European Social Science Foundation, Human Sciences Research Council, South Africa, the UK Economic and Social Research Council and the British Academy, SIDA, Royal Netherlands Academy of Arts and Sciences and the Netherlands Scientific Organization, OECD Directorate for Science, Technology and Industry, New Zealand</p>

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	<p>and Swedish National Commissions. Planning commenced for further debates scheduled for 2011 including during the Commission for Social Development, UN, New York and in Africa. These events have advocated for the need for investment in social science capacity-building, and thus for appropriate policies. The Report has been well received in the professional social science communities and within the UN system.</p> <p>68. In order to increase understanding of the interdependency between research and policy-making, MOST has been analyzing the methodology for social science research to be optimally inserted in policy-making processes. Crucial success factors in evidence-based policy-making include the need for policy-making processes to integrate a genuinely participatory approach that includes those who are impacted by the policy. To this end, three manuscripts for core publications on these issues were peer-reviewed by MOST Scientific Advisory Committee Members and finalized in 2010.</p> <p>69. Given that the conclusions of the 2010 World Social Sciences Report discuss about the need for working across language boundaries to compare social science materials and public policy options, the MOST Online Policy Research Tool made an effort to keep up with state of the art technology. Therefore, in November 2010, the MOST Online Tool was invited to partner with the Knowledge Media Institute of the Open University (UK) in order to make available social science research results across disciplines and language boundaries to interested users from the policy advocacy and civil society communities. A funding proposal was jointly developed with the Open University and three other consortium partners and submitted to the European Commission for funding under the 7th Framework Agreement. Results will be known by end of June 2011.</p> <p>70. A key entry point for building the capacities of the social sciences is through the national reviews on science policies and national research systems. Therefore, the Social and Human Sciences Sector and the Natural Sciences Sector have formed a collaboration to ensure that joint SC/SHS science policies reviews and their methodologies fully integrate the social sciences. This is critical because the disciplines within the social sciences are those which are of fundamental importance to enable countries to address their development needs. A project for the United Republic of Tanzania, partnering with OECD, forms part of this work.</p> <p>71. The methodologies of all Science technology and innovation (STI) reviews are put into question by this challenging work, because reports to date have not been able to properly describe needs in the social sciences.</p>
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	<p>UNESCO has potential to lead in this area, if it can corral all the needed partners, although the first joint reviews to handle the social sciences will tell us more about the best approaches in going forward.</p> <p>72. Capacity-building can be at the systemic, institutional or individual level; the guidelines for MOST National committees have been reoriented to emphasize their potential role in capacity-building efforts at the national level. Other initiatives were carried forward, such as social science summer schools to focus on developing capacities among public officials, decision-makers, students and trainers.</p>
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Challenges and lessons learned
<ul style="list-style-type: none"> • WSSR findings illustrate huge knowledge divides in social science capacity and production, and thus the need to invest and bridge this gap. <ul style="list-style-type: none"> o A key entry point for building the capacities of the social sciences is through the collaboration with the Natural Science Sector on national reviews of science policies and research systems. There are other partners in this work so the timetable is subject to many constraints. • The lack of accurate reliable data in social science production, and a real need to strengthen capacities even to collect and monitor this kind of data remains. Social science production and its contribution to boosting innovation and development may be formidable if aided and channeled. • The WSSR has made an impact within the social science community, enhancing the credibility of the work of the Sector. A key lesson is that producing a World Report is a very complex undertaking and yet the quasi outsourcing model adopted by the Sector worked extremely well, with each partner doing what it does best. The final product must be seen as a collaboration in terms of branding, but it avoids certain risks in trying to manage inhouse major tasks such as fundraising and technical, editorial production. • The challenge of sourcing additional funding support also applies to other activities, namely the development and management of the MOST Online Tool. This is beyond the Sector's technical and financial capacity, hence the partnership with Open University (which has the technology) and the funding proposal to the European Commission.

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: \$432 923	Expenditures: \$235 679	Allocation: \$1 952 117	Expenditures: \$903 714

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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 5: Member States supported in the development of policies for physical education and sport and in the implementation of the International Convention against Doping in Sport</p>	<p>73. In the field of sport (which includes physical education), progress has been made in the initiation and consolidation of strategic partnerships with key stakeholders in sport to shape the development of national, regional and international policy. Action has focused on communication, capacity-building, promotion and visibility activities and the organization of events that emphasize the transversal potential of sport across the fields of education, culture, sustainable social development and peace processes. There has been a major focus on the role of youth in sport for community development. It has provided a vehicle for informal education, social inclusion and the fight against racism and discrimination. Progress has been made in the reform of CIGEPS and its associated advisory body, the Permanent Consultative Committee, in accordance with the recommendations of the 35th session of the UNESCO General Conference.</p> <p>74. The year 2010 saw 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.</p> <p>75. To pursue the fight against doping in sport, UNESCO has provided technical guidance to Member States, exceeding the benchmark of 150 States Parties to the International Convention against Doping in Sport. The programmed benchmark with respect to the Fund for the Elimination of Doping in Sport will also be exceeded during the biennium. Twenty-four new projects were approved in 2010, including preventative education programs, the development of specific anti-doping legislation, and activities which help build the anti-doping capacity of least developed or low income countries. Several new project proposals are under development. The programmed benchmark for compliance with the International Convention against Doping in Sport (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.</p> <p>Lessons learned:</p> <ul style="list-style-type: none"> • As many UN agencies are now discovering, sports activities can be a powerful medium to communicate UNESCO's messages and deliver developmental programmes (such as social cohesion, informal education). There is therefore real potential to generate extra-budgetary funding in the field of sport to serve UNESCO's objectives, however the challenge is to exploit this potential within existing capacities, sufficient to seed initiatives.

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	<ul style="list-style-type: none"> The programmed benchmark for compliance with the International Convention against Doping in Sport (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.
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Challenges and lessons learned
<ul style="list-style-type: none"> As many UN agencies are now discovering, sports activities can be a powerful medium to communicate UNESCO's messages and deliver developmental programmes (such as social cohesion, informal education). There is therefore real potential to generate extra-budgetary funding in the field of sport to serve UNESCO's objectives, however the challenge is to exploit this potential within existing capacities, sufficient to seed initiatives. The programmed benchmark for compliance with the International Convention against Doping in Sport (60% of States Parties achieve compliance) is dependent on all States Parties completing the monitoring questionnaire.

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: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 993 665	Expenditures: \$1 890 285	Allocation: \$34 765	Expenditures: \$33 579

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 6: Policy advice provided and bioethics programmes strengthened	76. The two meetings held in October (17th ordinary session of International Bioethics Committee (IBC) and a joint session of IBC and Intergovernmental Bioethics Committees) exemplified a collaborative approach between an independent expert body and an intergovernmental committee leading to mutually beneficial synergies. Both Committees have expressed a strong intention to further harmonize their work, and to transform IGBC into an active and effective instrument for UNESCO's action in the field. The Secretariat is committed to facilitating the accomplishment of these objectives. The brainstorming discussion launched further to the recommendations of the

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	<p>internal evaluation of SPO6 revealed to be beneficial and stimulating for both IBC and the Secretariat, which are continuing to reflect and consider practical modalities to increase the effectiveness, visibility and impact of their action.</p> <p>77. IBC was able to discuss three draft reports prepared by its working groups and IGBC had the opportunity to provide its input on the ongoing work. At this stage of the implementation, it is foreseeable that IBC will be able to finalize at least one report during the biennium. However, as far as the issue of traditional medicine is concerned, it became obvious that more time will be needed to further clarify the issue and proceed with additional hearings with involved stakeholders.</p> <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Clearly, more collaborative work is going on between the committees with a key role being played by the chairpersons. • A need remains to better understand the challenges related to improving 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>ER 7: Ethics infrastructures in Member States developed and reinforced</p>	<p>78. A number of different types of ethics infrastructures have been established or strengthened. The implementation of the Assisting Bioethics Committees (ABC) project has progressed well. Eight countries have already established national bioethics committees in the framework of ABC, and several more are expected to join the project in 2011.</p> <p>79. In September 2010, El Salvador established a committee, joined the ABC project, and received the initial technical training on the working methods of NBCs. Moreover, Kenya and Côte d'Ivoire, which had joined the project a year earlier, received the second training, based on the principles contained in the Declaration. As a result, the Committees have been empowered to take initial steps towards becoming well-functioning, effective bodies. The second training in Jamaica originally scheduled for November 2010 had to be postponed to April 2011 due a hurricane. Negotiations are on-going with the newly established Committees from Colombia, Oman and Malaysia to move towards the signing of MoU and the launch of capacity-building assistance. The process of establishment of a committee is currently under way in Namibia, Nigeria and Comoros. As part of the ABC project's aim to foster</p>

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	<p>partnerships between experienced and newly established bioethics committees, an agreement was reached between the Swiss National Bioethics Committee and the newly established National Bioethics Committee in Togo.</p> <p>80. A regional ethics teachers meeting was held in the Latin America and the Caribbean region, and another meeting is planned in South Africa to collect data from the Southern and Eastern African countries. Moreover, an Ethics Teacher Training Course was held in June 2010 in Dubrovnik, Croatia. Similar courses are scheduled for 2011 in Nairobi, Kenya; Windhoek, Namibia; Belgrade, Serbia, and Pittsburgh, USA. A meeting of UNESCO Chairs for Bioethics was also held in May 2010 to work on creating a network of UNESCO Chairs for ethics education. A preliminary agreement was reached in terms of an informal MOU, but there are still financial obstacles expressed by the Chairs with regards to a formalized UNITWIN Network.</p> <p>81. With regards to testing the UNESCO Bioethics Core Curriculum, 1 MOU was signed with a university in Latin America and the Caribbean region, 5 MOUs with universities in the Europe and North America region, and 6 MOUs with universities in the Asia and the Pacific region. Additional universities are being sought for the Africa and Arab States regions.</p> <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • Experience establishing bioethics committees has demonstrated that UNESCO needs to work with the concerned Member States to explain clearly the significance and benefits of having a well-functioning bioethics committee and ensure an adequate support and enabling environment.
<p>ER 8: Overarching framework for an ethical approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed</p>	<p>82. Implementation has continued along the three tracks set in the first half of 2010 corresponding to the three components of the grouping "ethics of science and technology and validated at the Extraordinary Session of COMEST in June 2010.</p> <p>83. With respect to science ethics, preparation of monitoring of the implementation of the 1974 Recommendation on the Status of Scientific Researchers has been taken forward with the objective of conducting a survey of Member States in early 2011. In addition, ongoing cooperation with the OECD, the European Science Foundation, the European Commission and relevant bodies at national level has proceeded with an emphasis primarily on scientific misconduct and integrity.</p>

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	<p>84. With respect to environmental ethics, taking account of the preliminary conclusions reached with regard to the desirability of preparing a declaration of ethical principles in relation to climate change, as adopted by the Executive Board at its 185th session, emphasis has shifted to clarifying (upstream) the nature of the ethical principles, including but not limited to climate change issues, along with downstream development of practical policy tools. The former was the focus of a major international conference organized in Monaco in December 2010, looking at environmental ethics in terms of climate change and biodiversity, which produced a series of conclusions and recommendations that will shape subsequent work, pointing in particular to the need for better ethical understanding of issues related to biodiversity, including the ethical status of animals, territorialization and the significance of an "earth systems" approach.</p> <p>85. With respect to nanotechnologies, the decisions of COMEST on "converging technologies" have been implemented by preparation of an international workshop, planned for April 2011, that will systematically review the main ethical issues and produce a detailed work programme, especially in terms of the possible policy and governance implications of identifiable ethical challenges.</p>
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Part II.A. IV. Culture

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$18 532 463	Expenditures: \$12 756 637	Allocation: \$113 540 623	Expenditures: \$70 061 051

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	131. Assistance to address new challenges linked to cultural diversity and intercultural dialogue in cultural policies in Africa were strengthened through the organization of capacity-building workshops (Cultural Ministries of five Central African Countries trained on UNESCO tools for cultural policy-making in Yaoundé, 4-7 October 2010) and policy-advice (Mauritania, Burkina Faso, Togo). Socio-cultural approaches to HIV and AIDS prevention and care were in focus at a regional working meeting held in Maputo in May 2010, with 40 participating representatives from Botswana, Lesotho, Mozambique and Zambia, leading to enhanced cooperation with SADC in the area of Culture, HIV and AIDS.
Culture mainstreamed in national development policies in Africa, notably through common country	132. An integrated programming approach to mainstream gender, cultural diversity and human rights was designed jointly with the UNCT of Mozambique in the framework of the "Delivering as One" approach at the country level. 40

