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195 EX/4 Part I SISTER Online Report: 37 C/5 - Monitoring of Programme Implementation for Regular Programme, Extrabudgetary and Category 1 Institutes and Centres Resources as at 30/06/2014

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Overall C/5 Results Tables for the 5 Major Programmes and UIS

Part II.A. Major Programme I - Education

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework		The Sector has been providing technical backstopping for the EFA reviews, technical assistance in policy and planning, and training, including countries in PCPD situations. Support for the national EFA reviews has been appreciated by the Member States. Implementation in this area, in particular in PCPD countries, is highly dependent on the countries' political situations. The challenge is ensuring internal coordination between extra-budgetary programmes so that they create synergies and focus.
ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes		UNESCO provided direct support to 15 countries. The focus is on supporting policy development and ensuring that literacy is integrated into sector-wide and gender-sensitive strategy as well as on developing capacities of teaching staff, curricula and relevant learning material. The challenge is to move from design to implementation which requires resources mobilization and technical capacities of concerned structures as well as effective advocacy to scale-up efforts and support beyond 2015.
ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET		The TVET strategy is implemented through policy advice, capacity development, setting international standards and contributing to the global debate. 5 countries are benefitting from upstream policy advice and capacities of 10 countries are being developed. The challenge is implementing policy recommendations, which requires resources. Progress has been made in reorienting the UNEVOC Network while efforts will continue to enhance its capacity development work and mobilizing

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		its large expertise.
ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability		The implementation of the higher education programme has progressed according to plan. The normative work has concentrated around the preparations of the International Conference of States (Dec. 2014) to adopt the revised text of the African regional convention. A key challenge will be to ensure the implementation of this text. The pre-conference meeting will thus focus on implementation issues. Work on a global convention of Higher Education and quality assurance is also on track.
ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality		UNESCO has contributed to national efforts to improve teacher quality in over 60 countries with targeted interventions to strengthen the institutional capacity of teacher training institutions in sub-Saharan Africa. Increased support is provided to ECCE teacher policy development. The key strategy has been to align RP and extra-budgetary projects under the UNESCO Teacher Strategy. Efforts are needed to improve coordination and monitoring of teacher-related activities at all levels.
ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning		UNESCO has contributed to strengthening the resource base and expanding the outreach of knowledge and information on inclusive approaches to learning and defining learning outcomes. UNESCO has also been engaged in questions of how to measure learning as part of the post-2015 development agenda. The wide range of issues covered has been challenging. A clear and centralized strategy for curriculum and assessment-related work could allow increased coherence and consistency of the activities.
ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development		Significant progress has been made in the areas of ICT in education policy, mobile learning and OER. In the policy domain, UNESCO held the first-ever ICT in ED Ministerial Forum in Eastern Europe. Regarding mobile learning, the publication “Reading in the Mobile Era” received international media attention and continues to

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		raise awareness about how mobile technologies can be leveraged to further literacy. Updating of the ICT-CFT has been put on hold until additional funds are mobilized.
ER 8: Member States integrate peace and human rights education components in education policies and practices		The work towards expected result 8 is fully on track. Strong focus has been given to GCE and important progress has been achieved on clarifying its conceptual underpinnings and developing learning contents. Work needs to continue as regards identifying ways to better measure GCE. Many countries have supported the inclusion of GCE in the education targets proposed for the post-2015 education agenda, but UNESCO needs to continue to advocate for this and inform the debate
ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda		Activities implemented continue to enhance UNESCO's ESD global coordination and advocacy role and ESD is currently included in the post-2015 agenda. Preparations are ongoing for the World Conference on ESD and the launch of the Global Action Programme on ESD. Member States' capacity to integrate ESD into education and learning is being strengthened, yet more effort is needed to broaden communication and mainstream ESD concepts with examples of good practices to reinforce commitment to the GAP.
ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality		UNESCO has contributed to strengthening health education in over 70 countries, with a specific focus on HIV and comprehensive sexuality education. Targeted interventions have focused on young people from key populations and people living with HIV, and on enhancing the education sector capacity to end gender-based violence in schools. A key future challenge will be ensuring that advances made on HIV and health education are consolidated, sustainable and in-line with the post-2015 agenda.
ER 11: The future education agenda and global education policies shaped,		The ED Sector, including its Category 1 Institutes are conducting research and

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drawing on UNESCO's and other relevant research and foresight studies		providing foresight to the education community at large on a wide range of topics. A key element of this work, has been the work related to rethinking education in a changing world through the Senior Experts Group. A challenge is to map out all the work being conducted and ensuring that the knowledge generated is widely disseminated, for this greater synergies between the different entities will be fostered.
ER 12: The implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated		Capacity development of Member States and awareness raising on education-related normative instruments and right to education is progressing well. The challenge is maintaining internal collaboration to ensure that the in-house expertise on right to education is used efficiently. The EFA GMR continues to be an authoritative reference, particularly in setting the post-2015 education agenda. It has received strong support from Member States to continue monitoring progress in education beyond 2015.
ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted		UNESCO has been strongly engaged in shaping the post-2015 education agenda. It has widely advocated for the Muscat Agreement at various fora, including at the UN. The education goal and targets of the OWG are closely aligned with those proposed in the Muscat Agreement. The engagement and support of all Member States is required for the outcome of the WEF 2015 and the education goal and targets to be adopted at the high-level UN Summit in September 2015 are fully aligned.

Part II.A. Major Programme II - Natural sciences

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples		ER1 is on track. This ER covers a wide variety of issues on science policy, the science-policy-society interface, UNESCO's action in SIDS and the integration of indigenous knowledge into developing approaches to sustainable development. Challenges include the resource constraints in view of the ambitions of this ER.
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs		ER 2 is on track.
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied		Implementation of most specific activities in the regions is on track. However, the low budget expenditure indicates in part how reliant ER 3 is on partners for implementation, and flags the need for greater human resources in house, perhaps from secondments.
ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean		The work towards achieving this ER4 are progressing as per workplan. IPPI workplan endorsed, technical workshops on environmental indicators & the new group IGMETS very successful. High participation of MS (63) in 2nd International Ocean Research Conference, high level of interest of the ocean science community in joining the IODE network.
ER 5: Risks and impacts of ocean-related hazard reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States		ER delivery on track as per workplans. Among highlights: a tsunami warning exercise was carried out in Caribbean (26 March 2014) -220 000 people signed up (175,000 more than in 2013). Portugal & Italy will be ready to act as candidate Tsunami Watch providers for the region in 2014. NEAMWAVE 14 exercise planned for October 2014. New tsunami warning products are developed in the Pacific. Initiation of the Global HAB Status Report with Flanders funding.
ER 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources		In June a first draft was released of the IOC Strategic Plan for Capacity Development. This plan will be further developed for submission to the 2015

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		Assembly. Member States were invited to participate in the intersessional working group on this subject through circular letter no. 2531.
ER 7: Global cooperation in the ecological and geological sciences expanded		Considerable progress has been made on IGCP projects, the African Earth Science Education Initiative and towards a formalization of UNESCO's cooperation with the Global Geoparks Network. UNESCO's participation in IPBES has been active in all areas for which it has a support role.
ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced		This expected result is on track, with most activities to demonstrate results by the end of 2014.
ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened		ER 9 in on track with progress made in the expansion of the WNBR, the development of a new strategy for the MAB programme and the implementation of a variety of projects to strengthen the knowledge base for sustainable development.
ER 10: Responses to local, regional and global water security challenges strengthened		All critical activities to implement IHP-VIII are on track, but 10% are partially on track, mainly in Field Offices. Due to lack of sufficient staff resources, expected results may need to be further adjusted downwards.
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation		The Expected Result ER 11 is on track and the basis for water security has been consolidated by strengthening international cooperation in mobilizing knowledge, innovation, assessments, and human and institutional capacity building through the UNESCO Water family. Some of the expected results including the benefits from a stronger strategy for mobilizing the network of category 2 centres in water for the benefit of Member States will not be reaped until later in the quadrennium.

Part II.A. Major Programme III - Social and human sciences

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation		The actions contributed to the C/5 and its MLA1/ER 1 by supporting research programmes at the national level, assisting the establishment of the conceptual basis to foster a culture of peace and dialogue for sustainable inclusive societies and enhance local and global citizenship conducive to rapprochement of cultures and peoples, and upgrading mechanisms for consultation and dialogue between researchers, policymakers and other stakeholders through the MOST Programme
ER 2: Initiatives based on Human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue		Actions addressing the challenges regarding the post-2015 agenda, mainstreaming human rights in the programmes and advancing the work towards a framework for human rights-infused intercultural competences are underway. Partnership with the Arab Institute for Human Rights helped advancing implementation in the region. Preparatory work on poverty eradication, inequality and justice issues has also been initiated for delivery in 2015.
ER 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations		Activities are underway to support Member States in developing innovative and inclusive policies that promote and facilitate the concept of “living together” and the rapprochement of cultures, communities and individuals with a view to promoting intercultural dialogue and fostering exchanges between people of multiple cultures
ER 4: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development		The actions contributed to the C/5 and its ER 4 (Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics) by building professional capacities of 18 ethics teachers from 10 different Member States, and 115 members of NBCs. Global bioethical reflection was also addressed.
ER 5: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes		The action contributed to ER 5 by providing a global framework of action for youth policy development, by involving, as much as possible, young people as key actors and providing, as appropriate, capacity building in local contexts. A great deal of

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		achievements is due to fostered partnerships with governmental and non-governmental partners.
ER 6: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping		Good progress was made in the first six months of programme implementation.

Part II.A. Major Programme IV - Culture

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention		Progress towards the result is on track for statutory meetings, capacity building and awareness raising activities. The main challenge is the growing number of sites on the World Heritage List with its corresponding increase in workload and expectations, without a commensurate increase in predictable and reliable resources (RP and World Heritage Fund). This is an issue for all Conventions and for which a long term solution becomes urgent.
ER 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums		Progress towards the expected results is on track. The cash flow shortfall means that the Regular Budget is primarily used for the organization of Statutory Meetings, with relatively little for capacity-building and awareness-raising activities, especially in regions that have a low ratification rate and/or capacity constraints. The need to resolve the mismatch between expectations, workload and resources was addressed by the recent evaluations and audit of working methods of the Conventions.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 3: Global strategic and forward looking directions developed and applied thought the effective implementation of the 1954 Convention (and its two protocols) and multiplier effect achieved		At the time of reporting on the first semester, progress towards the targets and benchmarks for the biennium and quadrennium is satisfactory. The preparation and follow up of the fixed statutory meetings necessarily require extensive investment of resources but have been balanced by awareness raising and capacity building activities commensurate with the RP and extrabudgetary resources available.
ER 4: Global strategic and forward looking directions developed and applied thought the effective implementation of the 2001 Convention and multiplier effect achieved		Progress towards the targets and benchmarks for the quadrennium are broadly on track, especially in terms of fixed statutory meetings, efforts to increase ratifications of the instrument through awareness raising, regional meetings and scientific conferences within the resources currently available. Challenges persist in terms of resources available for capacity building activities, especially in Africa.
ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue		D'importants efforts ont du être investis par le Secrétariat pour mobiliser les soutiens financiers indispensable à la mise en oeuvre des programmes concernés. Des résultats encouragents ont été obtenus à cet égard, et de nouveaux partenariats ont pu être été initiés, permettant ainsi la mise en oeuvre de plusieurs activités. Néanmoins, la mise à dispotion de financements stables demeure nécessaire pour mener à bien ces programmes.
ER 6: National capacities strengthened and utilised to safeguard intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention		With 70% of the workplans on track in the first semester of the quadrennium, progress towards the targets and benchmarks for the biennium and quadrennium may be judged satisfactory, taking into account that the fixed statutory meetings necessarily take precedence over some of the longer-term efforts, such as the strengthening of the capacity-building programme's curriculum and evaluation mechanism, where there is progress, but somewhat less rapidly than originally expected.
ER 7: National capacities strengthened and utilised for the development of		Progress towards the expected result is on track. As the IOS audit of working

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
policies and measures to promote the diversity of cultural expressions through the effective implementation of the 2005 Convention		methods of the culture conventions pointed out the greatest challenge to the effective implementation remains the steady increase in workload and expectations without a corresponding increase in resources.

Part II.A. Major Programme V - Communication and information

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: The environment for freedom of expression, journalistic safety and self-regulation is strengthened for both on-line and off-line media, especially in PCPD, and support to national media institutions including through the IPDC. Gender approach will be the baseline of this expected result. A special attention will also be dedicated to youth, notably through extra-budgetary programmes.		ER1 of MLA 1 is fully on track for the first six months of the biennium having successfully implemented planned activities within this period with other activities continuing as foreseen.
ER 2: Pluralistic media institutions are facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies		ER 2 of MLA 1 is fully track in the first six months of the biennium and have in certain instances surpassed the identified benchmarks.
ER 3: The Open Solutions for Knowledge Societies programme (Open Educational Resources, Open Access, Free and Open Source Software, Open Training Platform, Open Data, Open Cloud) and ICT accessibility including disabilities and multilingualism promoted in Member States		Overall ER 3: The Open Solutions for Knowledge Societies programme is on track for the first six months of the biennium.