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programming exercises in the context of UNCTs	high-level UNCT representatives of UNCT, government and NGOs were trained (Maputo, August 2010) as part of this interagency initiative.
Conservation of World Heritage Properties in Africa strengthened notably through capacity-building and training in cooperation with the African World Heritage Fund	<p>133. Capacity building in Africa was intensified through the organization of focused training sessions on the preparation of nomination files and retrospective Statements of Outstanding Universal Value, and through the launch of the second cycle of the Periodic Reporting Exercise (3 sub-regional meetings - 200 people). In addition, various conservation projects have been undertaken in relation to urban conservation planning (Mozambique, Mali) and 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) on 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.</p> <p>34. Africa is particularly targeted by the capacity-building programme for the effective safeguarding of the intangible cultural heritage. Plus de 24% des Etats parties à la Convention de 2005 sont des Etats africains et 19 des 31 projets financés par le Fonds international pour la diversité culturelle émanent de pays africains.</p>
Knowledge on Africa and on the tragedy of the slave trade reinforced	(see expected result 18 above).
Promotion of African languages through publishing and translation	<p>135. A booklet "Why and How Africa Should Invest in African Languages and Multilingual Education. An evidence and practice-based policy advocacy brief" was published, addressing the achievement of quality education through cultural diversity and cultural self-awareness as well as the principles of 'learning to live together'. The Atlas of Endangered Languages has been updated and published in English, French and Spanish. The Atlas contains has an important section on Africa and is the most successful UNESCO publication at the moment.</p> <p>136. Building on UNESCO's partnership with GOOGLE, training was launched at AFRICOM for mapping museums in AFRICA to be featured on Google and Africom web sites. A Partnership was launched with the International Council of African Museums to reinforce their communications tools and networking among African museums.</p>
Promotion of African regional integration through the staging of cultural events	137. Parmi les nombreuses activités de renforcement des capacités créatives, plusieurs se sont situées dans le domaine de la musique (notamment à travers les projets de l'Alliance globale pour la diversité culturelle et le soutien au Festival panafricain de Brazzaville), ceux des Arts nègres (Festival organisé au Sénégal), de l'artisanat (Salon international de Ouagadougou), du cinéma (Festival panafricain de Ouagadougou) et de la coopération avec le réseau

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	des entrepreneurs culturels africains (RAPEC) et par la formation de statisticiens (atelier en Afrique de l'Ouest).
Strengthening of local African music and crafts markets	138. In the framework of the Global Alliance for cultural diversity and in cooperation with the African Music Export Office (BEMA), 60 West African producers in artist management and marketing skills were trained, and the participation of ten producers was facilitated in the 2010 edition of the world's leading world music fair WOMEX. In addition, the visibility of African productions was strengthened on the international scene in the context of the conference "BEMA: A New Tool for African Artists", which attracted over 150 international professionals. A music CD was produced by BEMA in Africa, and "Les Amazones of Guinea" selected from among 200 applicants to launch their new album on a European tour with a major concert. National music exhibitions were hosted in four countries of the sub-region with, among others, concerts and award ceremonies.

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 creative industries increased	126. Skills training courses and introductions to management and marketing techniques have been part of the capacity-building efforts, and young women students in crafts and design have gained professional experience through internships with professional artisans and designers (Latin America, Asia). Through the participation in international trade fairs (SIAO, 'Foire de Paris', 'Maison et Objet'), craftswomen have strengthened their professional networks and experience in marketing their items internationally.
States Parties to the 1972 Convention encouraged to increase women's active participation in World Heritage Committees and related management and conservation initiatives for World Heritage	127. In the 47 World Heritage-related workshops organized in 2010, 37% of the participants were women. This is an average figure, as there are some disparities between regions (around 25% in Africa and Asia, 49% in Latin America, 52% in Arab States and 55% in Europe; for international workshops, the figure is 42%). Moreover, community members living in and around the sites, and especially women, have been involved in heritage conservation activities.
Gender equality integrated into the development and implementation of capacity-building activities for museums	128. As a pilot initiative, UNESCO completed a comprehensive study on the means of promoting gender equality through and in museums, in Vietnam. The research results and recommendations will be integrated into the policy-making process with regard to museum staffing, exhibit mounting, and other important fields of museum management.
Opportunities increased for women to gain managerial experience in museums	129. A number of capacity building activities have been undertaken in Member States, notably in developing countries and Least Developed Countries (LDCs), and systematically involving women staff in managerial training

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	with a view to strengthening of capacities and positioning within their institutions.
Understanding among UNESCO stakeholders of the gender dimensions of intangible cultural heritage improved	130. Gender equality has been addressed in the training materials developed to reinforce national capacities for the effective safeguarding of intangible cultural heritage.

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: \$5 222 306	Expenditures: \$3 684 000	Allocation: \$57 018 982	Expenditures: \$34 496 982

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	99. The World Heritage Committee met in Paris in June 2010 (9th extraordinary session) and in Brasilia in August 2010 (34th session). The representativity of the World Heritage List was improved by the inclusion of 3 sites from non-represented countries; 4 from under-represented regions and 4 for under-represented categories. As of early 2010, 36 revised Tentative Lists and one new Tentative List were submitted to UNESCO. In March 2010, Equatorial Guinea ratified the Convention, thus becoming its 187th State Party.
ER 2: World Heritage properties more effectively protected against new global challenges and threats	100. Urban heritage conservation planning was promoted in all regions through various projects implemented in several World Heritage cities. At the request of the World Heritage Committee, a new tourism programme focusing on policy advice and capacity-building is currently under preparation and will be submitted for consideration by the Committee at its 35th session (Bahrain, June 2011).
ER 3: Conservation for sustainable development strengthened, notably through capacity-building and training activities	101. Around 400 people were trained in all regions in the various areas linked to World Heritage conservation processes; 37% of the trainees were women. The first coordination meeting of the 6 World Heritage Category 2 Centres (Bahrain, December 2010) also focused on capacity building for World Heritage conservation. Operational activities were pursued in post-conflict countries and post-disaster situations as well as at World Heritage properties in Danger. While one property was removed from the World Heritage List in Danger, another 4 were added to the List. The high level meeting for World Heritage sites in danger in the Democratic Republic of the Congo, requested by the Committee at its 31st session, took place in mid-January 2011.

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ER 4: World Heritage education, communication and knowledge management tools developed and network of partners expanded	102. During 2010, the visits to the WHC website increased by 22.4% as compared to the previous year. Three youth forums were held (Spain, June 2010; Brazil, July 2010; Japan, October 2010), allowing young participants to reflect on challenges for World Heritage and to create networks for exchange and actions. Finally, 11 partnerships have been concluded, mostly with partners from the private sector; another 27 partnerships are currently at different stages of exploration.
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Challenges and lessons learned
<ul style="list-style-type: none"> • The number of sites on the World Heritage List is increasing by more than 20 sites per year with no parallel financial increase in the World Heritage Fund or in the Regular Programme; hence most conservation projects undertaken at World Heritage sites are covered by extra-budgetary funding. • The World Heritage Committee has requested that voluntary pilot projects providing ongoing support to nominations be undertaken on an experimental basis; consultations with States Parties have been initiated for this purpose. • The conclusions of a workshop on decision-making and working methods of the statutory organs of the World Heritage Convention will be considered by the World Heritage Committee at its 35th session (June 2011). • The need for risk-preparedness strategies at World Heritage sites has been highlighted by several natural disasters in Member States. The absence of security and different institutional changes has resulted in delays in the implementation of certain activities.

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: Activities¹		Extrabudgetary resources¹	
Allocation: \$3 919 024	Expenditures: \$2 666 266	Allocation: \$12 850 902	Expenditures: \$5 866 332

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 5: Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage ensured through the effective functioning of its governing bodies	103. With thirteen new ratifications in 2010 alone (bringing the number of States Parties to 133), interest in the Convention remains strong, although its effective implementation varies widely between States Parties. At its fifth session, the Committee inscribed 53 new elements on the lists of the Convention (4 on the Urgent Safeguarding List and 47 on the Representative List), bringing to 232 the total number of elements inscribed on the lists to date. The Operational Directives, first adopted in June 2008, were revised by the General Assembly at its third session in June 2010 in order to streamline the mechanisms and the timetable for inscriptions. In particular, a Consultative Body of twelve members (independent experts and accredited NGOs) was established to examine nominations to the Urgent

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	Safeguarding List, proposals for best safeguarding practices and requests for international assistance over US\$25,000.
ER 6: Member States' capacities to safeguard intangible cultural heritage for the development of the concerned communities strengthened	104. A large-scale capacity-building programme was launched with special emphasis on Africa. Detailed training material was developed on four priority areas - ratification, the implementation of the Convention at the national level, community-based inventoring and the preparation of nominations to the Urgent Safeguarding List. Sixty experts, including 20 from Africa, were selected to be trained in 2011 in the use of these materials. They will conduct the many training activities planned in the years to come under both the Regular Programme and the Complementary Additional Programme, over one-third of which will be organized on Africa.
ER 7: Awareness of the importance of safeguarding intangible cultural heritage increased	105. The website set up for the Convention, now available in four languages, reached a record number of visits in the history of the Organization during the fifth session of the Committee. This contributes, together with the extensive media coverage on this occasion, to raising awareness of the importance of intangible cultural heritage.

Challenges and lessons learned

- The Intangible Heritage Convention is generating much enthusiasm and interest, but also challenging expectations from State Parties, as evidenced by the increasing number of files submitted by them at an accelerating rate. This threatens to divert the Convention from its ultimate objective - the safeguarding and transmission of intangible cultural heritage - and could raise questions on UNESCO's technical mandate and affect its credibility.
- A related risk lies in the imbalance between the two lists established under the Convention, with the interest of State Parties focused primarily on the Representative List, while the Urgent Safeguarding List, which is designed to help mobilize international cooperation and assistance to undertake safeguarding measures, tends to be neglected.

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: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$3 031 881	Expenditures: \$2 078 643	Allocation: \$6 015 238	Expenditures: \$3 681 368

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 8: Reconciliation, social cohesion and international cooperation promoted through the effective implementation of the 1954 Hague Convention and its two Protocols, and of the 1970 Convention on the	106. International co-operation was strengthened by the first entries of the three Cypriot cultural sites (Choirokoitia, Paphos, and the Painted Churches of the Troodos Region) and one Italian cultural site (Castel del Monte) in the list of Cultural Property under Enhanced Protection, as

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<p>Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property</p>	<p>established by the Second Protocol to the Hague Convention. Three States deposited their instruments of ratification and accession to the Second Protocol.</p> <p>107. Two Member States (Haiti and Equatorial Guinea) became party to the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Effective implementation of the Convention was ensured essentially through the organization of workshops (i.e. for Latin America in April 2010, in DPR of Korea, in Mongolia in May and Sept. 2010, for Gulf States and for Belgium in Nov. 2010) and awareness-raising activities in the form of publications and TV/radio interviews. A film (in 6 languages) and 2 video-clips (on Africa and Latin America) have been produced on the fight against illicit trafficking of cultural objects.</p> <p>108. In addition to the proceedings of the 30th Anniversary, the 16th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation was held in September 2010. During this session, the Rules of Procedure on Mediation and Conciliation were officially adopted. UNESCO also assisted in efforts aimed as restituting a Makonde Mask to the United Republic of Tanzania (May 2010).</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>109. In the occupied Palestinian territory, support was provided to the Samaritan Museum on Mount Gerizim in Nablus, which was upgraded and included in the National Museum List supervised by the Ministry of Tourism and Antiquities. Progress was also made on the renovation of the container of the Riwaya Museum in Bethlehem. A training course on "Museum Exhibition Development and Curatorial Practices" was conducted in Ramallah between 8-13 November 2010, bringing together 33 young creative professionals from Palestinian Authorities' institutions, civil society organizations and academic institutions from different geographical locations. The Islamic Manuscripts Centre on the Haram in Jerusalem was upgraded and staff was trained (extra-budgetary funding).</p> <p>110. In Iraq, a fact finding mission to Erbil and Sulaymanyia was undertaken to prepare action for the upgrading of the Sulaymanyia Museum. The first part of the project has been implemented</p>

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	(US\$ 350,000 from the Iraq Multinational Trust Fund) as of October 2010.
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 strengthened	111. Seven new States Parties adhered to the Convention, one from Africa, as well as one territory (Palestine), bringing their total number to 37. The second session of the Meeting of States Parties and the first meeting of its Advisory Body were held. 2 regional meetings were organized, one in South Africa and one in Turkey. Furthermore 4 regional trainings were arranged. A new website and an E-learning has been established.
ER 11: Capacities of LDCs for the protection and conservation of movable cultural property enhanced as an integral part of national development efforts	112. Ongoing capacity building activities are being undertaken in museums to support the preparation of inventories and ensure the protection of collections in danger. Two training sessions on collection management focusing on inventories were held at the Fouban and Babungo community museums in Cameroon. New pedagogical tools in preventive conservation of museum collections were produced in different languages For Asia and the Pacific and Europe; assistance for capacity-building in various museum management fields has been accomplished in 20 countries, notably in LDCs in Asia.