ER 4: Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the WSIS outcomes, including through the Information for All Programme (IFAP)		ER 4 of MLA 2 is on track for the first six months of the biennium.

Part II.A. UNESCO Institute for Statistics

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: More relevant and timely education statistics and indicators produced		The work accomplished in the first 6 months of 2014 shows that the activities are on track and should lead to achieving the established targets.
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined		The work is progressing according to plans and the targets are expected to be met within the established timeframe.
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data		With one target (training workshops) already reached, it is expected that the team will focus on the second target (national data plans and quality assessments) and progress will be made towards it as well in the next 6 months.
ER 4: Use and analysis of education statistics promoted		The implementation of the work programme is on track, and the established targets are expected to
ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes		In the next 6 months a revision of strategy will be needed to attain the stated target which is currently partially on track (performance indicator 1).
ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States		Activities undertaken to achieve the Expected results are progressing well delivering the outputs intended for the first 6 months of the biennium. It is expected that the implementation of the work plans will continue to be on schedule and present no challenges for the next 6 months.
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States		There has been progress made towards achieving the declared targets so it is expected that the result will be achieved as planned.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States		The first 6 months of the biennium were mostly spent on preparing statistical publications based on already gathered data and preparatory work for the upcoming data collection operations. The first task (publications) was successfully completed; the results of the second will become apparent later on. On the whole, the implementation of the work programme does not present any concerns and is evaluated as being on track.
ER 9: The quality of data produced by UIS is improved and constantly monitored		Activities undertaken to achieve the Expected result are progressing well. It is expected that the implementation of the work plans will continue to be on schedule and present no major challenges for the next 6 months.
ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.		The implementation of the work programme has been quite successful in the first 6 months.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

Part I.B. Chapter 3 - Internal Oversight

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: UNESCO's risk management, control, compliance and value for-money mechanisms are strengthened		The work towards achieving the expected result is progressing in a satisfactory manner per the approved work plans.
ER 2: UNESCO's evaluation and results-based management culture are strengthened through targeted evaluation activities and advisory services in support of improved organizational learning, programme improvement and accountability		The work towards achieving the expected result is progressing in a satisfactory manner per the approved work plans.
ER 3: Accountability and adherence to rules and regulations in UNESCO strengthened		The work towards achieving the expected result is progressing in a satisfactory manner per the approved work plans.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: UNESCO's risk management, control, compliance and value for-money mechanisms are	Internal audit issued four final reports during the period 1 January to 30 June 2014. These have raised recommendations regarding information management, effective contracting and other risk and control matters. Work is ongoing for three additional

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>strengthened</td><td colspan="3">audits, and internal audit has also conducted field work and analyses supporting investigative processes where needed. In line with IOS procedures, the status of internal audit recommendations has been closely monitored and reported to the Oversight Advisory Committee during this period.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of significant instances resulting from IOS products and services and development of learning and accountability (e.g., recommendations, technical assistance, tools and guidelines) at Headquarters and field offices.
B: N/A
T 2014-2015: At least ten material instances involving Headquarters and/or Field Offices.
T CAP 2014-2015:</td><td>Implementation completed for five high priority recommendations addressing efficiency, risk management and operational effectiveness.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 2: UNESCO's evaluation and results-based management culture are strengthened through targeted evaluation activities and advisory services in support of improved organizational learning, programme improvement and accountability</td><td colspan="3">Outputs/ Results:
In the first half of 2014 IOS/EVs finalised three reports on the evaluations related to the 1970, 1972, and 2005 Conventions as part of the evaluation of the Normative Work in Culture. The 1972 Convention report was presented to the World Heritage Committee at its 38th session in Doha, Qatar, in June 2014. The Committee highly welcomed the evaluation recommendations, and passed a decision with regard to their implementation. (Decision 38 COM 5F.2), including those of the audit of the working methods for the Conventions. The 1972 and 2005 reports are/were presented to their respective Intergovernmental Committees during the second half of 2014. Cross-cutting issues emerging from the overall four evaluations on standard-setting work were reported to the 194th ExBoard (as part of IOS’s Annual Report), who decided to convene a working group of States Parties to facilitate the development of action plans and to address the recommendations of relevance to the cultural conventions.
The previously finalised evaluation on the 2003 Convention was presented to the Intergovernmental Committee in Baku, Azerbaijan, in December 2013, where the Committee accepted all the recommendations and some were further discussed at the</td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	General Assembly of State Parties in June, 2014, in Paris. The General Assembly accepted all evaluation recommendations and took decisions on relevant issues. Since the Committee meeting last December, the 2003 Convention Secretariat also undertook a series of actions to take the implementation of the evaluation recommendations forward. It was repeatedly expressed that the 2003 Convention evaluation report constitutes a road-map for the further work in support of the implementation of the Convention, which demonstrates the high visibility, appreciation, and usefulness of the evaluations for all relevant stakeholders in the Culture sector and the Intergovernmental Bodies. Two other Evaluations, i.e. the evaluation of the Madrid Action Plan (MAB) and the Evaluation of International Hydrological Programme were finalised in early 2014 and are going to be presented to the Executive board at the 195st session. Findings and recommendations of the evaluation were presented to the MAB International Coordinating Council (ICC) in June 2014. The MAB ICC in the development of the future action plan for the WNBR and the MAB Programme, which will emanate from its new strategy 2015-2025, will take into consideration the recommendations of the evaluation of the Madrid Action Plan. IOS has offered assistance to the MAB Secretariat in the definition of the future strategy and action plan and the corresponding monitoring and evaluation framework. Findings and recommendations of the Evaluation of Phase VII (2008-2013) of the International Hydrological Programme were presented to the IHP Intergovernmental Council in July 2014. The IHP Secretariat has developed a management response to the evaluation, indicating partial or full acceptance of all of the evaluation's main recommendations. In consultation with IOS, the IHP Secretariat will develop an action plan to address the evaluation's recommendations in the future. IOS/EVS also provided continued support in monitoring the implementation of the IEE reform agenda, which was – for the last time in a separate format – presented at the 194th session of the Executive Board, while several of the IEE action items, will continue steering the Organization's overall reform agenda. In follow up to the review of Education sector Category Institutes EVS assessed progress in the implementation of the recommendations, on the basis of updated action plans form the Education sector and the Institutes, the conclusions of which will further feed into the Education sector ongoing reform process as the Institutes' management is concerned and will be reported to the Executive Board postponed for the 196st session. The joint IOS/BSP Formative evaluation of UNESCO's results-reporting was presented to the 194th session of the Executive Board. At this session it was decided that the Preparatory Group of the Executive Board will convene between the 194th and 195th sessions of the Executive Board on the topic of UNESCO's results-reporting framework, in particular the EX/4. The Preparatory Group will work closely with the Secretariat, and among others IOS will be involved in this process

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The evaluation of UNESCO's association with the celebration of Anniversaries was presented to the 194st session of the Executive Board and has fed into a significant revision of rules and procedures for the programme with a focus to improving its impact as well as geographical and gender balance, and will be presented to the 195th session of the EXB. Requests from sectors and field offices for IOS/EVS to provide technical advice, backstopping and quality assurance to a number of evaluations of extra budgetary activities are constantly increasing and feedback demonstrates appreciation about the usefulness of the available guidance material available on the IOS website. Backstopping has been provided to a number of significant extra budgetary evaluations, notably the evaluation of the university cooperation project (Italy, Israel, Palestine) within the framework of a Masters on Social Sciences and Humanitarian Affairs, which is managed by SHS with backstopping from IOS (2014), the evaluation of the Flanders-UNESCO Science Trust Fund (Phase 3), which is managed by BSP-CFS with backstopping from IOS (2013). Ongoing activities include the preparation of a revised UNESCO evaluation policy, and evaluability and/or scoping studies assessments are currently conducted for upcoming evaluations such as the TVET strategy, Culture and Development and the World Water Assessment Programme, as well as the for the evaluation of the Field reform. These assessments shall enhance the relevance, focus and usefulness, as well as the quality of the evaluations and help shaping the Terms of reference for the upcoming evaluations. **Challenges:** Ensuring an adequate follow-up of the implementation of recommendations as well as an adequate coverage of backstopping and quality assurance for extra budgetary evaluations remains among the challenges for evaluation. Both issues are currently discussed in-depth in order to be addressed in the revised evaluation policy. Subsequently this shall provide the basis for a detailed update of all relevant guidance and training material aiming at further improving the RBM and evaluation culture in UNESCO. The new model on results reporting also aims at enhancing the consideration of evaluative information for both planning and reporting purposes, and consequently at strengthening the commitment of sectors and services to better document and report back on the implementation of recommendations, while non-implementation will need to be better justified. The increased requirement for self-evaluation shall further enhance the coverage of extra-budgetary evaluations, with IOS/EVS providing technical support and backstopping. **Cost efficiency /effectiveness:** Within the current restricted budgetary framework, IOS is seeking to pursue ways to ensure cost effectiveness and prioritization

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	of programmes, including the effective use of interns and secondees to support ongoing activities, telephone and Skype interviews continue to be used to support evaluations by reducing travel costs. Furthermore, conducting evaluations internally with only limited external support for quality assurance and validation of findings has proven a cost efficient modus operandi and will be further pursued. Nonetheless, extra budgetary funds are needed to ensure implementation of all evaluations planned during this biennium. In addition to already committed extra budgetary funds for evaluation of ED programmes' (as per amended agreement with Norway), a total of at least US$ 300.000 will be needed for the 2014/15 biennium and are expected to be raised from Member States who are increasingly interested in demonstration of evidence of impact and results, in particular the Nordic countries and the UK. **Contribution to C5:** *C/5 Expected result 2 (under General Policy and Direction): UNESCO's evaluation and results-based management culture are strengthened through targeted evaluation activities and advisory services in support of improved organizational learning, programme improvement and accountability.* The evaluation plan is set up of evaluation activities that are geared at improving organizational learning, programme improvement and accountability in balanced manner, with IOS is also ensuring targeted advisory services on the basis of systemic and meta-analysis resulting from evaluations. Evaluation criteria and questions are increasingly considering gender equality aspects, while geographical priority (e.g. for sampling and field visits) is granted to the African region, as relevant.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: UNESCO decision-makers use evaluation findings to inform policy and programme development **B:** action plans, policy and programme documentation include reference to improvements made	194th session, annual report 195th session, evaluations completed	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: 1 EXB paper 1 information meeting 3 action plans **T CAP 2014-2015:**		
	PI: Programme staff apply IOS guidance materials and technical assistance in evaluations of their extrabudgetary activities **B:** 50 % of UNESCO's extrabudgetary portfolio monitored for quality and technical backstopping provided on request **T 2014-2015:** Assistance provided to 10 significant extrabudgetary evaluations **T CAP 2014-2015:**	assistance provided to 3 extrabudgetary evaluations	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
ER 3: Accountability and adherence to rules and regulations in UNESCO strengthened	From 1 January to 30 June 2014, the IOS Investigation Unit managed a workload including 17 new allegations, four carryover cases from 2013 and follow-up actions on eight investigation reports. All allegations received during the period were acknowledge to the whistleblower / complainant and logged in by the Investigation Unit within 10 working days. An average of 52 days lapsed between receipt of allegation and disposition (i.e., closure or initiation of a formal investigation) which exceeds the targeted timeframe, and steps are planned to reduce the time lapsed. IOS issued six investigation reports during this period, all conforming to the Standards and in line with UNESCO's disciplinary procedures.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of significant instances of strengthened accountability achieved by the organization based on completion of IOS investigations. **B:** N/A **T 2014-2015:** At least five significant instances involving Headquarters and/or Field Offices. **T CAP 2014-2015:**	IOS issued six investigation reports during this period	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part I.B. Chapter 4 - International Standards and Legal Affairs

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Organization's management and programme implementation complies with rules and regulations		.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Organization's management and programme implementation complies with rules and regulations	Au cours des 6 mois de l'exercice budgétaire, l'Office des normes internationales et des affaires juridiques (LA) a continué de mettre l'accent sur la protection des intérêts de l'UNESCO et sur la coordination du suivi des instruments normatifs de l'Organisation. En effet, LA a défendu les intérêts de l'Organisation (protection contre toute utilisation non autorisée de son nom et l'emblème ou contre toute prétention juridiquement injustifiée, rappel de ses privilèges et immunités etc.) et a maintenu une assistance juridique continue aux secteurs et aux Bureaux hors-Siège, notamment pour vérifier et améliorer un large éventail de projets d'accords/contrats conclus par l'Organisation. L'Office a également soutenu juridiquement les services internes en particulier

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	HRM dans la rédaction des circulaires administratives et de ses avis en matière de contestation du personnel. De plus, LA a participé activement aux travaux des organes intergouvernementaux chargés de la mise en œuvre des conventions, à savoir ceux des conventions de 1970, 1972 et 2003, et ce, en fournissant de nombreux avis juridiques au secrétariat des conventions. Pour ce qui est de la coordination de l'action normative, l'Office a continué de veiller, dans le cadre du premier mandat du Comité sur les conventions et recommandations du Conseil exécutif (CR), à la mise en œuvre des procédures de suivi adoptées en 2007 par le Conseil (s'appliquant en particulier à la Convention de 1960 ainsi qu'à 12 recommandations). Par ailleurs, l'Office a continué à donner de nombreux avis juridiques à la 194e session du Conseil exécutif et a préparé plusieurs documents à son attention dans le cadre des travaux de son Comité CR. En conclusion, LA a dû faire face à de nombreuses demandes d'avis juridiques dans un contexte insuffisant de ressources humaines et ce, tout en maintenant une qualité satisfaisante de ses avis et prestations juridiques.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Avis juridiques de qualité donnés à l'Organisation et à ses organes directeurs **B:** N/A **T 2014-2015:** N/A **T CAP 2014-2015:** N/A	N/A	
	PI: Protection effi cace des droits de l'Organisation **B:** N/A **T 2014-2015:** N/A **T CAP 2014-2015:** N/A	N/A	
	PI: Révision et amélioration des règles internes de l'Organisation relatives à ses activités, ses finances et ses biens afin de mieux protéger ses intérêts **B:** N/A **T 2014-2015:** N/A	N/A	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: N/A		
	PI: Conseils juridiques avisés pour la mise en place et le fonctionnement des organes intergouvernementaux chargés de la mise en oeuvre des conventions, ainsi que des organes nouvellement constitués **B:** N/A **T 2014-2015:** N/A **T CAP 2014-2015:** N/A	N/A	
	PI: Coordination du suivi des instruments normatifs de l'Organisation **B:** N/A **T 2014-2015:** N/A **T CAP 2014-2015:** N/A	N/A	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part I.B. Chapter 5 - Ethics Office

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Ethical working environment in the Organization established		The work towards achieving the expected result is progressing in a satisfactory manner.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Ethical working environment in the Organization established	From 01/01/2014 to 30/06/2014, the Ethics Office achieved good results. Concerning the elements of misconduct that were brought to our attention, the majority were requests for advice and not informal or formal complaints. Only 4 formal complaints were filed, none of them needing further investigation by IOS. The number of cases recorded was divided by 2 compared to this time of the year in 2013 These figures are encouraging and mean the strategy in place devised by the Ethics Office is coming to fruition and a culture of ethics is developing within the Organization.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">The first disclosure of interests within the frame of the Declaration of Interests and Financial Disclosure Programme has been positive as the great majority of employees didn’t have any situations of potential or actual conflicts of interests to declare.

However, on 3 January 2014, the Bureau of Financial management informed the Ethics Office that the extension of the period to use the funds to deliver the ethics training in the field wasn’t approved by the Director-General. Less than 400 employees in the field still need to receive the ethics training.

Furthermore, the absence of the Ethics Advisor, whose selection and recruitment procedures are underway, has had an impact on the progress of the Office and has prevented the Office to work at its full capacity.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Confidential advice is provided to all employees of UNESCO on general and specific ethics-related issues
B: During the previous biennium, the Ethics Office responded to a total of 161 requests for advice
T 2014-2015: No quantitative target/benchmark applicable
T CAP 2014-2015:</td><td>23 employees contacted the Ethics Office for advice on ethics-related issues since January 2014. 16 of these requests were made by email, 2 were made in person and 5 were made by telephone. Most of these employees were in foreign offices or in UNESCO's Institutes. The employees mainly needed advice regarding employment-related concerns and regarding possible conflicts of interests. Confidential advice was given to all these employees and the cases were closed once the advice was given. If the question couldn't be solved by the Ethics Office, the employee was redirected to the appropriate department.</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Allegations regarding ethical misconduct and wrongdoing of UNESCO employees are handled confidentially by the Ethics Office for follow-up of informal or formal complaints **B:** During the previous biennium, the Ethics Office received a total of (...) cases pertaining to allegations of misconduct (either informal complaints or formal complaints) **T 2014-2015:** No quantitative target/benchmark applicable **T CAP 2014-2015:**	Allegations regarding ethical misconduct and wrongdoing are handled confidentially. Confidential records are kept of the complaints. Fewer allegations of misconduct or wrongdoing were disclosed to the Ethics Office compared to last year. 34 allegations of misconduct were received (informal and formal complaints). Out of these allegations, only 4 were formal complaints and none of them had sufficient grounds for the matter to be investigated by the Internal Oversight Service.	
	PI: Eligible employees will declare their interests, through a first disclosure submitted to the Ethics Office in respect of the period from 1 January to 31 December 2013 **B:** No baseline data applicable, as this is the first time that eligible employees will have to declare their interests **T 2014-2015:** No quantitative target/benchmark applicable **T CAP 2014-2015:**	The questionnaires regarding the Declaration of Interest and Financial Disclosure Programme were sent in April 2014. More than 340 questionnaires were received and carefully reviewed. The great majority of the employees didn't have any conflicts of interest. If we had any doubts, further details were asked to the employee. We are currently waiting for the feedback from the employees.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. Major Programme I - Education

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework		The Sector has been providing technical backstopping for the EFA reviews, technical assistance in policy and planning, and training, including countries in PCPD situations. Support for the national EFA reviews has been appreciated by the Member States. Implementation in this area, in particular in PCPD countries, is highly dependent on the countries' political situations. The challenge is ensuring internal coordination between extra-budgetary programmes so that they create synergies and focus.
ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes		UNESCO provided direct support to 15 countries. The focus is on supporting policy development and ensuring that literacy is integrated into sector-wide and gender-sensitive strategy as well as on developing capacities of teaching staff, curricula and relevant learning material. The challenge is to move from design to implementation which requires resources mobilization and technical capacities of concerned structures as well as effective advocacy to scale-up efforts and support beyond 2015.
ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET		The TVET strategy is implemented through policy advice, capacity development, setting international standards and contributing to the global debate. 5 countries are benefitting from upstream policy advice and capacities of 10 countries are being developed. The challenge is implementing policy recommendations, which requires resources. Progress has been made in reorienting the UNEVOC Network while efforts will continue to enhance its capacity development work and mobilizing its large expertise.
ER 4: National capacities strengthened to develop evidence-based higher		The implementation of the higher education programme has progressed according

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability		to plan. The normative work has concentrated around the preparations of the International Conference of States (Dec. 2014) to adopt the revised text of the African regional convention. A key challenge will be to ensure the implementation of this text. The pre-conference meeting will thus focus on implementation issues. Work on a global convention of Higher Education and quality assurance is also on track.
ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality		UNESCO has contributed to national efforts to improve teacher quality in over 60 countries with targeted interventions to strengthen the institutional capacity of teacher training institutions in sub-Saharan Africa. Increased support is provided to ECCE teacher policy development. The key strategy has been to align RP and extra-budgetary projects under the UNESCO Teacher Strategy. Efforts are needed to improve coordination and monitoring of teacher-related activities at all levels.
ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning		UNESCO has contributed to strengthening the resource base and expanding the outreach of knowledge and information on inclusive approaches to learning and defining learning outcomes. UNESCO has also been engaged in questions of how to measure learning as part of the post-2015 development agenda. The wide range of issues covered has been challenging. A clear and centralized strategy for curriculum and assessment-related work could allow increased coherence and consistency of the activities.
ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development		Significant progress has been made in the areas of ICT in education policy, mobile learning and OER. In the policy domain, UNESCO held the first-ever ICT in ED Ministerial Forum in Eastern Europe. Regarding mobile learning, the publication “Reading in the Mobile Era” received international media attention and continues to raise awareness about how mobile technologies can be leveraged to further literacy. Updating of the ICT-CFT has been put on hold until additional funds are

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		mobilized.
ER 8: Member States integrate peace and human rights education components in education policies and practices		The work towards expected result 8 is fully on track. Strong focus has been given to GCE and important progress has been achieved on clarifying its conceptual underpinnings and developing learning contents. Work needs to continue as regards identifying ways to better measure GCE. Many countries have supported the inclusion of GCE in the education targets proposed for the post-2015 education agenda, but UNESCO needs to continue to advocate for this and inform the debate
ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda		Activities implemented continue to enhance UNESCO's ESD global coordination and advocacy role and ESD is currently included in the post-2015 agenda. Preparations are ongoing for the World Conference on ESD and the launch of the Global Action Programme on ESD. Member States' capacity to integrate ESD into education and learning is being strengthened, yet more effort is needed to broaden communication and mainstream ESD concepts with examples of good practices to reinforce commitment to the GAP.
ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality		UNESCO has contributed to strengthening health education in over 70 countries, with a specific focus on HIV and comprehensive sexuality education. Targeted interventions have focused on young people from key populations and people living with HIV, and on enhancing the education sector capacity to end gender-based violence in schools. A key future challenge will be ensuring that advances made on HIV and health education are consolidated, sustainable and in-line with the post-2015 agenda.
ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies		The ED Sector, including its Category 1 Institutes are conducting research and providing foresight to the education community at large on a wide range of topics. A key element of this work, has been the work related to rethinking education in a

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		changing world through the Senior Experts Group. A challenge is to map out all the work being conducted and ensuring that the knowledge generated is widely disseminated, for this greater synergies between the different entities will be fostered.
ER 12: The implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated		Capacity development of Member States and awareness raising on education-related normative instruments and right to education is progressing well. The challenge is maintaining internal collaboration to ensure that the in-house expertise on right to education is used efficiently. The EFA GMR continues to be an authoritative reference, particularly in setting the post-2015 education agenda. It has received strong support from Member States to continue monitoring progress in education beyond 2015.
ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted		UNESCO has been strongly engaged in shaping the post-2015 education agenda. It has widely advocated for the Muscat Agreement at various fora, including at the UN. The education goal and targets of the OWG are closely aligned with those proposed in the Muscat Agreement. The engagement and support of all Member States is required for the outcome of the WEF 2015 and the education goal and targets to be adopted at the high-level UN Summit in September 2015 are fully aligned.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

Main Line of Action 1: Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	**Outputs** A consolidated report of the major outputs and results is presented below following the four performance indicators. **1. Policy reviews integrating a lifelong perspective** Currently there are two global policy reviews underway: Thailand and St. Kitts and Nevis. The Thailand policy review is carried out by UNESCO (HQ and Bangkok office) jointly with the OECD. The policy review of St. Kitts and Nevis also started during this period with a scoping mission (HQ & Kingston office) that has resulted in a better definition of the areas to be explored and in the consolidation of the national team. A pilot activity to test the usefulness of policy reviews for prospective CapEFA countries has been designed, with a likely first development in the second half of 2014. **2. Knowledge production and dissemination on education policy issues** The conceptualization, including the development of the analytical frameworks, and planning of the three main global reports on emerging policy issues were carried out. The themes are: 1. policies in support of school leadership; 2. policies to promote the monitoring and evaluation of the quality of education; and 3. emerging issues in the governance of education systems in developing countries and emerging economies. • 9 working papers were drafted for a new series of online papers under the title of UNESCO Working Papers in Education Policy for release in September 2014. The first titles are: Measuring Educational Development, The Contribution of Technology to Students Performance, Mapping Out International Learning Assessments, and Indicators

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	for Technology Use in Education. • A forthcoming e-publication on "Sector Dialogue Mechanism" was finalized for validation and is now under production. This is a domain where all Member States can be considered as direct beneficiaries. The working papers are online publications, while the rest are going to be distributed also in printed form. 3. **Support for the development of national blueprints, sector-wide strategies and plans** This is the widest area covered under this ER and receiving most attention in the field. The outcomes produced can be divided into different domains: technical backstopping for the EFA reviews, technical assistance in policy and planning, and training activities. • *Technical backstopping in the process of the national EFA 2015 Reviews* has been carried out during this period, by Headquarters, Regional Bureaus and some Field Offices with a lot of intensity. This has taken the form of training (such as in the Caribbean + targeting 23 Member States in LAC) and direct assistance (such as in Kenya, Madagascar, Rwanda, Seychelles, Tanzania and Uganda in AFR; Bhutan, India, Kiribati, Maldives, Nepal, Papua New Guinea and Sri Lanka in APA; and the Central American countries in LAC). • *Technical assistance in education policy and planning* has been provided to a number of Member States and in different thematic areas, following their specific needs. It is worth mentioning in particular: o The design of monitoring and evaluation frameworks, education management information systems (EMIS) implementation strategies and plans including Teacher Management Information System for the following countries and organizations: Grenada, Haiti, Jordan, Myanmar, St Lucia and UNHCR Malaysia. o The development of blueprints, sector-wide strategies and plans has been supported by UNESCO in LAC (Bolivia, Nicaragua and Perú), ARB (Oman on financing education) and AFR (Chad on a sector analysis in preparation for a Global Partnership for Education (GPE) application; DRC for the development of their education strategy; and Mali, currently under discussion). o Support for the design and implementation of EMIS has been also provided to a number of Member States upon request. These include Ethiopia, Myanmar, Haiti, DRC and Chad. On top of these, Jordan is worth mentioning because of a major EXB project funded by the European Union. In addition, in both Burundi and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Equatorial Guinea, UNESCO supported the development of self-benefitting education programmes that will also include the training of EMIS technical staff in both countries. o Education sector reviews were carried out in Mali, Burkina Faso and Senegal, which will lead to the design of evidence-based education programmes. • *Training activities in the areas of education policy, planning and statistics* continue to be organized and supported by UNESCO, in particular with the intervention of specialised institutes such as IIEP (both Paris and Buenos Aires) and UIL. This has been taking place in all regions: in LAC (particularly in the Caribbean), APA (Afghanistan, DPRK, and Nepal), ARB (GCC and Yemen), and AFR (Southern African countries). To sum up, the Education Sector has provided support for the development of national blueprints, sector-wide strategies and plans to 66 Member States. **4. Emergency or reconstruction support to crisis affected countries** All activities related to education in the Member States facing situations of post-conflict and post-disaster are financed by extra-budgetary resources. The PCPD Desk in the Education Sector has continued to exert its supervisory role on the validation activities by field offices with Ministers of Education in the countries concerned and relations with the Permanent Delegations. Examples of the activities carried out so far include education for resilience in Mali; peace education in the context of ethnic and religious conflicts in Myanmar; assistance for teachers reinsertion in Kivu (a post-conlict area) in DRC; and support to the regionalisation of higher education in Haiti. Other PCPD countries where the Sector has carried out activities during this period include Mali, Chad, Afghanistan, DPRK and Pakistan as described in other parts of this report. All in all, the Education Sector has provided emergency or reconstruction support to 9 Member States. **Challenges, corrective actions and lessons learnt** The main identified challenges were the following: • External, related to dramatic changes in policy contexts and crisis: A number of activities have been postponed or experiencing important delays. This is the case of Yemen, where a prevailing security situation prevented UNESCO

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">from fielding any technical missions during Jan-June 2014; South-Sudan, where no implementation was carried out due to the political crisis; Thailand, where a major political situation has provoked a major delay in implementation, with the main activity now rescheduled for October 2014; Mali, where political instability and insecurity in the North still prevail; and Haiti, where a constant turnover of the senior government officials has led to some delays in the programme implementation.