Challenges and lessons learned

- The results achieved, in particular the ratifications of the 1954, 1970 and 2001 Conventions as well as the awareness raising and capacity building activities, are beyond expectation. In order to maintain the high standard and to ensure sustainability it would be very important to assign adequate resources to these programs. The commitment of beneficiary governments to employing local staff is also a prerequisite to achieving positive results.

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: \$3 639 331	Expenditures: \$2 399 836	Allocation: \$16 407 673	Expenditures: \$11 119 085

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
ER 12: The 2005 Convention on the Protection and Promotion	113. The fourth Intergovernmental Committee meeting held in December 2010 resulted in major achievements,

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<p>of the Diversity of Cultural Expressions and the Universal Copyright Convention implemented and related operational mechanisms strengthened</p>	<p>such as: approval by the Committee of the first projects to be funded under the International Fund for Cultural Diversity. 31 projects from 24 developing countries were approved, and the total funding amounted to 1.5 million USD. A framework was adopted for quadrennial reporting that requests States Parties to report on measures taken to promote the diversity of cultural expressions as well as the integration of culture as a strategic element in their development policies and assistance programmes at all levels - local, national, regional and international. A technical assistance project funded by the European Union was launched with the aim of strengthening the system of governance for culture in developing countries.</p>
<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>114. Le renforcement des industries culturelles et créatives pour le développement a comporté la réalisation d'outils (guides et sites web), des formations et un symposium sur "La gestion des risques dans le financement de la culture" amplifié par des actions de suivi. Le Réseau des villes créatives est passé de 19 à 27 membres qui ont tenu leur réunion annuelle et une Conférence internationale sur "La synergie entre nouveaux médias, nouvelles technologies et villes créatives" à Shenzhen (Chine) en décembre 2010. L'agenda pour l'éducation artistique, fruit de la seconde Conférence mondiale (Séoul, mai 2010), a été publié en anglais, espagnol et français et mis en ligne dans les six langues.</p>
<p>ER 14: Multilingualism and linguistic diversity promoted through publishing and translation, in particular with regard to content on the Internet</p>	<p>115. Parmi les activités du soutien du livre, le projet de nouvelle loi-modèle sur le livre et la lecture établi par le CERLALC en collaboration avec l'UNESCO, a été approuvé en 19 décembre 2010. En 2010, 126 000 nouvelles notices bibliographiques ont été réalisées dans le cadre de l'Index Translationum qui obtient, chaque année, les réponses d'un nombre toujours croissant d'Etats membres.</p>
<p>ER 15: The creative, productive and managerial capacities of craftspeople and designers supported</p>	<p>116. La Reconnaissance d'excellence en artisanat a été poursuivie en Asie, Amérique latine (étendue aux pays andins) et en Afrique tandis que la coopération avec les salons internationaux qui exposent les pièces s'est poursuivie. L'UNESCO a participé à des réunions 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. Le DREAM Center d'Haïti a été renforcé tandis que 3 autres ont été ouverts au Philippines, Chine et Liban. Les quatre concours en ligne du programme Design 21 ont obtenu des candidatures provenant de plus de cent pays.</p>
<p>ER 16: Member States supported in promoting and protecting endangered and indigenous languages</p>	<p>117. En 2010, les trois versions linguistiques (en anglais, français et espagnol) de l'Atlas des langues en danger ont été publiées et mises en ligne, puis enrichies en tenant compte des contributions des utilisateurs. (see also Intersectoral Platform on languages and multilingualism).</p>

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Challenges and lessons learned
<ul style="list-style-type: none"> • La stratégie d'encouragement à la ratification de la Convention de 2005 a été développée et des projets ont été financés par le Fonds international pour la diversité culturelle. • Le Réseau des Villes créatives s'est amplifié et une stratégie de coopération renforcée entre les villes a été mise en place. • Les "DREAM Center" apparaissent de plus en plus comme une formule bien adaptée à certaines situations notamment de post-conflit.

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

Regular budget: Activities¹		Extrabudgetary resources¹	
Allocation: \$2 719 921	Expenditures: \$1 927 892	Allocation: \$21 247 828	Expenditures: \$14 897 284

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 17: Culture mainstreamed in national development policy frameworks and common country programming exercises in the context of United Nations country teams</p>	<p>118. 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" together with a set of pedagogical texts has been developed in close cooperation with relevant experts. This material has been used for training 13 facilitators from different regions and for designing five pilot projects. Substantial and technical requirements for the creation of an electronic knowledge-sharing platform and a "community of practice" around these tools (notably the New Cultural Policy Agenda and the Cultural Diversity Lens) were mapped through a user-survey, working sessions and a feasibility study. Training sessions for UNCTs on cultural diversity programming took place in Vietnam and Mozambique under the label of "Delivering as One".</p> <p>119. Innovative action was also pursued to introduce cultural diversity and intercultural dialogue principles in UN priorities relating to indigenous issues, HIV and AIDS, and Education for Sustainable Development.</p> <p>120. The implementation of the 18 MDG-Fund inter-agency programmes under the "Culture and Development" window was pursued. A mid-term review meeting on this initiative was held at UNESCO Headquarters in June 2010 and allowed for the analysis of administrative and institutional operational challenges faced by the Organization in this regard. In order to capitalize on the results of the interagency programmes and concretely demonstrate the contribution of culture to development, a knowledge management system project has been</p>

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	<p>initiated under the MDG-Fund.</p> <p>Achievements and challenges:</p> <ul style="list-style-type: none"> • Responding to the challenge of increasing demand for tools and training in policy-making for culture and development, a large number of facilitators, government officials and civil society representatives in African and Latin American countries have been trained during the period under consideration. Funds for the extension of this initiative have been secured thanks to support from the Spanish Government. Collaboration with different UNCT has also been successfully consolidated with a view to integrating gender, cultural diversity, and human rights into UNDAFs. <p>121. The links between the UNESCO Conventions in the field of Culture and the UN Declaration on the Rights of Indigenous Peoples and information on policies for engaging with indigenous peoples has been consolidated through in-house consultations, collaboration with the UNPFII and the wider research community. Dialogues with indigenous peoples' organizations have been intensified through participation in the Indigenous Fellowship Programme.</p> <ul style="list-style-type: none"> • During the implementation phase of the MDG-F Joint Programmes, certain difficulties and challenges have been encountered relating to the role of the Resident Coordinator, the "firewall" principle, and UNESCO's country-presence. Responses to these challenges have consisted in the provision of appropriate assistance to the Field in the form of consultancies, secondments and ad hoc missions, as well as reinforcement of resources at HQs.
<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>122. Des rencontres d'experts et la constitution d'équipes de rédaction ont permis d'avancer l'élaboration des contenus communs et des guides pour les enseignants d'histoire. La mise en œuvre ou la participation à des actions ponctuelles au niveau interrégional, régional et national, ainsi que l'élargissement des partenariats, ont également été mis à profit pour promouvoir une meilleure connaissance de l'Histoire générale de l'Afrique, notamment dans la diaspora africaine. L'édition portugaise des 8 volumes de l'Histoire générale de l'Afrique (traduction, impression et diffusion gratuite en format papier et électronique) a été publiée, sa présentation officielle a eu lieu au Brésil en décembre 2010. L'UNESCO a également organisé la Célébration du 23 août, Journée internationale du souvenir de la traite négrière et de son abolition et participé à la commémoration du 21 mars, Journée internationale pour l'élimination de la discrimination raciale ainsi qu'à celle du 2 décembre, Journée internationale pour l'abolition de l'esclavage. En outre, l'UNESCO a produit et diffusé (sur DVD et en ligne) en</p>

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	<p>anglais, en espagnol et en français le documentaire "Routes de l'esclave : une vision globale", notamment à travers le réseau des écoles associées de l'UNESCO ; production et diffusion en anglais, en espagnol, en français et en portugais, du dépliant "La Route de l'esclave : réconcilier devoir de mémoire et vérité historique".</p> <p>123. Dans le cadre du projet La route de l'esclave, des efforts de sensibilisation aux multiples dimensions de la traite négrière et de l'esclavage dans différentes régions ont été poursuivis à travers l'Organisation ou la participation à des événements, le lancement de matériels de recherche et la production d'outils pédagogiques. La vocation intersectorielle du projet a continué d'être assurée par une coopération avec notamment le Centre du patrimoine mondial, le Secteur de l'éducation et le Secteur des sciences sociales. L'UNESCO a organisé une consultation internationale qui a permis de définir de nouvelles approches pour l'enseignement de la traite négrière et l'esclavage et l'histoire de la diaspora africaine lancée (Toronto, Canada, novembre 2010).</p> <p>Réalisations et défis :</p> <ul style="list-style-type: none"> • Le renforcement du caractère interdisciplinaire et intersectoriel du projet La route de l'esclave et du projet sur l'utilisation pédagogique de l'Histoire générale de l'Afrique demeure un enjeu particulier. Les contraintes budgétaires constituent un frein significatif au futur développement des activités.
<p>ER 19: Conditions, capacities and modalities of intercultural dialogue and interreligious dialogue strengthened at local, national and regional levels</p>	<p>124. La coopération avec l'Alliance des civilisations (AoC) s'est élargie avec le renouvellement de l'accord de coopération, signé à l'occasion du 3e Forum de l'AoC à Rio de Janeiro en mai 2010. Les échanges réguliers, notamment lors de la participation de l'UNESCO à toutes les rencontres internationales et régionales de l'AoC et de la mise en œuvre d'activités, se sont poursuivis. La célébration de l'Année internationale du rapprochement des cultures (2010) a fourni un cadre propice pour renforcer les conditions, les capacités et les modalités du dialogue interculturel à travers l'Organisation et la participation à de nombreuses rencontres et événements et la diffusion de matériel d'information. L'UNESCO a organisé des sessions de formation, de sensibilisation et d'information au Siège et hors-Siège pour promouvoir la diversité culturelle et le dialogue interculturel, y compris le dialogue interreligieux</p> <p>125. Les partenariats avec les Chaires UNESCO, les universités et les organismes compétents ont été multipliés en vue d'encourager la participation des jeunes et des femmes au discours et à l'action publics liés au dialogue interreligieux. Two UNESCO Chairs were established: "Intercultural Dialogue and Peace" (New Delhi, Inde) et "Interreligious Understanding and Relations" (Wellington, Nouvelle Zélande). Des études réalisées dans les cinq</p>

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	<p>régions et une centaine de bonnes pratiques réunies dans une base de données ont servi à mieux comprendre les processus d'acquisition de compétences interculturelles permettant de promouvoir le dialogue au sein de sociétés culturellement diversifiées. L'UNESCO a produit des matériels d'information et de sensibilisation en anglais et français ou dans les 6 langues (Plan d'action, logo, dépliant, affiches Liste officielle des activités; et organisation au Siège d'une journée de lancement officiel de l'Année en présence des membres du "Haut Panel sur la paix et le dialogue entre les cultures" et de nombreuses personnalités).</p> <p>Réalisations et défis :</p> <ul style="list-style-type: none"> • The signature of the Memorandum of Understanding with the Alliance of Civilizations (Rio, May 2010) has consolidated the cooperation between UNESCO and AoC. • The launch of the International Year for the Rapprochement of Cultures which took place at UNESCO Headquarters on 18 February 2010, and which was also the occasion of the first meeting of the High Panel on Peace and Dialogue among Cultures, marked the beginning of international mobilization in this area (see relevant 186 EX documents).
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IV.3. Intersectoral Platform (ADG/CLT lead)

IV.3.1. Languages and multilingualism

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
Monitoring of existing language policies implemented	139. The main results achieved by the Intersectoral Platform during the period under consideration include the publication of the English, French and Spanish languages version of the printed UNESCO Atlas of the World's Languages in Danger, as well as the update of the on line interactive version. The eleventh edition of International Mother Language Day (IMLD - 21 February 2010), was celebrated at UNESCO HQs with an international symposium on translation and cultural mediation (proceedings published on-line) with the participation of scholars and experts from all regions, and organized in the framework of the International Year for the Rapprochement of Cultures.
Formulation and implementation of	140. In the field of communication and information, UNESCO and ICANN signed a Letter of Intent (16 September 2010) focusing on

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language policies in favour of multilingualism improved	research and consultancies with regard to the use of the Cyrillic script in the Internet, and as a follow up of the agreement signed in December 2009.
Awareness raised on the importance of multilingual approaches in all domains of language use	141. Elaboration of a document on the indicators of linguistic diversity (in cooperation with the World Network for Linguistic Diversity - MAAYA), the draft of the second consolidated report on the measures taken by Member States to implement the Recommendation concerning the Promotion and Use of the Multilingualism and Universal Access to Cyberspace, a study on Public Service Broadcasting and languages and an in-house literature review and survey on multilingualism as a first step to the production of a toolkit on multilingualism.