Two major courses of action have been identified to address the internal challenges. First, the growing mobilisation of in-house expertise, which may increase the cost-effectiveness of UNESCO interventions. Second, the need to devote more efforts to cross-fertilization across regions, which is something that Headquarters may be addressing through the development of global activities with the involvement of the regions (in particular, the reports and the international conferences planned for 2015).

Cost-effectiveness/efficiency measures
In due consideration of comparative advantage of HQ, the activities have been carefully planned to effectively carry out the global function and role of HQ in close coordination with IIEP, thus relying increasingly on the capacities of the Regional Bureaus and Field Offices for the direct activities with Member States. To the extent possible, in-house expertise has been effectively mobilized to enhance cost efficiency in the overall programme implementation.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective
B: During the past biennium the benchmark 53 countries were supported, but the degree of support varied. Hence, the benchmarks have been categorized this biennium.
T 2014-2015: 20, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 5 technical assistance activities (with budgets between USD 50k and 150k) and 13 technical</td><td>Currently there are two global policy reviews underway: Thailand and St. Kitts and Nevis.</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	consultations (with budgets below USD 50k). **T CAP 2014-2015:** 5, equivalent to 25%		
	PI: Number of reports released on education policy issues **B:** None of global nature during the past biennium. **T 2014-2015:** 3 **T CAP 2014-2015:** These reports have to remain UNESCO publications solely.	The themes of the reports have been defined. The reports are now at their conceptualization phase. 9 working papers were drafted for a new series of online papers under the title of UNESCO Working Papers in Education Policy for release in September 2014.	
	PI: Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised. **B:** During the past biennium 53 countries were supported, but the degree of support varied, hence the benchmark have been categorized this biennium. **T 2014-2015:** 8, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 2 technical assistance activities (with budgets between USD 50k and 150k) and 4 technical consultations (with budgets below USD 50k). **T CAP 2014-2015:** 2, equivalent to 25%.	The outcomes produced can be divided into different domains: technical backstopping for the EFA reviews, technical assistance in policy and planning, and training activities. To sum up, the Education Sector has provided support for the development of national blueprints, sector-wide strategies and plans to 66 Member States.	
	PI: Number of crisis-affected countries benefiting from emergency or reconstruction support. **B:** 19 during the past biennium. **T 2014-2015:** 20, of which 2 are going to be large technical support activities (with budgets higher than USD 150k), 5 technical assistance activities (with budgets between USD 50k and 150k) and 13 technical consultations (with budgets below USD 50k). **T CAP 2014-2015:** 5, equivalent to 25%.	All in all, the Education Sector has provided emergency or reconstruction support to 9 Member States.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes	Five strategic axes, building on past and recent initiatives and taking into consideration the emerging challenges, are proposed for the implementation of the quadrennium programme and achievements of expected results: **Developing Member States' capacities in the area of policies, programme delivery and literacy assessments** UNESCO is working with 41 countries to consolidate and expand the gains already made during the United Nations Literacy Decade. In particular, during the reporting period, UNESCO provided direct support to 15 countries to enhance capacities for the implementation of literacy programmes (Benin, Togo, Nepal, Mozambique, Senegal, Bangladesh, Timor Leste, Cambodia, Chad, Mauritania, Afghanistan, Nigeria, Egypt, South Sudan, Iraq) Part of this work relates to policy development and ensuring that literacy is integrated into sector-wide and multi-sectoral education and development strategies. The Cap-EFA Programme assists 11 countries to reach their literacy and non-formal education (NFE) goals (the 11 countries are counted above in the total 15). During the reporting period, the main achievements of the CapEFA Programme in Priority Area Literacy include the availability of more reliable data and enhanced capacities to manage NFE-MIS or integrated EMIS systems in Bangladesh, Cambodia, Chad, Mauritania, Nepal and Rwanda. Another major area is the use of evidence-based planning and the revision or development of national literacy strategies in Mauritania, Rwanda and South Sudan. Frameworks, manuals and tools were also developed to strengthen institutional and organizational capacities in Bangladesh, Cambodia, Mauritania, Mozambique and Timor-Leste. In addition, national consultations were implemented for formalization of national plans for literacy programmes in Morocco, Sudan and Yemen. Gender equality is mainstreamed through the work in all of the countries. UNESCO is working to develop and disseminate guidelines and evidence-based policy briefs for supporting the creation of literate environments for holistic and sustained learning, a publication on “Sustaining literacy in Africa: developing a literate environment” was produced in English. UNESCO is supporting a number of sub-Saharan African countries including Chad, the Gambia, Kenya, Rwanda and South Sudan to integrate literacy and non-formal education into the education sector and national development plans. Three countries (Angola, Equatorial Guinea and Cameroon) in the Central Africa region are supported in the development of national policies on Adult and Non-Formal Education. A focus has also been placed on supporting the development of programme proposals for the

	empowerment of young people through functional literacy, for the countries self-benefiting fund (Angola and Equatorial Guinea).With regards to Cameroon, UNESCO provided technical support to the development of national policy documents of Adult Education and Non-formal Education (AENF) as well as to the development plan of the AENF. The first draft of the National Policy document on AENF has been developed. The question of statistics and in particular the SIMENF is also being developed in an inclusive process, integrated with the development of a global ESIG in Cameroon. The collaborative process with the national officials promoted greater coherence of the frameworks. In Arab region, UNSCO supported literacy Campaigns in Egypt and Iraq. In Egypt, through the National Campaign for Literacy in Egypt "Together We Can" launched in 2011, a database was prepared with the exact number of illiterates in Sharqeya and Fayoum governorates. However, progress was limited due to the situation in the country. In Iraq, many activities in support of the Literacy Campaign were undertaken, which resulted in: the agreement between UNESCO and the National Literacy Agency (NLA) on the finalization of the Memorandum of Understanding between the Ministry of Education and the Literacy NGO Network; the enhanced literacy data collection system to be integrated into the Education Management Information System (EMIS); advanced planning for the implementation of activities such as provision of national support to CSOs and development of Accreditation System and Representation Mechanism; the launch of a new training programme for Master Trainers from the NLA and 20 teachers trained; enrolment of 800,000 learners in literacy and life skills courses; and 135 pilot Community Learning Centers established for over 8000 vulnerable youth and adults, including Syrian refugee illiterates in newly-established camps in Kurdistan Region. In Asia, six countries (Afghanistan, Kazakhstan, Kyrgyzstan, Lao PDR, Myanmar and Pakistan) were further supported building on ongoing projects and activities. In Lao PDR and Myanmar, UNESCO Bangkok is providing technical assistance in developing equivalency programmes for lower secondary education. In Lao PDR, programme implementation began during the 2013-2014 academic year in 17 provinces across the country. Meanwhile, in Myanmar, with UNESCO support, a technical writing team from the Ministry of Education, educational institutes and CSOs drafted a series of Equivalency Programmes system and implementation guidebooks from 24-27 March 2014. The textbooks for the core subjects of the Myanmar Equivalency Programme were piloted from 23-25 June 2014 in three townships in Yangon. The textbooks are currently being revised in light of the feedback received from the piloting participants. In addition to the major ongoing literacy programmes in Afghanistan, UNESCO is promoting community-based non-formal education to develop adults' functional literacy skills in Kazakhstan and Kyrgyzstan. Two training workshops on peace building and tolerance education for CLC managers and facilitators were conducted in Almaty.

	UNESCO is also actively supporting capacity building of teaching staff (teachers, facilitators, education coordinators, etc.) and officials in charge of literacy and non-formal education. For example, in Tanzania, 20 facilitators, 10 ward education coordinators and 10 education inspectors and academic officers from the departments of secondary and adult education were equipped with required pedagogical skills to give adequate and relevant training to adolescent and young mothers in respective areas. Kenya has also laid the foundation for undertaking a second literacy survey which involved conducting assessment of EFA goal 4 as part of their EFA National Review and Somalia launched their National Literacy Campaign after 40 years from the first, highly successful campaign. Another example is the Revitalizing Adult and Youth Literacy (RAYL) project in Nigeria where 39 officials' capacities were trained in modalities to conducting action research and improving programme quality. Training regulations, manuals and guidelines were developed in Bangladesh, Chad, Mozambique and Timor-Leste to support master trainers. In Arab region, new master training courses were launched in Egypt and Iraq as a continuation of last Biennium efforts. UNESCO is also supporting the review of curricula frameworks. For example, during the reporting period, UNESCO Dakar and Abuja offices have initiated the development of a harmonized curriculum framework for bilingual education in a multilingual and multicultural context. Diagnostic studies of bilingual education in a multilingual context were conducted in Burkina Faso, Niger and Senegal. Modules were produced and master plans refined. Terms of reference for sharing and finalization of modules for bilingual education in French-speaking countries of ECOWAS were produced. An expert was contracted for the production of selected modules according to the master plan, which will be finalized during a regional workshop. Based on curricula and content of training courses, UNESCO is supporting the development of Training Materials. For example, in Nigeria under the above mentioned RAYL project, UNESCO developed 15modules of a manual for NFE facilitators, 5,000 copies were printed and disseminated. A guidebook for revitalizing adult and youth literacy in multilingual and multicultural contexts was also developed. Additional modules are being developed alongside the review of the literacy by radio English primer and will include financial knowledge and skills, security education, vocational training, ICT education (i.e. ATM, e-banking, cashless transaction, use of mobile phone, computer literacy, email, TV and radio). The review of the handbook for the training of master trainers is on-going. In Tanzania, 250 copies of self-learning modules on English foundation course, Kiswahili language, social ethics, pre-vocational and entrepreneurship skills were produced and disseminated to identified adolescent pregnant girls and young mothers. UNESCO Havana is providing technical assistance the Directorate of Special Programmes of the President of Dominican

	Republic, which implements the National Literacy Plan. Scheduled activities will take place from August 2014. Document "Building criteria for a quality curriculum for adult and youth education" is under style revision and layout process. The document will be available during the second half of 2014. **Scaling-up literacy actions for girls and women** UNESCO's strategic priority involves supporting Member States in strengthening national capacities to scale up inclusive and gender-responsive quality literacy programmes. UNESCO support covers several strands including global advocacy, mobilizing resources expanding literacy programmes, capacity development and support for scaling-up programmes, and disseminating promising practices. Following the endorsement of the Steering Committee of the Malala Fund in April 2014, a project aiming to support capacity building at the national level to achieve girls' right to education in Pakistan will shortly begin implementation. Within the Literacy programme for girls and young women ("Projet d'alphabétisation des jeunes filles et jeunes femmes (PAJEF)"), progress during the reporting period built on achievements of last biennium. The implementation in seven regions of Senegal covers several dimensions and resulted in important achievements including: (i) face to face training (total of 6500 girls and women); (ii) on-line training (total 3000 girls and women); (iii) training on use of ICT with mobile phones (total 3000 girls and women); (iv) training of trainers (150 beneficiaries). During the reporting period, the project has also enhanced the development and use of learning materials and technological products and kits prepared through the project support. These include mobile technology based kit ('Sankore' kits composed of laptops, projectors and interactive stylus). The project has also further developed digital resources in local languages which were integrated in the kits; as well as a platform of learning resources. The project implementation is also benefiting from partnership with the French Embassy in Senegal and the Public Interest Group for Digital Education in Africa (IPTF ENA). UNESCO is also developing and sharing knowledge regarding effective literacy policy measures and programmes targeting girls and women. A policy brief (UIL Policy Brief no.3) on "Gender equality matters: Empowering women through literacy programmes" was published online in three languages (English, French and Spanish). Case studies on literacy programmes focusing on women have been also produced in two languages (English, French) and published online on the UIL Effective Literacy & Numeracy Practices Database (http://www.unesco.org/uil/litbase/?menu=8&theme=19).

	Reinforcing innovative modes of literacy delivery, including through ICTs A compilation with 26 literacy programmes supported by ICTs from all world regions has been prepared by UIL (in English and French) as online publication, which will be launched at the ILD. In regard to activities of a regional scope, advocacy videos on successful cases of flexible learning strategies in Bangladesh and India have been produced and are currently being disseminated widely via social media and other UNESCO channels and networks. In the Philippines, UNESCO is providing support to develop and implement a 21st century literacy skills programme to meet the lifelong learning and employability needs of street children and disadvantaged young adults in the country. Discussions are being held in regard to organising trainings for the Bureau of Alternative Learning System (BALS) and representatives from four other Department of Education (DepEd) Bureaus who would be responsible in developing the new curricula and educational materials for the Basic Literacy and Accreditation & Equivalency programmes. The training aims to support these DepEd staff in enriching these programmes with practical literacy skills with a view to enable learners to acquire information relevant to their professional, personal or civic needs via computers and other ICT devices. In the Arab region, reaching out to include Syrian refugees in education,, including components of literacy, a strategy is being implemented in Lebanon, Jordan, and Iraq. An inclusive pack has been developed and is in the process of dissemination. **Expanding the knowledge base and monitoring and evaluation** The work during the first half of 2014 has focused mainly on enhancing the knowledge base on out-of-school children and reflecting on UNESCO's strategic directions on issues related to out-of-school children and non-formal education. Main output was a background paper on "Non-formal education for meeting learning needs of out-of-school children and adolescents", which was prepared for a global report on out-of-school children to be produced by the UIS and UNICEF within the framework of their Global Initiative on Out-of-School Children. The global report is expected to be launched in November 2014. Main results achieved was a conceptual clarification in terms of the potential roles that can be played by non-formal education in meeting learning needs of out-of-school children. As an efficiency measure, the preparation of the background paper was not outsourced and was prepared by the Section in charge of literacy and non-formal education at UNESCO-HQ. In the first semester of 2014, UIL prepared also a background paper for the 2015 EFA GMR on the evolution of literacy campaigns and programmes and their impact since 2000.

UNESCO is also expanding the “Effective Literacy & Numeracy Practices database” (Litbase), which already contains more than 170 case studies from all regions. Recent publications were translated into French and Spanish for wider dissemination. These include “Literacy Programmes with a Focus on Women to Reduce Gender Disparities”, a study on successful approaches to reducing gender disparities in and through literacy.

Building on the research and reviews conducted in 2013, UNESCO disseminated the outcomes of the IFAD-UNESCO project. A Global Seminar on “Learning of Knowledge and Skills for Agriculture and Improving Rural Livelihoods” was organized by UNESCO in collaboration with the IFAD on 27-28 February 2014 at UNESCO Headquarters in Paris. The key findings of the country research were presented to key global stakeholders - representatives of governments, bilateral donors, multilateral organisations, NGOs and experts. Participants also identified issues for further investigation and action and recommended the possible ways forward.

UNESCO is also assisting Member States to develop reliable measures of literacy and generate data that are comparable across time and disaggregated by age, sex, disability, socio-economic status and other relevant factors drawing upon the expertise of UNESCO’s Institutes, UNESCO Chairs and networks and expert practitioners. In particular, UNESCO will continue to support countries to improve literacy assessments. Building on the first phase of the Literacy Assessment and Monitoring Programme (LAMP) implemented in Jordan, Mongolia, Palestine and Paraguay; through the programme “Action research measuring learning outcomes of adult literacy programmes”(RAMAA), which is supporting Burkina Faso, Mali, Morocco, Niger and Senegal to develop culturally- and linguistically-sensitive measurement instruments; and the Pacific Islands Literacy and Numeracy Assessment (PILNA), conducted in 14 Pacific Island States and territories.

Advocating for literacy on the global agenda and ensuring synergies between different actions, including through a multi-stakeholder partnership and networks

As follow-up of the final evaluation of the United Nations Literacy Decade (UNLD, 2003-2012), UNESCO prepared a report to be presented at the 2014 69th session of the UN General Assembly (UNGA), reporting on UNESCO's coordinating and catalyzing role in promoting literacy and on the development of a vision and agenda for the period following the conclusion of the UNLD. UNESCO will provide a convening platform for policy dialogue and for sharing national commitments, strategies, programmes and outcomes, as well as provide promising practices analysis and solutions-oriented guidance. UNESCO will use

	also its long-standing experience and commitment to literacy to lead, support, and sustain the multi-stakeholder partnership that will help make new and demonstrable gains in the coming years. Furthermore, UNESCO will support countries to generate evidence on the intrinsic and instrumental value of literacy and encourage them to give due consideration to literacy in the preparation of the post-2015 development agenda and its inclusion as one of the key goals in the global education and development agenda. The work for the 2014 edition of the UNESCO Confucius and King Sejong Literacy Prizes 2014 has progressed successfully. Major activities carried include: making the call by the Director-General for the submission of candidatures by June 27th 2014, focusing on “Literacy and sustainable development”; the preparations for the Jury meeting at UNESCO Headquarters on 9-11 July 2014; and the preparation of related documents. Planning for the ceremony of the UNESCO International Literacy Prizes has progressed, with a decision made to organize the ceremony in Bangladesh on 8 September in conjunction with the global celebration of International Literacy Day 2014 and the event on “Girls’ and women education and literacy for sustainable development” to be organized by the Government of Bangladesh. **Results** The activities conducted during the reporting period built on the achievements of last biennium 2012-2013 while started preparatory work for activities foreseen by present quadrennium, the specific results include: • Concrete results have been also achieved in the implementation of major extra-budgetary projects such as Cap-EFA in the 11 beneficiary countries, PAJEF in Senegal, RAYL in Nigeria and LEAP in Afghanistan, including reaching high number of direct beneficiaries (learners), the capacity development of the teaching staff, the development of new curricula and learning materials relevant to learners needs and the set-up of MIS-NFE; • Dissemination of researches and knowledge products in different languages on literacy and non-formal education including Literacy Programmes with a Focus on Women to Reduce Gender Disparities”, a study on successful approaches to reducing gender disparities in and through literacy and UIL policy briefs. • Progress in supporting gender-focussed initiatives, mobilization of resources (such as Malala Fund) and global advocacy actions including preparation of the UNGA report and the inclusion of a literacy target in the post-2015 education agenda..

Challenges

The challenge is to move from policy design to implementation which requires resources mobilization and technical capacities of concerned structures as well as effective advocacy to scale-up efforts and support beyond 2015. The implementation of the projects and activities is facing many challenges including political agenda in the countries (for example elections in Afghanistan) and security situations (in Afghanistan North East Nigeria, Somalia and South-Sudan), need to further invest in capacity development in concerned ministries and institutions (in Lao PDR and Myanmar).

Cost-effectiveness/efficiency measures

Cost effectiveness and efficiency were ensured through the collaboration and cost-sharing with development partners (for example the French Embassy in Senegal) in the organization of activities and events. In addition, the use of cost-effective methods in the implementation of activities including the use of facilitators and supervisors from within the communities to provide support to registered adolescent mothers in the Tanzania project and the employment of local resource persons in the Philippines for implementation of activities. Finally, in Myanmar, funds from the Myanmar (DMERB) Participation Programme helped offset the costs of the pilot-testing of textbooks.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries supported by UNESCO in the implementation and scaling-up of gender- responsive literacy programmes **B:** UNESCO supported 10 countries in the implementation of national literacy programmes during 2012-2013 **T 2014-2015:** 15 countries **T CAP 2014-2015:** 15 additional countries can be supported if additional resources are mobilized	UNESCO continues to support 15 countries to enhance capacities for the implementation of literacy programmes (Benin, Togo, Nepal, Mozambique, Senegal, Bangladesh, Timor Leste, Cambodia, Chad, Mauritania, Afghanistan, Nigeria, Egypt, South Sudan, Iraq	
PI: Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children **B:** UNESCO supported educational initiatives for out of school children in 6 countries during 2012-2013 **T 2014-2015:** 6 countries	3 countries (Lao PDR, Myanmar and the Philippines)	

	T CAP 2014-2015: 5 additional countries can be supported if additional resources are mobilized		

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET	RESULTS **1) UPSTREAM POLICY ADVICE AND RELATED CAPACITY DEVELOPMENT** UNESCO implements this result through policy reviews and advice, capacity development and regional cooperation and advocacy. In 2014, UNESCO received five (5) formal requests for support in conducting TVET policy reviews. The concerned countries are: Bahrain, Saint Lucia, South Sudan, Sudan and Suriname. Preparatory work for conducting these policy reviews has started including data collection, desk research and building expert teams. The field work on the policy reviews will begin in September 2014. In addition, a proposal for a capacity development activity related to the UNESCO TVET policy review methodology was elaborated and is ready to start implementation as a pilot experience in support of TVET policy reforms in the Andean countries. The proposed activity will take a blended learning approach (on-line and face-to-face) and serve to develop the capacities of key TVET decision makers of the Andean countries to improve their knowledge on TVET issues and challenges and provide an up-to-date guide with the aim of building their capacity to lead TVET policy reviews in their countries. Two (2) countries have developed new TVET policies through UNESCO's support. Building on the work engaged in 2013 in Afghanistan and Liberia under the framework of CapEFA, national validation workshops of the developed TVET policies were organized. The new policies aim at making TVET more relevant to labour market needs, and to contribute to inclusive and sustainable development. Work is now engaged to develop related implementation plans. Capacity development actions cover strengthening governance, TVET institutions management and curricula reforms and targeted around ten (10) countries. UNESCO is strengthening the governance of TVET systems and institutionalizing cross-ministerial cooperation to coordinate TVET in four countries (Afghanistan, Benin, Liberia and Malawi) in the framework of CapEFA. In addition, the CapEFA programme is also supporting the development and capitalization of a mechanism for the identification, needs assessment, training (through upgrading of selected TVET providers) and guidance of rural out-of-school

	youth in Madagascar. In the framework of Better Education for Africa's Rise (BEAR), UNESCO is supporting curricula design and public-private partnerships at sectorial levels (Construction, Tourism, Agro-food, others) including through the newly established sector skills committees in 5 Member States (Botswana, DR Congo, Malawi, Namibia and Zambia). In Myanmar, UNESCO is providing technical support for the establishment of a Centre of Excellence for Business Skills Development (CEBS) which is expected to provide young people with relevant skills to enter the world of work. In Brazil, UNESCO supports the curriculum reform of upper secondary vocational education. Increased attention has also been given to the need to mainstream gender in TVET policies and programmes. For example, a robust awareness programme on gender mainstreaming in TVET has been developed and launched in Malawi under the framework of the CapEFA project. It is expected to contribute to raising awareness and increased knowledge on gender mainstreaming and equality of all stakeholders of TVET in Malawi. UNESCO is also supporting Member States in developing relevant policies and programmes to facilitate youth transition to the labour market through regular programme and extra-budgetary projects. These include development of relevant analytic tools, mapping and collection of promising practices and their use in policy advice and capacity development. In particular, UNESCO is working on a diagnostic tool to enhance its support to Member States in reviewing and addressing youth school-to-work transitions. The first review will be conducted in Cote d'Ivoire. The field work will take place in fall 2014. UNESCO is also implementing the Networks of Mediterranean Youth – NET-MED Youth - Project. The NET-MED Youth Project is a three-year project targeting ten (10) Member States in the Southern and Eastern Mediterranean which aims to contribute to the creation of an enabling environment for young women and men to develop their competencies, exercise their rights and meaningfully engage as active citizens, particularly in decision-making relating to political, social, economic, educational and cultural policy and planning processes. The inception phase is progressing according to the plans. An overall action plan related to the employment and skills development result and the foreseen outputs was prepared and is being shared with Member States relevant stakeholders. UNESCO also promotes strengthening regional cooperation in developing, implementing and analyzing youth skills development policies. This objective was supported through organization of four regional events in Africa, Arab and Asia-Pacific regions. In Africa, UNESCO-UNEVOC International Centre in cooperation with the Botswana Qualifications Authority (BQA) held a regional workshop from May 20-22 2014, in Gaborone, Botswana with the following objectives: to place youth employment and related issues on the regional political agenda; to highlight regional success stories; to further strengthen the UNEVOC Network consolidation process in the region; to provide a platform for learning and sharing experiences; to offer an opportunity to actively