Part II.A. V. Communication and information

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$13 580 021	Expenditures: \$9 827 438	Allocation: \$20 247 834	Expenditures: \$11 904 011

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	159. The IPDC approved 33 media development projects in Africa, with community multipurpose centres defining key scale-up interventions in Mali, Mozambique and Senegal.
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	160. UNESCO has initiated dialogue with several stakeholders towards the achievement of this result (e.g. Gabon, Nigeria, Sierra Leone, Ivory Coast, Liberia and the Mano River States).
Excluded groups, particularly in rural areas and linguistic minorities enabled to access information	161. Open source tools to support education and information access needs of persons with visual disabilities created and disseminated in Ethiopia and Djibouti. While further support is needed for the development of open source tools in Africa, there are challenges with implementation of ICT-based activities (e.g. power failures/overall lack of infrastructure in schools). Work to promote the involvement of African women's organizations in processes leading to the drafting, adoption and effective implementation of freedom of information legislation has continued in the context of a three-year project. As part of this activity, UNESCO hosted a roundtable discussion (Paris, 16 March 2010) to highlight the relevance of freedom of information as a

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	<p>tool for advancing women's rights and empowerment in Africa on International Women's Day 2010, and the resource book published by the African Women's Development and Communication Network (FEMNET) with support from UNESCO was launched.</p>
<p>Quality training opportunities for media professionals offered by media training and journalism education institutes</p>	<p>162. Key focus was placed on the upgrade of the 20 identified potential centres of excellence and reference in journalism training in Africa who received support for equipment and resource materials for adapting the UNESCO Model Curricula in Journalism Education. As part of an agreement with the Knight Center for Journalism in the Americas, the online course Teaching Online Journalism was completed by 23 professors from nine countries. Training on Conflict-Sensitive Reporting was provided to twelve East-African journalists through a workshop developed and run by the UNESCO-supported Centre for Conflict Sensitive Reporting (17-21 May 2010) at Rhodes University.</p>
<p>Capacities of African media and information professionals strengthened</p>	<p>163. Collaboration with the African Union Commission to popularise science journalism provided the rationale for the launch of UNESCO-supported research to conduct a survey of science journalism on the Continent. A series of workshops were also organised for media professionals in Lesotho on media for sustainable development. In order to highlight Africa's voice at the UN Climate Change Conference in Cancun, UNESCO cooperated with Inter Press Service (IPS) Africa selecting two IPS fellows to produce print and radio stories that placed Africa's needs and positions at the centre of deliberations for distribution to newsrooms across the continent.</p> <p>164. Three training courses were also sponsored in the areas of infoethics and of empowerment of youth in the application of ICT towards peace and reconciliation and in democratic processes.</p>
<p>Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training</p>	<p>165. Training courses were sponsored in three West African countries in the areas of info-ethics and the empowerment of youth in the application of ICT towards peace, reconciliation and democratic processes. Two training courses for teachers in the township of Zithobeni, South Africa, were undertaken within the framework of a new initiative in collaboration with the University of Pretoria aimed at testing UNESCO's ICT Competency Framework for Teachers and draft Media and Information Literacy (MIL) Curriculum for Teachers. The benefits of Open Access for research dissemination, usage, visibility and impact were promoted through a workshop organised in association with the Academy of Science of South Africa (ASSAf) and EIF (Pretoria, 22-23 November 2010). The UNESCO OER Platform is being developed in cooperation with the Africa Virtual Open Initiatives and Resources (AVOIR,) and will be tested by three Namibian universities using the UNESCO Model Curriculum for Journalism Education (MCJE).</p>

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Importance of African documentary heritage for building national identity recognized	166. A sub-regional digital preservation training workshop was organised in partnership with the Polytechnic of Namibia and the Utah Valley State University (20-22 July 2010) for archivists from Lesotho, Namibia, South Africa and Swaziland. This collaboration contributed to the extension of archive material from the Kunene region in Namibia.
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Challenges and lessons learned
<ul style="list-style-type: none"> • National broadcast media licensing regimes are a key challenge, as they do not always allow for diversity of ownership, particularly for community media • Socio-political climates and election processes have hindered the progress of several programme activities in the region, and the Organization must be aware of this when considering the implementation strategy. • The challenge for journalism education continues to be the extent to which governments can make this an integral part of the common country programming process, as a way of elevating its role in the national development process. The process of procuring equipment and text books also proved to be very slow.

35 C/5 Global Priority Gender Equality Expected Results	Overall Progress Assessment (achievements and challenges/lessons learnt)
Gender perspectives in media content promoted through UNESCO-supported media training	167. Gender equality perspectives have been promoted in the first half of the biennium through initiatives to empower women through access to information and knowledge with special emphasis on freedom of expression, the safety of female journalists, and the representation of women in community radio. In line with the IPDC-endorsed media development indicators, assistance in journalism education and initiatives in media and information literacy were implemented bearing in mind gender equality perspectives.
UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women	168. All CI training workshops aimed at a minimum of 50% female participation. Specific training programmes targeted female producers and grassroots women leaders to promote gender-sensitive governance and women's concerns through community media.
Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women	169. In line with UNESCO's Gender Equality Action Plan, strong emphasis was placed on fostering gender perspectives in media content and on reducing gender stereotyping, whilst at the same time advocating for equal opportunities in decision-making positions for women in the media.
Member States supported in the application of	170. UNESCO joined forces with key international and regional media organizations (e.g. the International Federation of

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gender-sensitive media development indicators	Journalists, the Asia Media information and Communication Centre, the Asia Pacific Institute , COPEAM and URTI) to launch the annual Women Make the News (WMN) initiative under the theme "Towards Gender Sensitive Indicators for Media: Best Practices for Gender Perspective in Media and in Media Content". To mark the occasion, UNESCO invited editors-in-chief of newspapers, radio and television to produce special programmes on the topic, and to entrust women journalists and reporters with chief editorial responsibilities in the newsroom for a limited period over the duration of the WMN campaign.
National information policies formulated and implemented in a gender-inclusive manner	171. A three-year regional programme is underway in Africa to promote the involvement of African women's organizations in eleven beneficiary countries in processes leading to the drafting, adoption and effective implementation of freedom of information legislation.
Gender specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs	172. In cooperation with the Division for Gender Equality, a report on Women and Free Open Source Software (FOSS) was prepared, and planning has been initiated for a comprehensive overview of the current gender divide in the FOSS world to be undertaken in collaboration with well-established women's FOSS support-groups in Africa, Latin America, Asia and North America.
Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information	173. A photo exhibition was organised in cooperation with Voices on the Rise (Paris, 22 -26 November 2010) for the International Day for the Elimination of Violence against Women. This aimed to draw attention to the lives of Afghan women who face societal barriers and cultural restrictions as women, hindering their work and participation in the public life.

Challenges and lessons learned

- There is a general lack of data in terms of gender and baseline figures in the area of communication and information. Further research in these areas would give MPV more direction, particularly on womens' use of ICTs for development.

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: \$4 336 965	Expenditures: \$3 301 471	Allocation: \$6 383 457	Expenditures: \$3 382 101

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35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>ER 1: Freedom of expression more broadly respected and related internationally recognized legal, safety, ethical and professional standards applied, including those related to the safety of media professionals</p>	<ul style="list-style-type: none"> • Awareness of freedom of expression and access to information was increased through several activities in 2010. World Press Freedom Day 2010 (WPFDD) focused on the theme, 'Freedom of Information: The Right to Know'. Participants at the WPFDD international conference in Australia adopted the Brisbane Declaration, calling on governments to adopt Freedom of Information laws, and highlighting the importance of independent and pluralistic media as fundamental elements of good governance and human rights-based development. WPFDD was celebrated in at least 100 countries alongside the main celebration, receiving international press coverage. The UNESCO/Guillermo Cano Prize was presented to Mónica González Mujica, in recognition of her investigative journalism during the dictatorship in Chile. • Support has been given to IGOs and NGOs working in the field of freedom of expression, in particular with regard to combating the impunity of crimes and violence against journalists. UNESCO has continued to provide support to the International Freedom of Expression Exchange (IFEX) network, in particular for groups in developing and transition countries to promote better protection of press freedom and the rights of journalists. Indeed, the promotion of the safety of media professionals was a critical concern in 2010, the UNESCO Director-General publicly condemning the killings of a total of 62 journalists. A research study was also launched in this context to address the existing knowledge gap on the impact of continuous danger on the mental health of media professionals. The IPDC Council unanimously adopted the Decision on the Safety of Journalists and the Issue of Impunity in March 2010, calling on governments to report to the UNESCO Director-General on their investigations into the killings of journalists. • Professional and ethical standards have been reinforced by the Organization and self-regulation-based systems supported to promote the dissemination of fair and accurate information to the public in general, and the transparency and accountability of national authorities and other institutions. Amongst other action, the comprehensive 30-month programme to align the media sector of eight countries in South-Eastern Europe and Turkey to European standards was concluded in the first half of the biennium, supporting the development of self-regulation instruments and mechanisms, and the adoption of media accountability best practices.
<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>	<ul style="list-style-type: none"> • MPV activities in conflict and post-conflict areas aiming to foster effective cooperation and mutual tolerance and understanding were continued by bringing journalists from hostile environments together, and facilitating their networks. Assistance to media in open and post-conflict was provided in Afghanistan, Iraq, Sudan, the Democratic Republic of the Congo, Nepal, Central African Republic, occupied Palestinian Territory, Uganda,

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	<p>Rwanda and Liberia. Continued support was provided for Israeli-Palestinian Media cooperation, aimed at bringing together Palestinian and Israeli journalists to study means of cooperation that foster a culture of peace.</p> <ul style="list-style-type: none"> • In Haiti, UNESCO supported media recovery in the aftermath of the earthquake. This included training for Haitian journalists to cope with post-traumatic effects, the establishment of a Media House, the reinforcement of media associations and the launching of Mobile Multimedia Unit for 1500 internally-displaced youth in six refugee camps. In response to the cholera outbreak, training and information sessions were given to media professionals, and short animation clips were created to alert youth to basic prevention methods.
<p>ER 3: Editorial independence and quality programming in public service broadcasting, private and community media and new digital media fostered</p>	<ul style="list-style-type: none"> • The UNESCO Power of Peace Network (PPN) has directly engaged youth for the innovative use of ICTs and media to promote peace and dialogue amongst different groups. Four high impact projects were implemented in 2010, in line with its goals. In the Middle East, the "Partnership for Peace Programme" received major extra-budgetary funding from the European Commission within the framework of UN common programming. Support was also given to the Eurovision Regional News Exchange to strengthen peace and democracy in South-East European countries, reinforcing the regional network that enables public television stations to shoot, send and receive news material according to specific regional needs.