	participate in and shape the regional TVET discourse and to enhance the institutional capacities of the participating UNEVOC Centres. The event was attended by nearly 50 delegates from 11 countries, among them 8 UNEVOC Centres (Botswana, Ethiopia, Germany, Kenya, Malawi, Mauritius, Mozambique, Republic of Korea, Senegal, South Africa, and Zambia). International organizations were represented through UNESCO and the International Labour Organization (ILO), along with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany's agency for international cooperation. The workshop report will be available online in the coming weeks. For the West African region, UNESCO also provided support to the UEMOA seminar of experts and TVET Ministers Conference held in Dakar, 26-28th of May 2014. Consultations, joint planning and dialogue have been strengthened between partners in support to the ECOWAS action plan on TVET and to increase the mobilization of partners to consolidate the Inter-Agency Task Team (IATT). In the Arab States 15 TVET decision-makers and Coordinators of UNEVOC Centres from 8 Arab States (Bahrain, Jordan, Lebanon, Qatar, Saudi Arabia, Tunisia and UAE) shared experiences on Youth and Skills Development during the Conference on "Current Challenges and Future Prospects" co-organised with the Public Authority for Applied Education and Training in Kuwait (Kuwait City, 31st March-2nd April 2014), as part of enhancing UNEVOC Centres Network and Capacities in having TVET and Skills Development within the National Agendas. Youth and Employment of TVET graduates were two key issues to enhance the role of TVET. In Asia-Pacific, four decision makers and research experts on TVET from 4 UNEVOC Centres (Australia, China, Germany and Republic of Korea) shared experiences and proposed measures for innovation in skills development at an International seminar on "Enhancing the link between skills development and youth employment policies" in Seoul, Republic of Korea organised by the Korea Research Institute for Vocational Education and Training (KRIVET), UNEVOC's Cluster Coordinator for Asia-Pacific region, on 12 June 2014 in collaboration with UNESCO-UNEVOC International Centre. The seminar was conducted as a follow up initiative to the regional forum on youth and skills development led by UNEVOC for the Asia-Pacific regional network and sought to promote effective measures to tackle challenges related to youth employment. **Key Results:** - Progress in preparing the policy reviews in five countries (Bahrain, Saint Lucia, South Sudan, Sudan and Suriname) and Andean Sub-region - Concrete results have been also achieved in the implementation of major extra-budgetary projects such as CapEFA, BEAR and

	the Centre of Excellence for Business Skills Development in Myanmar (the validation of TVET policies in Afghanistan and Liberia, the development of new curricula relevant to labour market needs and the set-up of operational sectorial committees in Botswana, DR Congo, Malawi, Namibia and Zambia and the establishment of the Centre of Excellence for Business Skills Development in Myanmar). - Development of awareness programme on gender mainstreaming in TVET has been developed and launched in Malawi under the framework of the CapEFA project. It is expected to contribute to raising awareness and increased knowledge on gender mainstreaming and equality of all stakeholders of TVET in Malawi and will be used as a prototype to support other countries. 2) CONCEPTUAL CLARIFICATION AND IMPROVEMENT OF MONITORING At the global level, the Third International Congress in 2012 made a significant contribution to the re-conceptualization and transformation of TVET, which has in turn influenced its positioning in debates on education and development agendas post-2015 as illustrated in UNESCO's position paper on Education post-2015 agenda and the Muscat declaration. In relation with the set-up of the post-2015 target and as a follow-up to the Third International Congress on TVET, UNESCO prepared terms of reference for the set-up a taskforce to work on developing cross-national statistical frameworks and data platforms for both regional and global monitoring. This work will build on the work already undertaken by the Inter-agency Group on TVET, in particular the Working Group on Indicators, and on the initiatives of the Human Resources Development Pillar of the G20 Multi-Year Action Plan on Development. The work will also build on projects implemented at country level including CapEFA projects in Liberia and Benin and the BEAR project in Botswana, DR Congo, Malawi and Zambia. In all these countries UNESCO conducted a situational analysis and set-up actions plans. The projects expected results are twofold: (i) TVET information systems set-up and (ii) TVET annual national statistical outlook. Several strands of work in different regions are also advancing conceptual clarification. In particular, the UNESCO Bangkok study on transferable skills in TVET, the HQ work on level descriptors for learning outcomes and the ongoing work on entrepreneurial skills in Arab region. The outcomes of these activities are used at national and regional levels to support Member States. For example, UNESCO Beijing organized an expert meeting on integrating transferable skills in TVET in Mongolia, while UNESCO Bangkok supported SEAMAO VOCTECH in organizing a workshop on transferable skills in TVET curricula, teaching and assessment. Another example is the ILO, European Training Foundation (ETF) and UNESCO work in Lebanon on integrating entrepreneurial skills in TVET curricula.

	UNEVOC's pilot project on building a comprehensive TVETipedia Glossary also contributes to conceptual clarification work of UNESCO and extending the knowledge base in TVET. The project has made available 500 terms online as of March 2014. The glossary allows for comparisons of the different uses of terms in different regional or functional contexts; which were sourced from 17 glossaries and 15 references. The TVETipedia portal is expected to raise awareness about the different contextual definitions and use of the terms and provide a solid basis for an informed global debate. Additional discussion papers and provision for multilingual glossaries are underway. The work on normative instruments concerning TVET is also progressing according to the decision of the 37th General Conference regarding the revision of the 2001 Revised Recommendation. The Secretariat has now prepared a first draft of the text of the revised Recommendation. The draft text will be submitted to Member States for their comments and observations in September 2014. The drafting and consultation process was organized through several important steps. The work started with a Special Virtual Conference organised by UNESCO-UNEVOC from April 1 to 14 2014 using the UNEVOC e-forum platform. This attracted 210 participants from 70 countries, including staff of government ministries, TVET agencies, international organisations, official bilateral agencies, NGOs, universities and public and private TVET providers. Participants contributed towards defining the scope and content of the revisions. Based on various inputs, including a synthesis report of the Special Virtual Conference the Secretariat then elaborated a draft revised text which was shared for feedback with an Expert Group on TVET established for advising the Secretariat on the revisions. The Expert Group on TVET comprised representatives from the UNEVOC Network, ILO and international social partners. A Joint Experts' Meeting, comprised of the Expert Group on TVET and the Expert Group on Adult Education, was held in Hamburg from 27 to 28 May 2014. One of the outcomes of the Joint Expert Meeting was a revised draft text of the Recommendation concerning Technical and Vocational Education, which was then the main focus of an Online Consultation with Member States and Other Stakeholders held from 1 to 8 July 2014 using UNESCO's collaborative platform, 'UNESTEAMS'. Participants in the Online Consultation included legal and senior experts on TVET nominated by UNESCO Member States and Associate Members from all regional groups (187 nominated experts, representing 99 countries), representatives of International Organisations and Development Partners (17) and of Non-Governmental Organizations (11). **Key Result:** - Preparation of a first draft of the text of the revised Recommendation on TVET through intensive consultation with Member States and TVET experts including UNEVOC Network;

	3) CLEARING HOUSE AND INFORM THE GLOBAL TVET DEBATE Building on the renewed interest of the UNEVOC Centres to engage in TVET transformations and Network consolidation recorded in 2013, an increased momentum and engagement of the UNEVOC Centres has been observed during the reporting period. This is evidenced by their high participation in the programmes and active contributions to the clearinghouse and knowledge management activities of the UNESCO-UNEVOC International Centre. During the reporting period,10 UNEVOC Centres engaged in producing promising practices cases on youth skills and greening TVET and 50 UNEVOC Centres participated in the two (2) e-Forum virtual conferences. The first was a special Virtual Conference on revising the 2001 Revised Recommendation concerning TVE and the second on Vocational Pedagogy. The period January to June 2014 saw sustained efforts for strengthening national capacities for improving TVET systems, policies and practices in advancing the sustainable development agenda. UNEVOC continued to advocate greening TVET policies and practices at regional and national level through evidence based studies and diffusion of information. Five reports of regional fora on advancing youth employment and sustainable development through TVET were produced and disseminated in print and online. These reports, with evidence-based promising practices that were collected from the regional fora, are being further analysed and synthesized to become part of a study and a global synthesis of regional UNEVOC networks progress in advancing Greening TVET, youth and skills expected to be launched in October 2014. Knowledge products and resources such as the World TVET database and a Promising Practices database were further updated providing dynamic collections of quality, up-to-date and widely-sourced information on TVET. For instance, 7 more reports have been added to the existing TVET database and published online. A total of 3,503 UNEVOC e-Forum users have been recorded as of June 2014. For the past six months, an average of 160 messages have been posted in the e-Forum every month, with the discussion board of the e-Forum consistently being the most visited page in the website. Visits to the UNEVOC website in the last 6 months recorded high at 58,300 (aggregate data) indicating increased interest from the online community in accessing the various information, online discussion and resources afforded by UNEVOC. Building on the research and reviews conducted in 2013, UNESCO disseminated the outcomes of the IFAD-UNESCO project on Learning Knowledge and Skills for Agriculture and Improved Rural Livelihoods, the review of TVET teachers training policies and programmes and the UNDP, UNESCO and ECOWAS publication on National and Regional Qualifications Frameworks (NQF/RQF). A Global Seminar on “Learning of Knowledge and Skills for Agriculture and Improving Rural Livelihoods” was organized by UNESCO in collaboration with the IFAD on 27-28 February 2014 at UNESCO Headquarters in Paris. The key findings of the country research were presented to key global stakeholders - representatives of governments, bilateral donors,

	multilateral organisations, NGOs and experts. Participants also identified issues for further investigation and action and recommended the possible ways forward. The findings of the TVET teachers training policies and programmes were presented during a dedicated session in the framework of the annual Global EFA Meeting on 12-14 May 2014 in Muscat which brought together representatives of UNESCO Member States, EFA convening agencies, bilateral agencies, United Nations and regional organizations, civil society organizations, the private sector, research institutes and foundations. The UNDP, UNESCO and ECOWAS publication on NQF/RQF has been edited and printed in French and English. This publication is a coherent synthesis of the sub-regional survey with addition of the validated guidelines for NQF/RQF development, and will be a concrete and useful tool for all experts and governments engaged in the process. This tool for capacity development is online on UNESCO's website and will be also disseminated to partners and governments. The report on global issues and trends in TVET has been significantly reworked for publication as a monograph in the Education Sector's 'Education on the Move' Series. **Key results:** - Dissemination of research findings and knowledge products on transferable skills in TVET, skills for agriculture and improved rural livelihoods and TVET teacher training. - Enhancement of the UNEVOC Network Centres participation and this already resulted in the active participation of 10 UNEVOC Centres in producing promising practices cases on youth skills development and greening TVET; **Challenges** Significant challenges remain regarding internal human resources. UNESCO Regional Bureaux, particularly, Bangkok and some clusters with heavy TVET work in Sub-Saharan Africa such as Harare and Nairobi offices are lacking TVET specialists. Steps are therefore being taken for temporary recruitment of experts using extra-budgetary funds and calling for secondments from Member States. For instance, since March 2014, UNESCO Bangkok has a Programme Specialist for TVET seconded from KRIVET (Republic of Korea). Policy reviews provide relevant recommendations for decision makers; however moving from recommendations to implementation requires more careful analysis, partnerships and mobilization of national stakeholders. As demonstrated through the work in ASEAN, SADC and ECOWAS, acting at regional and/or sub-regional levels can expand the outreach of UNESCO work in the field of TVET, tap on Member States capacities including UNEVOC network and generate economies of scale.

Cost-effectiveness/efficiency measures

The Online Consultation with Member States regarding the revision of the 2001 Revised Recommendation is considered to have been a successful cost-effective measure in particular because it enabled the experts nominated by Member States and Associate Members to provide detailed comments and inputs to the draft text. During the eight days 97 participants contributed actively to the three discussion fora (English, French and Spanish), providing over 900 written inputs.

Cost effectiveness and efficiency were ensured through the collaboration and cost-sharing with development partners and private companies in the organization of regional activities and events (SEAMEO VOTECH in Asia-Pacific, BOTA in Africa, Public Authority for Applied Education and Training in Arab region) and in the implementation of specific activities and projects (PepsiCo in Myanmar, GIZ Mongolia Office, etc.).

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life **B:** Member States lacking comprehensive TVET policies geared towards supporting youth transitions and building skills for work and life **T 2014-2015:** 10 countries including 5 policy reviews having used UNESCO's policy reviews, advice and capacity development to initiate the development of policy transformed towards supporting youth transitions and based on the principles of inclusion, gender equality and sustainability **T CAP 2014-2015:** 10 additional countries having used UNESCO's support to better forecast skills supply and demand and improve strategic planning	2 countries adopted comprehensive policies. 5 countries requested UNESCO's support in conducting policy reviews. Preparatory work started.	
PI: Number of instruments and guidelines prepared by UNESCO to advance and monitor global TVET developments **B:** The 2001 Revised Recommendation on TVE is outdated National	A first draft text of the Revised Recommendation concerning TVET is ready.	

	Qualifications Systems not supportive for students and workers mobility and recognition of qualifications TVET policies and development/education goals are not guided by relevant statistics and indicators **T 2014-2015:** - A final proposal of the Revised Recommendation is submitted to the 38th General Conference - A proposal of a specific set of indicators on TVET prepared and disseminated - Draft World Reference Levels of learning outcomes developed **T CAP 2014-2015:**		
	PI: Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products **B:** UNEVOC centres engaged in knowledge production and UNESCO's activity on ad-hoc basis **T 2014-2015:** 25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET **T CAP 2014-2015:**	10 UNEVOC Centres engaged in producing promising practices cases on youth skills and greening TVET. 50 UNEVOC Centres participated in the two (2) e-Forum virtual conferences and producing knowledge products on youth skills development and greening TVET	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability	Outputs and Results by area of activity During the first 6 months of the quadrennium, the implementation of the higher education programme has progressed according to plan and timetable: **Normative work**. Activities have concentrated around the preparations of the International Conference of States that will take place in Addis Ababa in December 2014 to adopt the revised text of the African region convention ("Arusha Convention") with the support of extra-budgetary funds from Norway. The revised text has been prepared and distributed to all member states for consideration and adoption at the ICS. In parallel, work towards the preliminary report on a possible global convention for the recognition of Higher Education qualifications has begun: A meeting of 13 experts from all UNESCO regions took place in Paris in July 2014 to discuss the way forward and linkages with existing regional conventions.