<p>Challenges and lessons learned</p>	
<ul style="list-style-type: none"> • Unstable environments can hinder the Organization in supporting independent media in areas of tension and violent conflict. Many of the activities for Israeli-Palestinian Media cooperation have been suspended due to the on-going events in these regions. • The clear recognition of the importance of engaging fully with government authorities for awareness-building to end the impunity of crimes against journalists. 	

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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: \$4 736 346	Expenditures: \$3 465 225	Allocation: \$7 694 398	Expenditures: \$5 793 615

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	<ul style="list-style-type: none"> • Member States were assisted in the development of free, independent and pluralistic media through support from the IPDC for the launch of 83 projects in 61 developing countries. The Mexican community radio station "La voz de los campesinos" and the Egyptian journalist Amr Mamdouh Ellissy were the joint laureates of the UNESCO-IPDC Prize for Rural Communication in 2010. • UNESCO continued to promote community radio and community multimedia centres (CMCs) with introduction of community radio projects in 19 countries. 50 best community radio practices were identified in the areas of management, sustainability, programming and community involvement, and support was provided to the World Association of Community Broadcasters to develop a common code of practice for community radio operators. The community radio policy review in India supported by UNESCO resulted in a recommendation to create a national public fund to support community media development. • Recommendations based on national media development assessments through the application of the UNESCO Media Development Indicators (MDIs) were completed for Bhutan, Croatia, Ecuador, the Maldives, Mauritania and Mozambique, while new MDI assessments were launched in Brazil, East Timor, Nepal and Uruguay. The MDIs have also served as a basis for providing policy advice to Member States, e.g. reviewing the current community radio policy of India, expanding public service broadcasting mission in Mongolia and formulation of the independent broadcasting regulatory system in Brazil.
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	<ul style="list-style-type: none"> • The capacities of media training and journalism education institutions were strengthened according to the UNESCO criteria of excellence in journalism training, with 63 journalism training institutions in 51 countries adapting the UNESCO Model Curricula for Journalism Education. A total of 7131 downloads of the UNESCO Model Curricula for Journalism Education were also recorded in 172 countries during the period under review. The Model Curricula now takes into account the necessity of enhancing capacities to report on increasingly complex issues (e.g. climate

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	<p>change, gender equality perspectives, science communication, etc). Nine sub-regional and in-country consultations supported by UNESCO addressed the issues of localisation of the curricula which is now available in 10 languages. Eight of the potential centres of excellence of journalism education identified in Africa were supported for the training of 25 faculty members, and for teaching equipment and reference materials. In parallel, mapping exercises were launched to identify potential centres of excellence in journalism education in Latin America and in South Asia.</p> <ul style="list-style-type: none"> • In order enhance capacity-building opportunities for media professionals to increase quality media content on issues related to sustainable development, UNESCO has continued to widely disseminate the media resource and toolkit, 'Media as Partners in Education for Sustainable Development' and has successfully ensured the participation of 317 media professionals in regional activities implemented by the Almaty, Beirut, Bamako, Dakar, Jordan and Windhoek Cluster Offices, covering 56 countries in total. Recent examples can be drawn from journalistic networks that have formed as a result of the collaboration between the International Union for Conservation of Nature (IUCN) and the Jordan Cluster, the UNCT and UNESCO in Lesotho, and media professionals and institutions in West Africa and the Dakar and Bamako Offices. The UNESCO Network of Young TV Producers on HIV and AIDS expanded its outreach to more than 300 participants covering over 70 countries worldwide in collaboration with major regional broadcasting organizations, who have also been actively involved the follow-up to the 2009 Paris Declaration on Broadcast Media and Climate Change.
<p>ER 6: Media and information literacy increased to foster informed decision-making</p>	<ul style="list-style-type: none"> • UNESCO has finalised its teacher training curricula on media and information literacy (MIL) on the basis of feedback collected during three regional consultations (Africa, Asia and Latin America and the Caribbean) with 45 teacher training institutions from 20 countries. The curricula will be piloted in teacher-training institutions in 15 countries, and it is hoped that MIL will become a wide civic education movement. An international expert group meeting in Bangkok (4-6 November 2010) furthered the development of a global framework of MIL indicators. The UNESCO "Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy" were translated into Spanish and piloted in the Asia-Pacific in cooperation with the Asia Pacific Broadcasting Union (ABU) and the Iberoamerican Association of Educational and Cultural Televisions (ATEI).

<p>Challenges and lessons learned</p>	
<ul style="list-style-type: none"> • The existence of gaps in available data at the national level posed obstacles for the application of the MDIs. The CI Sector are therefore collaborating with UIS for the development of a new set of media survey instruments that take the MDIs as a starting point. • Obtaining a regionally-unified approach for the application of criteria in excellence by journalism education institutions. 	

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- The lack of vernacular language material which could be used as reference material by community media professionals to understand and explain sciences of sustainable development is a key challenge.
- It is important to underline UNESCO's strategy to harmonise both elements of media and information literacy that highlights a blended approach for MIL policies. As more countries take-up MIL, many stakeholders are looking to UNESCO as a lead player in this area and UNESCO must therefore be decisive and swift in its actions.

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

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 506 710	Expenditures: \$3 060 742	Allocation: \$6 169 979	Expenditures: \$2 728 295

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)	<ul style="list-style-type: none"> • The sixth session of the Intergovernmental Council for the Information for All Programme (Paris, 29-30 March 2010) saw the approval of guidelines for the establishment of IFAP National Committees, and initiated reflection on reform of the working procedures of the Council through amendment of the Statutes. IFAP supported the fifth session of the Asia-Pacific Information Network (Manila, 22-26 November 2010) which focused on improving access to information and promoting media and information literacy - two of the five priorities of IFAP. • UNESCO organised the WSIS Forum 2010 (Geneva, 10-14 May) in collaboration with the ITU, UNCTAD and UNDP. In addition to the high-level debates and facilitation meetings for six WSIS Action Lines (C3 Access, C7 E-learning and E-science, C8 Cultural and Linguistic Diversity, C9 Media and C10 Information ethics), UNESCO held thematic workshops on Gender and ICTs, and on Indigenous people in the Information Society. The publication, "Towards Inclusive Knowledge Societies: a Review of UNESCO's Action in Implementing the WSIS Outcomes" was also launched at this event. Under its role as Chair of the UN Group on the Information Society (UNGIS), UNESCO also advanced joint initiatives in the area of open access to scientific information. Work was initiated on a joint UNGIS five-year strategy to facilitate the implementation of WSIS outcomes. Overall, UNESCO was able to maximize the impact and visibility of the Organization in the WSIS process through strong intersectoral cooperation, particularly in the WSIS Forum 2010 and in preparing for the WSIS Forum 2011. • New partnerships were established with public and private sector organizations with the aim of strengthening information accessibility for disadvantaged and minority groups, notably for research to

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	<p>identify good practices in the Asia-Pacific region in ICTs in education for persons with disabilities. In response to Member States' needs, UNESCO initiated a number of studies and reference documents in the area of multilingualism (measurement of multilingual content on the Internet, language in public service broadcasting, and cooperation with ICANN on the development of the reference table of country codes in Cyrillic). Member States have been invited to report on the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace in accordance with 33 C/Resolution 54.</p>
<p>ER 8: Preservation of documentary heritage reinforced in Member States</p>	<ul style="list-style-type: none"> • Advocacy work for the Memory of the World (MoW) programme was validated with 85 countries submitting nominations for inscription on the international register (up from 55 in the previous biennium). Numerous requests were submitted under the Participation Programme, and there was strong national representation at meetings of the MoW governing bodies. The World Day for Audiovisual Heritage 2010 was commemorated with the creation of a dedicated website.
<p>ER 9: Infostructures for sustainable development and good governance in Member States promoted</p>	<ul style="list-style-type: none"> • UNESCO's support has been important in the process of the institutionalization of the World Digital Library (WDL), in particular in the establishment of its Executive Council. The WDL has been expanded, now including works from 100 institutions in 60 countries, with over 10 million users worldwide. Following the earthquake in Haiti, emergency assistance was provided to the National Library and National Archives, which was acknowledged by the national authorities to be only assistance received for info-structure rehabilitation.
<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>	<ul style="list-style-type: none"> • Within its role as facilitator for WSIS Action Line C7, UNESCO promoted broad discussion at the 'C7 E-Learning Interactive Facilitation Meeting' (Geneva, 11May 2010) on the role of ICTs in the meeting educational policy goals. The meeting also explored how new methods of learning with online social networks, web 2.0 technologies such as Facebook, YouTube University, iTunes University, learning via mobile phone, and Open Educational Resources (OERs) affect the structures of traditional education. • The development of the Open Educational Resources (OER) Platform is underway, with extrabudgetary support from the United States of America, and an improved interactive structure is being developed for UNESCO's Open Training Platform (OTP). Case studies on two large-scale deployments of Free and Open Source Software (FOSS) in education have been completed (Andalucía, Spain, and Kerala, India) for presentation on the UNESCO FOSS Portal. Work on a global Open Access Portal was initiated with support from Colombia, Norway and the United States of America. Planning has been completed for an

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	international forum on open learning centres in the framework of a Regular Programme contribution by Korea Polytechnic University. A programme of support for global Open Access sensitization has been initiated.
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Challenges and lessons learned
<ul style="list-style-type: none"> • Sessions organized at the WSIS Forum and the IGF were built on a volunteer and cooperative basis, thereby cutting organisational costs to a minimum, without compromising the quality of speakers, workshops and UNESCO's visibility. • Close intersectoral cooperation for ICTs in education, science and culture has proved to be fruitful, and promises significant achievements in working towards the Organization's overarching goals. • There is recognition by Member States of the importance of IFAP in implementing programmes to bridge the digital divide, but the low level of financial and human resources challenges its delivery.

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

V.3.1. Fostering ICT-enhanced learning

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
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT based teacher education, including through the introduction of ICT competency standards	175. A key activity in this area has been the ICT Competency Framework for Teachers (ICT-CFT) developed with private sector partners. In August 2010 the Director-General set up an intersectoral Working Group to ensure effective coordination, completion and impact for this priority project. A workshop to complete the second ICT-CFT syllabus on "Knowledge Deepening" was successfully implemented through close CI-ED-Cairo office cooperation, laying the basis for publication of revised and expanded ICT-CFT products in 2011. Meanwhile, the basic framework for the "Technology Literacy" strand was successfully tested in Libya and Rwanda, as well as applied by the Commonwealth of Learning in the Caribbean.
Access to education and learning in Member States expanded through ICT tools	176. On-line training was provided for community radio practitioners in Latin America and the Caribbean and ICT training for young indigenous communicators in Bolivia.

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Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres	177. In Mali, projects were initiated to promote Open Access to educational resources in CMCs, to build capacities of CMC managers, and to provide access to information in CMCs in rural areas without internet connectivity. In Mozambique extensions to the CMC support project, funded by the Swedish and Swiss development assistance agencies and by UNDP, were successful in consolidating results through capacity development, content production and partnership building.
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	178. UNESCO reached an agreement with the Commonwealth of Learning (COL) to develop recommendations to policy-makers on the use of radio for community-based open learning.
Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning	179. The activity, "Taking OER beyond the OER Community: Policy and Capacity" has been pursued to develop the capacity of senior officials and institutional leaders to understand OER, focusing on higher education institutions in Africa and in Asia and the Pacific.
Role of ICTs in support of the six EFA goals reinforced	180. To enhance the Organization's outreach and visibility in this area, a new ICT in Education website has been set up. The site includes all intersectoral projects as well as individual Sector-based ICT in Education projects.

Challenges and lessons learned

- Although substantial progress has been made in attaining the objectives of this intersectoral platform, the lack of a specific budget has reduced possibilities to coordinate and facilitate the attainment of the expected results.
- The expected result of applying ICTs to promote the achievement of EFA goals is proving difficult to quantify, given that until now ICT has not generally been given a major place in EFA planning at the national level.
- In the present biennium it may prove difficult to go beyond the sensitization of Member States to the potential role of ICT in this context and collecting statistics on the use of ICT in education. As the target dates for attainment of EFA goals approach, it may well become more opportune to undertake specific analyses to correlate EFA progress with ICT use.
- Although significant for the UNESCO's promotion of intersectoral cooperation in the growing field of ICTs applied within the fields of the Organization's mandate, this platform is currently proposed to be discontinued in the 36 C/5.