	UNESCO has been actively following up with the ratification process and implementation of the revised Asia Pacific Convention. Australia and the People's Republic of China recently completed their ratification processes. In the context of the European Convention ("Lisbon Convention"), UNESCO has contributed to several meetings (Brussels in April, and Rome in March and July) of the European Network of Information Centres in the European Region (ENIC) Bureau and National Academic Recognition Information Centres in the European Union (NARIC) Advisory Board to advance work on national information centers on recognition. The International Institute for Higher Education in Latin America and the Caribbean (IESALC) is supporting the normative work in Latin America and is preparing for a meeting with key stakeholders on the recognition of qualifications in the latter part of 2014. Work in the area of quality assurance is ongoing and firmly connected to the implementation of qualifications recognition. UNESCO conducted an E-Forum (3-25 April) in which 30 external participants (and 5 internal participants) debated the status, trends and challenges of quality assurance in higher education. The final report is being prepared for distribution. In addition, UNESCO conducted a virtual conference and produced a newsletter on quality assurance issues in the Caribbean. In Southern Africa, UNESCO is supporting the establishment of a sub-regional network on quality assurance. In the UEMOA (Economic and Monetary Union of West Africa) countries, UNESCO has supported capacity building activities benefitting some 30 quality assurance specialists from universities of four countries over the last six months. **International cooperation** at the higher education level is a key component of our programme. The UNESCO Chairs and UNITWIN networks continue to make substantial contributions to advance and share knowledge in all UNESCO sectors and priorities. In January 2014, a meeting of all UNESCO Chairs in higher education, ICTs, and teachers was held with 45 Chairs from 27 countries represented at the meeting. In March, IESALC co-organized a meeting of Latin American Chairs on University Social Responsibility in Puerto Rico. In early June, IITE, in cooperation with the National Committee of UNESCO Chairs in the Russian Federation, organized a conference of Chairs on ICT in education in St. Petersburg. In Africa, UNESCO is supporting the development of Poles of excellence ("Poles d'excellence technologiques universitaires") and provided technical support missions to 4 countries ready to support this inter-university collaboration. UNESCO is also supporting the development and use of ICTs to connect universities in the UEMOA countries and is supporting the establishment of a virtual library through training workshops of computer engineers and documentalists in selected universities of the region. In the area of **policy support and training**, the UNESCO provided technical support to higher education reforms in Cambodia, Myanmar and Nepal, and technical support missions were conducted in the Republic of Korea, Malaysia and Sri Lanka.

In the context of its project “Rehabilitation of Iraq Higher Education System”, UNESCO trained 38 managers and 32 QA (Quality Assurance) officers on Quality management and leadership issues. With the support of the Saudi Committee for the Relief of Palestinian People, UNESCO also provided support to 12 community libraries in the West Bank and Gaza through expanding access to resources, materials, books, and equipment; and training programs for 12 librarians.

In Africa, UNESCO is preparing case studies on best practices on innovative approaches to financing of higher education, which will be presented at conference to be hosted by Togo in November 2014.

UNESCO Regional Bureau for Education for Latin America and the Caribbean in Santiago (OREALC) reported that preparations for several initiatives in Lima, Port au Prince, Quito, Santiago, San José have started for implementation later in the year.

Challenges.
Common and most preponderant challenges include lack of appropriate financial resources, shortage of human resources, security issues and political instability (mainly for the Arab region). Corrective actions taken include an intensification of mobilization of extra-budgetary resources and development of collaborative partnerships with relevant donors and stakeholders.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments **B:** Asia Pacific countries are in the process of ratifying the revised regional convention. 9 countries have adhered (signed the revised text at the Tokyo Conference in 2011) to the revised convention. The revised text for the Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States (also known as the Arusha Convention) will be presented for approval of member states at the	2 Asia Pacific countries (Australia and China) ratified the revised regional convention. Preparations are well advanced and on time for the ICS which is scheduled for December 2014. Invitations have been sent out to member states. As part of the consultations to prepare the preliminary report that will be presented to the 38th General Conference, an experts' meeting took place at HQ to discuss a possible Global Convention and its	

	International Conference of States (ICS) that will take place in Addis Ababa in December 2014. **T 2014-2015:** 7 countries adhere to the revised Arusha Convention 1 international conference of states (ICS) 1 report on the global convention presented to 38th General Conference **T CAP 2014-2015:**	linkage to existing regional conventions.	
	PI: International and regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology driven teaching and learning models **B:** **T 2014-2015:** 1 international conference/meeting **T CAP 2014-2015:** 3 regional/international meetings	Conference of UNESCO Chairs in ICT; St. Petersburg, Russian Federation, 1-4 June 2014	
	PI: Number of countries to which UNESCO provided policy advice and which have engaged in the improvement of their higher education systems. **B:** **T 2014-2015:** 8 countries supported **T CAP 2014-2015:** 4 additional countries	Support to higher education reform in Cambodia, Myanmar and Nepal. Support to quality assurance in Iraq, Southern Africa, UEMOA , Caribbean	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality	**ER 5: Progress Assessment (January – June 2014)** **1. Overall outcomes and results** Both regular programme and extra-budgetary interventions in support of teachers have been broadly planned and implemented under three main thematic headings during the current programme cycle, in view of contributing to the three performance indicators of the expected result. Overall, all activities at all levels around the world are still relatively in the early stage of implementation, focusing on defining specific intervention strategies, identification and securing of both in-house and external expertise, and holding consultations with national partners and target audiences for country-level cooperation and support. 1.1 Progress in contribution to PI 1 (Number of countries which, based on UNESCO's support, have developed and/or reviewed

	teacher policies, paying strong attention to equity and gender issues) A majority of the activities of the regular programme have concentrated on supporting Member States in **developing and/or reviewing teacher policies** within the general context of the education system (contributing to the first PI). **Preparations of Teacher Policy Guides**: UNESCO is providing institutional capacity building on teacher policy development and implementation, and finalizing two global guides, notably: “A Guide for gender equality in the policy and practice of teacher Education” and “Teacher Education for Sustainability: Effective Teaching and Learning Guide”. These guides are expected to be pilot tested in the African region in December 2014 before launching them to other regions in 2015. The case studies included in these Guides are intended to support professional learning and are selected from 20 countries. UNESCO is also collaborating with the International Task Force on Teachers for EFA in the development of a guide for national teacher policy development. IICBA is also finalizing a draft Teacher Policy Development Guide for Africa, which is expected to be available for internal discussion in mid-August 2014. In preparation for this guide, diagnostic studies and capacity needs assessment were conducted to serve as a basis for evidence- based policy reviews. The projects supported by extra-budgetary resources have been critical in complementing and reinforcing the teacher programme in Africa, in particular the CapEFA resources continued to be a major vehicle for the policy development interventions. For most of the countries, the activities have continued from previous biennium and in this sense the current biennium activities are building on past achievements: support was provided for teacher **policy analysis, policy dialgoue and a draft policy framework** in **Uganda and Lesotho**. A **framework for planning and management of the teacher sub-sector has** been also adopted by the Ministry of Education and Sports in Uganda, with a view to inform legislation, and the Teacher Management Information System (**TMIS**) has also been improved. In **Burkina Faso**, a workshop was organized for face-to-face capacity building training of national experts responsible for teacher **policy development**. High-level technical assistance was provided for the development/review of teacher qualification framework and policies (including teacher competency profiles) to a group of target countries (i.e. Benin, Guinea, Code d’Ivoire, Niger, Senegal, Togo, Nigeria, The Gambia, Rwanda, Uganda, Lesotho, Namibia, and Mozambique). In the Asia-Pacific region, UNESCO is extending support for the development and/or the review of **national teacher policies**, and initial work in progressing well in some 20 countries. In the Arab State region, finalization of a **Regional Teacher Policy Framework and Resource Pack** is progressing steadily. Upon

finalization and validation, the Regional Teacher Policy Framework and Resource Pack will be shared with all relevant regional stakeholders supporting teacher development.

In Latin America and the Caribbean, several technical papers and **studies** focusing on policy issues in the teaching profession have been completed.

Another key emerging trend under the teacher programme this biennium is the increased attention to the issue of teachers in **early childhood care and education (ECCE).** The focus on ECCE reflects the growing awareness among the member states on the importance of strengthening its teaching force for improving the overall quality of ECCE provisions. Policy reviews, research and development of regional level policy guidelines setting professional standards and status of ECCE teachers have been initiated at the regional level, in Africa, Asia-Pacific, Arab States and Latin America and the Caribbean regions. In Asia-Pacific, under the regional project “Pre-primary teacher development in Southeast Asia” funded under Japanese FIT, a comprehensive questionnaire survey (which took into account the recently adopted ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel) was conducted and the preliminary analysis was presented at a sub-regional workshop (July 2014). This project, which involves 4 LDCs of Southeast Asia, i.e. Cambodia, Lao PDR, Myanmar and Timor Leste, is expected to come out with a set of sub-regional guidelines for teacher education and professional development systems and country-specific action plans to upgrade/improve pre-primary teacher qualifications and professional development. In Arab States, activities to promote strategic approaches to teacher training and professional development within national ECE strategies have been initiated in Egypt, Sudan and Yemen. In Latin America and the Caribbean, a study involving 8 countries in the region on policies for training and professional development of teachers in early childhood education have been launched. A Technical Secretariat was also formed to identify and engage senior experts from the participating countries with extensive knowledge of the reality of early childhood education and teaching jobs in their respective countries.

The year 2014 marks the **20th anniversary of the World Teachers' Day (5 October)** and preparations for the celebration of the Day at global, regional and country levels have been launched. At the global level, UNESCO will be organizing a two-day international forum (6-7 October 2014) together with ILO and Education International, and the preparation for this important event is progressing well.

Simultaneously, preparations for the 13the session of the Joint **ILO/UNESCO** Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) meeting to be hosted by UNESCO HQ (20-24 April 2015) have

	been initiated in close cooperation with ILO and Education International. The **International Task Force on Teachers for EFA** has collaborated with research networks to organize an online forum on Inclusion and Equity in Teacher Policies and Practices. The forum compiled participating countries' experiences and the conclusions will inform an international conference (targeting Central and West Africa) in the University of Buea in Cameroon, a UNESCO Chair, in September 2014. 1.2 Progress contributing to PI 2 (Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development) Using resources mobilized through **CapEFA,** some countries in Africa were supported by UNESCO (HQ and FOs) in **teacher training** and harmonizing their continuous professional development programmes. In **Burkina Faso**, the capacity of teachers and relevant key stakeholders to generate knowledge through analytical research and communicate findings have been strengthened. In **Guinea**, the establishment of eight regional teacher appraisal and evaluation (**monitoring and evaluation)** teams, relevant Ministry of Education departments and validation of the programmes for the **training and supervision of teaching practicum** in secondary schools were supported. Under the leadership of the national authority, a training programme for **teacher supervisors and inspectors in the use of** innovative approaches was also conceptualized. Teacher training and professional development are also key issues of **curriculum development** and implementation covered in the Postgraduate Diploma in Curriculum Design Programme. 115 education officials, teachers, teacher trainers, and policy and curriculum developers have been registered for the current edition of the Postgraduate Diploma Programme (December 2013 to August 2014). Since 2010 and with the support of regular and extra budgetary resources, this annually-organized training programme has trained teachers, teacher educators and education practitioners who are actively involved in the review of teacher education policies and development of national teacher education curriculum frameworks. In Peru, a coordination meeting has resulted in the adoption of recommendations for improved continuous teacher training programmes and an agreement with the Ministry of Education worth over US $5 million, for capacity building training programmes through distance learning for some 40,000 teachers nationwide. In the Asia-Pacific region, particular focus has been given to the development of **competency-based teacher education system** in terms of policy and practice, and the integration and mainstreaming cross-cutting themes, such as inclusive education, ESD,

peace building, quality and gender equality into the teacher education curriculum/competency framework and professional standards.

In the Arab region, UNESCO also increased its support in ensuring the status of the teaching profession and promoting provisions for **teacher training and continuous professional development in the context of heightened emergencies and crisis situations** in the Arab State region, particularly in Syria and Lebanon. UNESCO's technical support has been provided mainly through collaboration with partner agencies such as UNHCR and UNICEF, and a Teacher Advocacy Paper is also being prepared in Lebanon. In Palestine, within the programme on "Quality Systems for Quality Teachers" implemented using resources mobilized through the European Union, technical assistance is provided for the development of systems and operationalization frameworks for the Teacher Education Strategy (TES). At this stage of implementation the programme has achieved three main results: (i) the adoption of National Professional Standards for Teachers; (2) a full licensing scheme for teachers; and (3) a Plan for teacher's continuous professional development that also includes remedial action for teachers that do not cope with the standards. The programme also has a comprehensive evaluation component and its outcomes will inform the EFA Package for Palestine. Taking into account the prevailing situation, emphasis have also been put on emergency education training for Palestine teachers.