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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: \$35 771 208	Expenditures: \$27 916 223	Allocation: \$4 359 737	Expenditures: \$2 787 844

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: \$694 262	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)	<ul style="list-style-type: none"> • Au cours de la période concernée, les 5 visites officielles effectuées par la Directrice générale en Afrique (Mali, Ethiopie, Kenya, Ouganda, et République fédérale du Nigeria et Afrique du Sud), ainsi que les nombreuses visites au Siège (Premier Ministre de Djibouti, Première Dame du Congo, une soixantaine de Ministres, Délégués permanents et autres hautes personnalités africaines), ont contribué à renforcer l'adhésion, le soutien et la participation des Etats membres aux actions menées par l'UNESCO. • L'UNESCO a poursuivi la stratégie d'alignement de ses actions sur les priorités définies par l'Union africaine et ses Etats membres, à travers les décisions des Sommets, les plans d'action et autres cadres de référence dans les domaines de la culture, de la jeunesse, et des TICs. Ainsi, les décisions du 14ème Sommet sur les "Technologies de l'information et de la communication en Afrique : défis et perspectives pour le développement" auquel l'Organisation a participé, a donné des indications claires sur les priorités du continent dans ce domaine et conforté l'UNESCO dans les actions qu'elle développe en la matière, notamment dans le cadre de la mise en œuvre du Plan d'action du Sommet mondial sur la société de l'information. • La visite officielle de la Directrice générale à la Commission de l'Union africaine (21-23

	<p>février 2010), la réunion bilatérale avec le Président de la Commission de l'Union africaine et la réunion avec les Commissaires en charge des domaines de compétence de l'UNESCO, ont permis de faire le point sur le partenariat CUA/UNESCO et d'examiner les voies et moyens de son resserrement.</p> <ul style="list-style-type: none"> • L'UNESCO a également participé à la 3ème réunion des Ministres de la culture de l'UA (25-29 octobre 2010, Abuja). Des actions de plaidoyer ont été également menées avec l'UA sur des thèmes et enjeux intéressant le développement de l'Afrique. C'est dans ce cadre que la Directrice générale a co-présidé, avec le Président de la Commission de l'Union africaine, M. Jean Ping, la Réunion du Groupe de haut niveau sur l'EPT à Addis-Abeba, en février 2010 ainsi que la Table-ronde "Culture pour le développement", en marge de la Conférence sur les Objectifs du Millénaire pour le Développement (20-22 septembre 2010, New York). • En termes de projets, il y a lieu de mentionner la finalisation du document de projet d'"Université panafricaine, dans le cadre du suivi de la mise en œuvre de la Deuxième Décennie de l'éducation pour l'Afrique (2006-2015), ainsi que la poursuite de la mise en œuvre du Plan d'action consolidé pour les sciences et la technologie. Dans ce cadre, s'inscrit le projet d'extension de Campus virtuel africain à l'ensemble des pays de la CEDEAO. Une mission d'évaluation pour une extension également, à sept pays de l'IGAD a aussi eu lieu en juillet 2010. Dans le domaine de la communication et de l'information, des actions ont été menées dans le cadre de la mise en œuvre de l'Accord spécial "The African Journalism Training on Science and Technology", signé le 8 juillet 2009. Au titre de l'année "2010, Année de la paix et de la sécurité en Afrique", proclamée par l'Union africaine, l'UNESCO a demandé aux bureaux hors-Siège et aux Commissions nationales africaines de s'y associer à travers des activités de promotion de la paix. • Au niveau sous-régional, la participation de l'UNESCO à la 3ème réunion des Ministres de la Culture de la CEN-SAD (11-13 mai 2010, Bangui) et à la 3ème réunion des
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	<p>Ministres de la jeunesse et des sports de la CEN-SAD (2-4 juin 2010, N'djamena) a permis de renforcer l'adhésion de ces instances à des projets porteurs d'intégration tels que le projet d'utilisation pédagogique de l'Histoire générale de l'Afrique et de mieux faire connaître la stratégie de l'UNESCO pour la jeunesse africaine.</p> <ul style="list-style-type: none"> • La participation de la Directrice générale au 14ème Sommet des Chefs d'Etat et de gouvernement de l'UEMOA (20 février 2010, Bamako) a favorisé un environnement propice à la définition et à la finalisation de projets majeurs tels que le "projet d'appui au développement des TIC pour le renforcement des capacités de mise en œuvre de la réforme LMD dans les institutions d'enseignement supérieur de l'UEMOA", financé par l'UEMOA pour un montant d'environ 12 millions de dollars, et dont la Convention a été signée avec l'UNESCO en tant qu'agence d'exécution le 11 février 2011. La participation de la Directrice générale à la réunion du Comité scientifique du projet régional de l'Histoire générale de l'Afrique, en Libye en juin 2010, a marqué une étape significative dans la mise en œuvre de ce projet. Le Comité scientifique du projet a par ailleurs eu, à Addis Abeba, une réunion d'information et de travail avec la Commission de l'Union africaine. • Une visite de travail effectué au Siège de l'UNESCO par le Secrétaire exécutif de la SADC (4 novembre 2010) a permis de préciser les axes de coopération prioritaires avec cette organisation sous-régionale, notamment dans le domaine de la culture, avec la mise en place au sein de cette communauté d'un desk culture.
<p>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 at the country level</p>	<ul style="list-style-type: none"> • L'Organisation est coordonateur du groupe thématique science et technologie, du sous-groupe thématique "Education et Jeunesse " et du sous-groupe thématique "Culture et Sport". Elle a aussi participé activement, à la 11ème réunion du mécanisme de coordination régionale des Agences des Nations Unies en Afrique - RCM - (14-15 novembre 2010, Addis-Abeba). • L'UNESCO a, par ailleurs, participé à la revue mise en œuvre par l'Equipe spéciale inter-Agences pour l'Afrique (Interagency Task Force on Africa), qui a travaillé à la

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	<p>révision, en septembre 2010, des recommandations de 1998 du Secrétaire général sur les "causes de conflits et la promotion d'une paix durable et d'un développement durable en Afrique".</p>
<p>New partnerships with multilateral and bilateral organizations, and with the private sector established and implemented</p>	<ul style="list-style-type: none"> • There are few NGOs in official relation with UNESCO. In order to fill this gap and better engage UNESCO's actions, the Africa Department provided support to several African NGOs in view of the establishment of official relations with UNESCO and to develop common projects with the Organization. Information on the procedures to establish official relations with UNESCO was shared with several NGOs in Africa. As a result of this action, the Observatory of Cultural Policies in Africa (OCPA) was admitted to Official relations to UNESCO in 2011. • Africa Department is working with OCPA as well as Association for the Integration of Demobilized Children (AIDC) with a view of setting up extrabudgetary projects related to culture, development and the social inclusion of child soldiers in post conflict countries in Africa. • Cooperation with the Libyan Government is being pursued with regard to the extrabudgetary project entitled "Promotion of major African Languages" as well as the "International advanced schools in basic sciences for Africa project". • Other proposals for Extrabudgetary projects have been elaborated by Africa Department, in collaboration with the relevant programme Sectors and submitted for extrabudgetary funding.
<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>	<ul style="list-style-type: none"> • Financement du projet "Appui à l'informatisation du Service Archives et Diplômes de la Direction des Examens et Concours du Ministère de l'Education Nationale de Côte d'Ivoire" en août 2010 au titre de la mise en œuvre du programme spécial d'appui à la Côte d'Ivoire ; projet sur le renforcement en ressources humaines et pédagogiques des Institutions d'enseignements supérieur public et appui à la modernisation des services de gouvernance universitaire au Burundi, approuvé en octobre 2010.

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	<ul style="list-style-type: none"> • Ouverture d'une antenne de l'UNESCO à Djibouti. • Organisation de deux séminaires régionaux de renforcement des capacités des Commissions nationales sur la prévention, la reconstruction post-conflit et la consolidation de la paix ont été organisés à Nairobi et à Brazzaville, touchant 19 Commissions nationales africaines. Cette action devra être soutenue et élargie au cours de l'année 2011.
<p>Action coordinated, interaction and communication improved between UNESCO Headquarters, field offices in Africa and the UNESCO National Commissions in Africa</p>	<ul style="list-style-type: none"> • La coordination avec les Bureaux hors-Siège ainsi qu'avec les commissions nationales a été renforcée, notamment à travers des échanges et des consultations organisées, à l'occasion de la réunion de consultation des commissions nationales africaines sur le projet de programme et de budget pour 2012-2013, et des réunions du Département Afrique. Par ailleurs, des séminaires de sensibilisation et d'échange d'information avec un nombre de commissions nationales africaines ont été organisés afin de mettre en place une stratégie cohérente visant à renforcer la visibilité de l'UNESCO dans les pays.
<p>Visibility of the Organization's action to benefit Africa increased</p>	<ul style="list-style-type: none"> • Une plus grande visibilité des activités de l'Organisation en faveur de l'Afrique a été menée au Siège (notamment lors de la célébration de la Journée de l'Afrique à l'UNESCO, 25 mai 2010) et auprès du grand public. La parution du huitième bulletin semestriel bilingue du Département A l'écoute de l'Afrique, préfacé par la Directrice générale ainsi que du coffret de DVD, consacré à l'hommage de l'UNESCO Aimé Césaire, témoignent également des efforts soutenus de l'Organisation en faveur du renforcement de la visibilité.

Challenges and lessons learned

- L'approfondissement des relations de coopération avec la Commission de l'Union Africaine est indispensable pour assurer la pertinence de l'action de l'UNESCO.
- Poursuivre le renforcement des capacités de l'UA et des CERs/OIRs dans nos domaines de compétence.
- Africa Department has entered into a new dynamic through the conception and elaboration of intersectoral projects in collaboration with Sectors, field offices and UNESCO partners. The mobilization of extrabudgetary funding remains a challenge.

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- Poursuivre le plaidoyer et les actions visant à sensibiliser les pays d'Afrique à la nécessité de ratifier les conventions de l'UNESCO.

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

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
Intersectoral approach to the problems of regional integration in Africa strengthened	<ul style="list-style-type: none"> • The Africa Department provided support for the implementation of some activities aiming at promoting the regional integration, within the frameworks of regional action plans. Such projects include the Pedagogical use of the General History of Africa project and the regional programme on African Liberation Heritage, the AU Consolidated Action plan on Science and Technology. • Regular monitoring of 35 C/5 Priority Africa activities in SISTER and an evaluation of 36 C/5 to ensure Priority Africa was reflected appropriately. • A strategy on Priority Africa is being prepared in consultation with the sectors and field offices.
Involvement of African integration bodies in supportive action initiated by UNESCO expanded and consolidated	<ul style="list-style-type: none"> • The Africa Department provided support for the implementation of some activities aiming at promoting the regional integration, within the frameworks of regional action plans. Such projects include the Pedagogical use of the General History of Africa project and the regional programme on African Liberation Heritage, the AU Consolidated Action plan on Science and Technology. • Regular monitoring of 35 C/5 Priority Africa activities in SISTER and an evaluation of 36 C/5 to ensure Priority Africa was reflected appropriately. • A strategy on Priority Africa is being prepared in consultation with the sectors and field offices.

Challenges and lessons learned

Challenges and lessons learned:

- Strengthening of intersectorality as an approach to development and to the implementation of the Organization's initiatives for Africa or planning and implementation of intersectoral activities consistent with the results of Global Priority Africa.

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Part II.B. Chapter 3. Strategic planning and programme monitoring

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 175 838	Expenditures: \$1 527 946	Allocation: \$344 253	Expenditures: \$306 851

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Programming, monitoring 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>	<ul style="list-style-type: none"> • The draft C/5 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 has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board. • 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 Conference. • 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 the 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and thirteen RBM workshops attended by 166 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, more than 95 work plans were revised. 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. • Regarding SISTER, 4 SISTER trainings organized for 56 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the trainings; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.

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	<ul style="list-style-type: none"> • The information entered in SISTER has served as the basis for the 185 EX/4 and 186 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 DG. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise. National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member States 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 trainings and demonstrations. 5 members of three Permanent Delegations participated in a RBM introductory course. 14 members of ministries of two countries also participated in an RBM work shop. 18 members of 11 Permanent Delegations participated in a SISTER Demonstration session. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which 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.
<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>	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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 UN 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. • 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. • Capacity Development and Training in Gender Mainstreaming was provided to the staff of the UNESCO Office in Hanoi, including the National Commission of Vietnam for UNESCO and UN-agencies present in Vietnam, the UNESCO Offices in Brazil, India and Nepal, the Iraq Office based in Amman and the UN colleagues present in Jordan, 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.
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	<ul style="list-style-type: none"> • Collaboration with the concerned UN entities and International Governmental Organizations to strengthen UNESCO's gender mainstreaming efforts and reaching the internationally agreed goals was further strengthened. UNESCO signed the UN 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 Center. • The work to ensure UNESCO's contribution to, and participation in, the UN Adolescent Girls Task Force continued. As a result, UNESCO's operations in Malawi, Liberia and Guatemala received funding from the UN 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 roundtable breakfast meeting on Women's and Girls' Education: A Development Imperative co-hosted by UNESCO and UNICEF during the Annual Ministerial Review of the UN Economic and Social Council (ECOSOC) in June 2010. • 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 regards 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. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • 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 GE specialists in UNESCO's Task Forces and Thematic Working Groups, UNESCO's Future Forum conferences, the WSIS
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	<p>Forum 2010, and other UNESCO initiatives.</p> <ul style="list-style-type: none"> • 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 information sharing. • 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 36 C/5.
<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>	<ul style="list-style-type: none"> • Promoting UNESCO's intellectual watch and clearing house functions, activities of the Intersectoral Platform on Anticipation and Foresight have helped the Organization sharpen its strategic orientation and identify possible approaches to the emerging issues in its fields of competence. • As part of UNESCO's contribution to the international efforts to bring emergency assistance and longer term relief to Haiti in the aftermath of the devastating earthquake of 12 January, a forum on "Rebuilding the Social, Cultural and Intellectual Fabric of Haiti" was organized on 24 March 2010 in Paris. The results and recommendations from this Forum (document EX 184/INF.16) were reflected in UNESCO's contribution to the international donors' conference on Haiti at the UN Headquarters on 31 March 2010. • As part of the strategic partnership with the UN Alliance of Civilizations (AoC), UNESCO organized a plenary session with eminent speakers and experts on Intercultural Education on the occasion of AoC's Third Annual Forum, which took place in Rio, Brazil, from 27 to 29 May 2010. This was also the opportunity to launch the World Report Investing in Cultural Diversity and Intercultural Dialogue regionally in a Round Table on Cultural Literacy. Both events ensured excellent visibility for the Organization. A Memorandum of Understanding was signed by UNESCO and AoC on 29 May 2010. • Addressing the priority needs of a group of countries faced with specific challenges, a UNESCO Future Forum on Small Islands Developing States - Challenges for International Development Cooperation in the 2010s was held on 8 July 2010 in Trinidad and Tobago on the occasion of the Director-General's 36/5 GRULAC regional consultation. This Forum was organised to analyze the major trends affecting SIDS, discuss common approaches and envision new strategic opportunities for UNESCO. This Forum was one of UNESCO's contributions to the 5-year high-level review of the Mauritius Strategy for the Implementation of the

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	<p>Barbados Plan of Action for the Sustainable Development of Small Island States that was held in New York in September 2010.</p> <ul style="list-style-type: none"> • The IP on Anticipation and Foresight and the Hellenic National Commission for UNESCO co-organized a UNESCO Future Forum on the Gender Equality: The Missing Link? Rethinking the Internationally Agreed Development Goals beyond 2015 from 9 to 11 September 2010 in Athens, Greece. This high-level meeting took place a few days before the UNGA High-level Meeting to review the progress towards the Millennium Development Goals (MDGs). The proceedings of the Forum were disseminated in the form of a brochure during the meeting in New York, further contributing to the demonstration that the achievement of the MDGs hinges on gender equality and the empowerment of women. • In 2010, the IP on Anticipation and Foresight launched a new format, the UNESCO Future Seminar series. The first session took place on 14 September 2010 on Innovative Financing for Education. It gathered a high-level group of experts from UN agencies, regional organizations, developing country government representatives, aid donors, International Financial Institutions (IFIs), the private sector, NGOs and academia to draw lessons from experiences from other sectors, identify options for innovative financing mechanisms and modalities in education and recommend practical strategies for UNESCO. The Director-General reported on the Seminar and some of its conclusions at the event organized by the Governments of France and Japan on innovative financing, held on the margins of the UN MDGs Summit in New York. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The increased involvement of Sectors in the foresight programme allows better connection with, and informs, programme priorities across the Major Programmes and visibility of UNESCO. • The foresight programme also contributes to much greater cross-sectoral reflection on global issues.
<p>Complementary additional programme of extrabudgetary activities assessed as to its programmatic coherence with the regular programme and budget</p>	<ul style="list-style-type: none"> • The Complementary Additional Programme (CAP) was designed as part of the preparation of the draft 36 C/5, and is fully coherent with the programme priorities and results set out in the draft Programme & Budget for 2012-2013. In particular: 1) a facility was introduced to ensure all extrabudgetary projects are linked to a CAP outline, designed to capture the breadth of UNESCO's action in response to emerging needs and opportunities, 2) much stronger adherence was developed throughout the Organization to the discipline of upfront programming of extrabudgetary projects (the in-built functions, processes and controls of SISTER play

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	<p>an important role in this regard) and 3) the CAP was given a stronger thematic focus through the introduction of thematic outlines underpinning fully fledged thematic programmes.</p> <ul style="list-style-type: none"> • Preparations were also made to create two distinct, but closely related platforms for Extrabudgetary Projects in SISTER. For the first time SISTER will encompass Regular programme and Extrabudgetary Projects in a single unified results matrix. <p>Challenges/lessons learned:</p> <ul style="list-style-type: none"> • To ensure that the Secretariat is positioned to make a more pro-active communication and outreach effort to bring the extrabudgetary programmes in the CAP out to UNESCO's donors and partners.
<p>Statutory reports on programme execution prepared</p>	<ul style="list-style-type: none"> • The draft C/5 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 has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board. • 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 Conference. • 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 the 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and thirteen RBM workshops attended by 166 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, more than 95 work plans were revised. 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. • Regarding SISTER, 4 SISTER trainings organized for 56 participants and 5 demonstrations were provided,

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	<p>including specific sessions for the EO and AOs. Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the trainings; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review.</p> <ul style="list-style-type: none"> • The information entered in SISTER has served as the basis for the 185 EX/4 and 186 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 DG. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise. National Commissions have been provided with the same authorizations as Permanent Delegations, allowing all Member States 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 trainings and demonstrations. 5 members of three Permanent Delegations participated in a RBM introductory course. 14 members of ministries of two countries also participated in an RBM work shop. 18 members of 11 Permanent Delegations participated in a SISTER Demonstration session. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which 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.
<p>Draft Programme and Budget for 2012-2013 (36 C/5) prepared on the basis of the principles of transparency, efficiency and</p>	<ul style="list-style-type: none"> • The draft C/5 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,

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<p>rationalization</p>	<p>NGOs/IGOs and Associate Members. BSP has coordinated the house-wide preparation of the Draft 36 C/5, in line with the recommendations of the Executive Board.</p> <ul style="list-style-type: none"> • 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 Conference. • 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 the 34 C/4 and 35 C/5, targeting the entirety of the UNESCO family. In addition to introductory courses and thirteen RBM workshops attended by 166 participants, assistance was provided to staff with the formulation of work plans and other programme-related documents, more than 95 work plans were revised. 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. • Regarding SISTER, 4 SISTER trainings organized for 56 participants and 5 demonstrations were provided, including specific sessions for the EO and AOs. Email exchanges in follow-up to the trainings confirm the high number of staff putting into practice the skills acquired during the trainings; SISTER reports have served as a basis for informed decision-making by responsible officers and top management, including for the reprogramming review. • The information entered in SISTER has served as the basis for the 185 EX/4 and 186 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 DG. Furthermore, the information entered in SISTER is serving for internal management such as the November 2010 reprogramming exercise. National Commissions
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	<p>have been provided with the same authorizations as Permanent Delegations, allowing all Member States counterparts to have access to SISTER for knowledge sharing and for informed decision-making.</p> <ul style="list-style-type: none"> • Some Permanent Delegations responded to the invitation to attend RBM and SISTER trainings and demonstrations. 5 members of three Permanent Delegations participated in a RBM introductory course. 14 members of ministries of two countries also participated in an RBM work shop. 18 members of 11 Permanent Delegations participated in a SISTER Demonstration session. <p>Challenges and lessons learned:</p> <ul style="list-style-type: none"> • The transition from output-reporting to a more analytical impact-oriented EX/4 represents a culture change in the Organization, which 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.
<p>Strategic guidance and 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>	<ul style="list-style-type: none"> • UNESCO has pursued the search for new and flexible approaches to the management of intersectoral platforms and 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 UN 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 - 6 - of thematic and coordination intersectoral platforms have been proposed for implementation during the next biennium (36 C/5) and endorsed by Decision 185 EX/17. <p>Challenges and Lessons Learned:</p>

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	<ul style="list-style-type: none"> • 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. • 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>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>	<ul style="list-style-type: none"> • 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 UN 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 UN system. Among the inter-agency deliverables UNESCO contributed to are the UNDG Strategic Priorities which give direction, focus and coherence to UNDG action. The UNDG priorities are part of a commitment to maximize the UN collective impact at the country level to accelerate achievement of internationally agreed development goals (IADGs), including the MDGs. To this end, they define a set of key UNDG system changes. These include increased agency incentives for contributions to UNCT work, deepened senior leadership engagement with regional UNDG teams and UNCTs, as well as measures to improve system capacity to deploy knowledge and know-how for country-level work. • Other important deliverables of the UNDG this year included its work plan - achieving a better division of labor within the CEB pillars and creating synergies among them, as well as the preparation of the UNDG Results-Based Management (RBM) handbook, which helps to harmonize the use of result frameworks at country level across the UN system. Furthermore, UNESCO has contributed to the review process on the implementation of the Management and Accountability System for the UN Development and Resident Coordinator system. • 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.

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	<ul style="list-style-type: none"> • As in previous biennia, BSP decentralized timely reinforcement funds for Field Offices engaged in common country programming exercises. Since the beginning of 2010, 24 Field Offices (including Regional, Cluster, and National Offices) have benefitted from the pooled portion of the 35 C/5 2% modality administered by BSP, with an emphasis on Field Offices responsible for 2010 and 2011 UNDAF roll-out countries. <p>Challenges and Lessons learned:</p> <ul style="list-style-type: none"> • 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. • As the pilots, and many UNDAF roll-out countries, have gone from the programming stage to the implementation phase, particular attention will need to be paid in future to delivery and results attainment.
<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>	<ul style="list-style-type: none"> • Pursuant to UN 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 UN General Assembly at its sixty-fifth session (cf. http://www.un.org/Docs/journal/asp/ws.asp?m=A/65/299). • 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. • 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

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	<p>on-line (http://unesdoc.unesco.org/images/0018/001896/189679E.pdf)</p> <ul style="list-style-type: none"> • 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.phpURL_ID=48059&URL_DO=DO_TOPIC&URL_SECTION=201.html for further information). <p>Challenges/Lessons learned:</p> <ul style="list-style-type: none"> • Greater efforts are needed to 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. • Youth represents a priority target group for culture of peace activities and they should be mobilized better. At the same 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>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>	<ul style="list-style-type: none"> • 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.phpURL_ID=48377&URL_DO=DO_TOPIC&URL_SECTION=201.html). • 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>Challenges/lessons learned:</p>

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	<ul style="list-style-type: none"> An evidence-based appraisal of the implementation of the Brussels Programme of Action for the LDCs for the decade 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.
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VI.3. Intersectoral Platform (DDG lead)

VI.3.1. Support to countries in post-conflict and post-disaster situations

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
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,</p>

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	<p>and in specific PCPD situations in Africa, the Platform provides 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.</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>

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Part I. General Policy and Direction

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$23 844 291	Expenditures: \$13 686 558	Allocation: \$2 068 384	Expenditures: \$1 128 209

Part I.B. Directorate

Part I.B. Chapter 6. International Standards and Legal Affairs

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$135 700	Expenditures: \$61 811	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 et 185e sessions du Conseil 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 et 185e sessions du Conseil. • Secrétariat du Comité CR assuré par l'Office lors des 184e et 185e sessions du Conseil.
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 avec des partenaires privés dans le cadre d'opérations de patronage ou de financements extrabudgétaires. • 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 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.

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	<ul style="list-style-type: none"> • 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.
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	<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.
Informed legal advice provided on the establishment and operation of the intergovernmental bodies in charge of the implementation of conventions and newly established bodies	<ul style="list-style-type: none"> • Assistance juridique permanente : <ul style="list-style-type: none"> - à la 9e session extraordinaire du Comité du patrimoine mondial et à la 34e session ordinaire du Comité. - à la 3e session de l'Assemblée générale des Etats parties à la Convention pour la sauvegarde du patrimoine immatériel et à la 5e session du Comité intergouvernemental de sauvegarde du patrimoine culturel immatériel. - à la 3e session ordinaire du Comité intergouvernemental pour la protection et la promotion de la diversité des expressions culturelles. - à la 1e réunion du Conseil consultatif scientifique et technique de la Convention sur la protection du patrimoine culturel subaquatique. - à la 16e session 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.
Monitoring of the Organization's standard-setting instruments coordinated	<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 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 recommandations pour lesquelles aucun mécanisme institutionnel spécifique de suivi n'est prévu et rapport à la 184e et 185e sessions du Conseil exécutif à ce sujet.

Challenges and lessons learned

- LA doit continuer à offrir des prestations de qualité, tout en faisant face à une demande de services accrue.

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Part III. Support for Programme Execution and Administration

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$79 625 981	Expenditures: \$57 438 555	Allocation: \$8 199 984	Expenditures: \$4 147 165

Part III.B. Field management and coordination

IX.2.1. BFC HQs Activities

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$388 200	Expenditures: \$183 171	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 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.
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).
Websites of all field offices prepared in conjunction with the Bureau of Public Information	<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

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(BPI)	cooperation with DIT, new IT solutions have been established in several field offices to ensure better online communication between Headquarters and the field.
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IX.2.2. Adapting to UN country-level reform processes

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$800 000	Expenditures: \$282 238	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	<ul style="list-style-type: none"> 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.

IX.2.3. Post Conflict and Post Disaster (PCPD) situations

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$500 000	Expenditures: \$234 919	Allocation: \$4 160 160	Expenditures: \$1 856 433

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	<ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> • The PCPD Intersectoral Platform was convened on 10 occasions last year to address specific post-crisis countries and other strategic, administrative and logistical issues. The Platform provides an essential "one stop" interface between field offices and the relevant programme sectors and central services, in order to rapidly exchange information and provide timely and relevant guidance to field offices in PCPD settings. The PCPD Platform also undertook an intersectoral mapping and strategic assessment of UNESCO's programming in the fields of PCPD psycho-social support, as well as on Disaster Risk Reduction Education in PCPD situations. • In 2010, UNESCO participated in 16 of the 26 OCHA humanitarian appeals launched by the United Nations, with some 39 UNESCO projects prioritized by OCHA in 13 countries, notably for the Haiti earthquake and Pakistan floods responses. UNESCO also began implementation 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). Expected allocation to UNESCO is \$8.3 million. • In terms of inter-agency coordination of PCPD activities, BFC continued serving as coordinating focal point for UNESCO's participation in the Executive Committee for Humanitarian Affairs (ECHA) and the United Nations Development Group (UNDG) joint Post-Conflict/Disaster Needs Assessments (PCNA/PDNA).
<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>	<ul style="list-style-type: none"> • Through the support of BFM, a concise handbook on financial management in PCPD situations was published and distributed to all field offices. A PCPD web portal and online donation tool was launched and upgraded throughout 2010, and an Intranet "PCPD Workspace" Sharepoint site was developed to catalogue best practices and provide crisis-specific guidance and templates (currently over 800 documents and 300 individual pages, with 257 registered UNESCO members). PCPD Preparedness Workbooks were completed for staff training purposes, tailored to the field offices in the Asia-Pacific, LAC, Africa and Arab States regions.

IX.2.4. Field management and coordination (Field Offices' operating costs)

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$19 441 722	Expenditures: \$15 422 454	Allocation: \$638 809	Expenditures: \$533 671

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
<p>Operating budgets of field offices monitored and their management and administration improved</p>	<ul style="list-style-type: none"> • Due to the internal reforms, some of the BFC responsibilities have now been assigned to the newly established Bureau of Financial Management (BFM). Such responsibilities include the monitoring of the field office operating costs. In this respect, BFC ensured that overall budget envelopes for operating costs are respected and appropriate adjustments and redeployment of funds is made to cater

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	for unforeseen expenditure. BFC continue to work closely with BFM to ensure maximum coordination with the field offices.
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IX.2.5. Security

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
Acceptable level of security and safety of UNESCO personnel and premises ensured, commensurate with security conditions and risk assessments	<ul style="list-style-type: none"> • 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. • 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.
Abilities of UNESCO personnel enhanced and made sustainable regarding field security and safety matters	<ul style="list-style-type: none"> • 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.

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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: \$421 773	Allocation: \$759 733	Expenditures: \$620 934

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	<ul style="list-style-type: none"> • The Bureau of Human Resources Management (HRM) carried out an assessment of the medium and long-term staffing strategy (2005-2010). This assessment served in the development of the new HR management strategy for 2011-2016, preparations of which began in summer 2010 with a series of consultations with the various stakeholders. The new strategy takes into account the recommendations of the Independent External Evaluation of UNESCO as well as the evaluations and audits carried out on HR policies and processes during the biennium. The strategy has been finalized and will be reviewed at the 186th Executive Board. • In addition and for the first time, a global staff survey was developed and sent to all employees in November 2010 for their input and contributions. 1200 responses were received.
Integration of the human resources policy framework into the common United Nations framework enhanced	<ul style="list-style-type: none"> • 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 the period under consideration; <ul style="list-style-type: none"> - a new disability policy was developed; - guidelines on secondments/loans funded by Governments / Institutes were issued; - a new and improved classification policy was developed end 2010; - consultations are underway for a new temporary assistance contractual framework. - In addition, 15 information sessions were provided to staff and managers in 2010 on the use of the new HR Manual, which was put on-line December 2009. Field Offices received CD-ROM's and user guides.
Ensure effective HR support to UNESCO's operations	<ul style="list-style-type: none"> • With regard to the Medical Benefit Funds (MBF), a comprehensive review was undertaken in 2010 by a consulting firm on the Medical Benefits Fund's long-term financial sustainability. A number of critical issues were identified that need to be

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	addressed in order to ensure the long-term financial equilibrium of the Fund & to improve the efficiency of the Plan. Due to the complexity of the issue, a Working Group of the MBF Board was established and met several times to analyze the findings and recommendations to the MBF governance (MBF Board of Management, General Assembly, Director-General). A Plan has been developed and is being submitted to the 186th session for approval, as applicable.
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IX.3.2. Human Resource Management Operations

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$2 685 300	Expenditures: \$2 419 570	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	<ul style="list-style-type: none"> • A plan (2010-2015) to improve the geographical distribution of staff in the Secretariat was developed and implemented in 2010. The plan sets out measures aimed at increasing the number of normally-represented countries, at reducing under- and non-represented countries and improving geographical balance at the Director level. Within this framework, the YPP Intake for 2011 was launched in November 2010. • The Gender Action Plan 2008/2015 continues to be implemented and recruitment targets monitored. Since January 2010, some progress has been made with 27% of women represented at senior management level, largely due to the recruitments in 2010 of 9 new ADGs (of which 5 are women). Within the context of the Action Plan, 2010 saw the implementation of the new Leadership & Management Skills Programme developed and targeted at middle-level woman staff. Over 66% of P4 level women staff have participated in this training.
Geographical mobility of International professional staff between Headquarters and field duty stations enhanced	<ul style="list-style-type: none"> • Following the issuance of the new Geographical Mobility Policy in November 2009: <ul style="list-style-type: none"> - a geographical mobility website was created in December; - a mandatory questionnaire was issued in May 2010 for all international professional staff (of which 82% responded) to identify mobility (assignment) interests and personal circumstances; - HRM also met with the Sectors/Bureaux to develop biennial HR gender targets and mobility plans. • During the period under consideration, focus was given to 2 priority commitments, as detailed in the EXB approved policy:

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	<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). From a total of 15 Professional and Director level staff concerned, 8 have been reassigned. 4 are in process of reassignment, leaving 3 Directors to be reassigned in the near future.</p> <p>(2) moving Field Administrative Officers who have more than 5 years service in the same duty station. All concerned were reassigned.</p>
Second phase of the human resources management information system (System To Enhance Personnel Services - STEPS) initiated	<ul style="list-style-type: none"> • 2010 focused on the review and testing of Phase I; Phase II will be handled by the new CIO, subject to availability of funding.
Ensure effective HR support to UNESCO's operations	<ul style="list-style-type: none"> • With regard to the Medical Benefit Funds (MBF), a comprehensive review was undertaken in 2010 by a consulting firm on the Medical Benefits Fund's long-term financial sustainability. A number of critical issues were identified that need to be addressed in order to ensure the long-term financial equilibrium of the Fund & to improve the efficiency of the Plan. Due to the complexity of the issue, a Working Group of the MBF Board was established and met several times to analyze the findings and recommendations to the MBF governance (MBF Board of Management, General Assembly, Director-General). A Plan has been developed and is being submitted to the 186th session for approval, as applicable.

IX.3.4. Staff Training and Career Development

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$4 760 002	Expenditures: \$2 859 621	Allocation: \$0	Expenditures: \$0

35 C/5 Expected Results	Achievement(s) including Challenges/Lessons learnt
Learning and development programme implemented	<ul style="list-style-type: none"> • As part of the corporate training plan for 2010-2011 and in collaboration with the Learning & Development Commission, the following training activities have been carried out with the aim of enhancing: <ul style="list-style-type: none"> - organizational effectiveness, in particular the positioning of UNESCO within the UN; (UNRC Assessment Centre, CCA/UNDAF & generic training on UN Reform, Institutional & induction training courses); - professional & managerial competencies (language & office software training, human rights, gender mainstreaming, series of modules in soft

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	<p>skills i.e. planning, organizing and time management, interpersonal communications etc.);</p> <ul style="list-style-type: none"> - Management and Accountability Culture (results-based management, IPSAS, a new Leadership & Management Development Programme for UNESCO managers was developed in 2010 and the 1st course took place in February 2011 with 19 participants); also 2 SMT retreats took place during the period covered; - Career Support Programme (2 management assessment centre for development took place in 2010 for 20 participants and 3 workshops on Management Development for women were held counting 48 participants (P4 and P3 women).
Ethics training implemented	<ul style="list-style-type: none"> • The Ethics Office has made significant progress in terms of the training on ethics, having trained 609 UNESCO employees both at Headquarters and in 11 field offices during the reporting period. Further information on progress is presented in detail in document 186 EX/INF.17 "Ethics Office: Annual report 2009-2010".

IX.3.5. Programmes spéciaux, Tests et Briefings, MBP et Team Award

Regular budget: Activities ¹		Extrabudgetary resources ¹	
Allocation: \$1 350 000	Expenditures: \$577 915	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	<ul style="list-style-type: none"> • A plan (2010-2015) to improve the geographical distribution of staff in the Secretariat was developed and implemented in 2010. The plan sets out measures aimed at increasing the number of normally-represented countries, at reducing under- and non-represented countries and improving geographical balance at the Director level. Within this framework, the YPP Intake for 2011 was launched in November 2010. • The Gender Action Plan 2008/2015 continues to be implemented and recruitment targets monitored. Since January 2010, some progress has been made with 27% of women represented at senior management level, largely due to the recruitments in 2010 of 9 new ADGs (of which 5 are women). Within the context of the Action Plan, 2010 saw the implementation of the new Leadership & Management Skills Programme developed and targeted at middle-level woman staff. Over 66% of P4 level women staff have participated in this training.