1.3 Progress contributing to PI 3 (Number of teacher training institutions in sub- Saharan Africa which have been reinforced and are fully operational)

As one of the two global priorities of UNESCO, particular attention has been given to supporting countries in the African continent. UNESCO entities have synergized and coordinated interventions in the teacher sub-sector. The major thrust has been on providing technical support and expertise to strengthen the capacity of teacher training institutions (institutional and human resources). Much of the interventions have been financed through a combination of extra budgetary funds, notably CapEFA (Burundi, Lesotho, Niger, Burkina Faso, Guinea, and Togo) and Chinese FIT (Namibia, Cote d'Ivoire, Ethiopia, Uganda, Tanzania, Liberia, Democratic Republic of Congo, The Republic of Congo).

Technical assistance was provided for institutional capacity development for primary and secondary education teacher training, through the development of a regional primary teacher training programme, development and implementation of teacher professional standards, mainstreaming of the General History of Africa in teacher training programmes and gender-sensitive teacher education and training (using a sub-regional approach. The activities implemented built on the achievements of the previous biennium. Regular stakeholder consultations were held, content production workshops were also organized, and

	technical consultancies were engaged to further sustainability of the achievement. Particular attention was paid to addressing cultural and linguistic issues in teacher education, with emphasis on teaching strategies and materials and equipment. IICBA has undertaken a research (ongoing) to identify teacher education institutions in Africa that already address culture and language issues through the teacher education curriculum. **ECCE** has also received a growing interest in Sub-Saharan Africa, and consequently, IICBA developed and published teacher training modules on “Indigenous Early Childhood Care and Education (IECCE) Curriculum Framework for Africa – a focus on Context and Contents” as a web-based publication and are currently being validated as ODL resource. Partnership and collaboration relations with the National Council for Colleges of Education (NCCE) in Abuja, Nigeria in being strengthened to facilitate dissemination and animation of capacity-building workshop in the use of the IECCE modules, in October 2014. The modules form part of the Fundamentals of Teacher Education series produced by IICBA, another title published “Quality Assurance of Teacher Education in Africa” has also been produced. Teacher training modules for distance courses have been developed by IICBA for the Africa region. Under the training programme “ODL for Master Teachers and ICT-enhanced Teacher Development in Africa”, four out of six ICTeTD modules have been edited with other modules to follow. An additional ICTeTD module (7th) for literacy teachers has also been developed. A gender review of the Human Resource Management I and Module II - Financial Management of Institutions was undertaken as part of the overall review to mainstream gender and culture in modules for TEI management and SLS and training of school managers and supervisors. The extra-budgetary China FIT was used to support institutional capacity needs assessment of selected key TTIs, production or reports and evidence-based prioritized action plans and work plans were undertaken and the countries are at different stages of implementation of the agreed activities (Namibia, Cote d’Ivoire, Ethiopia, Liberia, Uganda, Tanzania, Republic of Congo and the Democratic Republic of Congo). **2. Major challenges and lessons learnt** The capacity to integrate national-level interventions with regional normative instruments development also requires strengthening, so that UNESCO regional in-house expertise can be developed.

	The increased global interest for the postgraduate diploma programme has brought additional challenges for UNESCO. A strategy to mitigate and cater to this emerging need is to strengthen online distance learning (ODL) activities within this programme. In the Arab region, implementation of the 37C/5 was also challenged by the lack of political stability in the area. There is a need for more efforts in terms of fund raising and coordination so that teacher training and professional development receive an adequate and customized support in the Region. More efforts are also needed in addressing inclusiveness and gender equality that should build upon existing efforts and achievements in the Region. It is imperative that teachers, teacher trainers and teacher policymakers participate actively in teacher policy development processes. **3. Cost effectiveness and sustainability** Many of the results reported have been achieved through effectively aligning RP and EXB funds. Implementation of programme activities in all regions benefited from drawing on expertise available to UNESCO (HQ, RBs, and FOs) and networks of education partners supporting the teacher sub-sector in the countries. The UNESCO family approach to programme and projects implementation is cost effective because the education sector and Institutes have a wide range of program specialists, and most of the training materials and case studies used to support professional learning and capacity building in countries are either available to UNESCO or are developed by UNESCO specialists, making it sustainable and ensures quality. The analysis of 18 Participation Programme requests in the areas of teachers, including 6 from African countries, reveals an emerging trend among Member States to align their efforts in teacher professional development with UNESCO's programme objectives related to ER5. Closer coordination and collaboration with the EFA Teacher Task Force was also ensured from the beginning of the biennium. As result, synergies were identified between UNESCO's programme activities under ER 5 and the three main areas of actions of the International Task Force on Teachers for EFA (1. Advocacy/coordination with global and regional initiative, 2. Knowledge creation and sharing, and 3. Country support).

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues **B:** UNESCO's intervention and support reported in 30 countries for 2012-2013. **T 2014-2015:** Major technical support provided to at least 10 Member States **T CAP 2014-2015:** 2 more countries	A total of 38 countries (13 in Africa, 20 in Asia-Pacific, 5 in Arab States) have been earmarked for UNESCO's high-level technical assistance for the biennium.	
	PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development **B:** UNESCO's intervention and support reported in 17 countries for 2012-2013. **T 2014-2015:** Major technical support provided to at least 10 Member States **T CAP 2014-2015:**	A total of 20 countries globally (4 in Africa, 14 in Asia-Pacific, 2 in Arab States) are engaged and benefitting from direct technical assistance.	
	PI: Number of teacher training institutions in sub- Saharan Africa which have been reinforced and are fully operational **B:** 17 sub-Sahara African countries **T 2014-2015:** 15 sub-Sahara African Member States **T CAP 2014-2015:**	A total of 13 sub-Saharan Africa countries are benefitting from direct high-level technical assistance for institutional capacity development, notably under the frameworks of CapEFA and China FIT projects	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and	**1. Overall progress, outcomes and results** 1.1 Progress contributing to PI 1 (Number of countries engaged and/or benefitted from building and sharing of knowledge around

outcomes of competency-based learning	quality of learning) Although most of the activities are still in the initial stage of implementation, various initiatives have been launched to strengthen the resource base and expand the outreach of knowledge and information sharing around inclusive approaches to quality of learning. Global momentum on the quality of learning has been renewed with very deliberate focus on the ensuring inclusive learning environments. Current reflections and practices in the field of inclusive approaches to teaching and learning were reviewed and critically analyzed during an International Expert Meeting convened in Paris on 19-20 June 2014. More than 20 experts and practitioners (with an equal proportion of men and women) were invited to the expert meeting. Knowledge gaps on inclusive approaches to teaching and learning and major challenges and opportunities to inform a robust inclusive social agenda were identified and discussed in depth. The need for improved knowledge management and data availability and quality were stressed as necessary to support countries in developing/implementing inclusive processes and practices. Experts urged UNESCO to strengthen its role as a “global repository” of key information, policies and programmes on inclusive approaches to teaching and learning. As a follow-up, work has been initiated to map existing platforms, communities of practices and learning communities towards the goal of developing an online resource portal on inclusive approaches to teaching and learning. Various initiatives have also been launched at the regional level to address contextually specific issues of their regional countries. In Asia and the Pacific, regional support is given to pedagogy and assessment issues in formal educational settings whereas country-specific activities focuses on improving quality of teaching and learning in non-formal education. About 20 countries are engaged in and benefitting from building and sharing of knowledge on quality of learning. A couple of regional research activities have been initiated, some of which are either already completed or nearing finalization. One of them is a comparative analysis of girls’ and women’s career interests, perspectives and choices in the Asia-Pacific region and the role that education systems play in shaping and promoting these. A study focusing particularly on gender and learning achievement in mathematics and science and transition to science, technology, engineering and mathematics (STEM) subjects in higher education and the labour force is currently underway in seven countries. Preparation for a regional policy research study on multi-grade teaching in the region also took off with a regional workshop during the first half of 2014. In Latin America and the Caribbean, an interactive space “INNOVEMOS Network” was launched to share and disseminate knowledge and innovative practices in education. In the Arab region, 16 countries are engaged in experience sharing through a comparative research on learning and competency development.

	Building on the foundation work during the previous biennium, UNESCO increased its activities in the field of education for persons with disabilities, in collaboration with partners such as UNICEF, International Disability Alliance, the European Agency for special needs and inclusive education, and the Global Partnership for Education (GPE). UNESCO contributed to the organization of a panel session on inclusive education at the 2nd GPE Replenishment event in June 2014 (Brussels), at which a Call for Action for inclusive education was issued. Particular attention has been made to ensuring programmatic synergies and integration of the UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability (NB: the 2013 edition of the Prize was awarded in Kuwait on 26 May 2014 to two laureates: the Armenian NGO Bridge of Hope and the Department of Education of the Canadian Provincial Government of New Brunswick) to enhance the visibility of the Prize as well as to increase its impact on the quality of education for persons with disabilities. As part of this effort, a feasibility study for the establishment of a category 2 centre on quality education for persons with disabilities in Kuwait was launched in February 2014 and completed end of June 2014. In Latin America, the focus of inclusive education is explicitly on special needs education and education for persons with disabilities, which represents a different trend from the other regions. During the first half of 2014, UNESCO has disseminated the set of indicators from the Regional Education Information System for Students with Disabilities (SIRIED). This project has been on-going since a few bienniums ago in view of building statistical information, basic data, and indicators to understand educational situation of students with disability with the support of the Spanish Government. Furthermore, studies on physical and curriculum accessibility for people with disabilities in the educational systems in Latin America has been launched. 1.2 Progress contributing to PI 2: Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed UNESCO – particularly through its Category 1 Institute International Bureau of Education (IBE) – continued to make progress in supporting Member States in developing comprehensive, inclusive curriculum and competency-based learning. The IBE-led Postgraduate Diploma programme in Curriculum Design and Development has expanded in coverage of participants from increased number of countries for the intake of 2013-2014 (hosted in Tanzania), with 75 participants from 22 African countries (Botswana, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Niger, Rwanda, Senegal, Seychelles, South Africa, South Sudan, Swaziland, Togo, Tunisia, Uganda, Tanzania and Zambia) and 41 participants from 6 Latin American and Caribbean countries (Chile, Peru, Ecuador, Mexico, Haiti and Uruguay) (hosted in Uruguay). Training materials used for the Diploma programme include the IBE-UNESCO Curriculum Resource Pack (available in

Arabic, English, French and Spanish), consist of a series of thematic training modules on curriculum and learning (i.e. on inclusive education, curriculum frameworks and personalized education).

In Africa, technical support has been extended to capacity development for the elaboration of a regional strategy for the Economic Community of Central African States (CEEAC) in accelerated learning programmes for girl children, and for associated advocacy efforts. In addition, specific support is provided to two Member States (Angola and Equatorial Guinea) to implement acceleration programmes on increasing access and empowerment of girl children. Furthermore, preparations are underway for UNESCO to work with the Rwandan Education Board for it to elaborate their learning assessment programme.

In Asia-Pacific, most of the activities are at planning and preparation stage in terms of their implementation. Eight countries have been identified and will be supported to develop comprehensive and inclusive curriculum (Bangladesh, Cambodia, China, Indonesia, Lao PDR, Nepal, Pakistan and Thailand).

In the Arab region, technical assistance has been provided to Qatar for the development of the new Qatar National Curriculum Framework to define key competencies. In Iraq, UNESCO assisted the country in developing new curricula and textbooks for Math and Science (primary education) that promote a competency-based approach. Preparation is ongoing for a regional expert meeting to take place in November 2014 in Beirut in cooperation with different partners, in particular European Association of History Educators (EUROCLIO), focusing on trends and challenges with regard to competency development in the Arab countries. The meeting will be attended by high-level curriculum and learning experts in the Arab Region and other countries. Its outcomes will be documented in a booklet to be circulated in the Region.

In Palestine, UNESCO is conducting a programme on Improving Access to Quality Education for Palestinian Children in the West Bank and Gaza Strip, with the support of OPEC Fund for International Development. Different professional development activities, including action-research projects, focused on exploring the enabling factors for effective learning that include learner-centred approaches, active teaching and learning techniques and the development of learning to learn competencies are ongoing. Project proposals were developed and submitted for funding on secondary education and skills development in the context of the Syria crisis that include learning and competency development components.

1.3 Progress contributing to PI 3 (Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning)

	Increased emphasis on assessment of learning has arisen due to discussions on education's role in the post-2015 development agenda. There is now consensus among stakeholders that education targets should include a focus on learning, which will accelerate the need for reliable, feasible and holistic assessments. Reflecting the importance of assessment for measuring progress towards learning goals and identifying strengths and areas for improvement, several activities relevant to assessments have been launched and are now underway. At the global level, work is underway to provide a mapping of all of UNESCO's assessment-related activities, to provide better communication and greater clarity on the breadth and depth of UNESCO's work in assessment. UNESCO has been engaged in measurement of learning as part of the post-2015 development agenda. Through the EFA Steering Committee, UNESCO Institute for Statistics convened a Technical Advisory Group on indicators for proposed education targets, which included a review of available indicators of learning and identification of areas where more work is required. UNESCO has also participated in the Learning Metrics Task Force, a group of partner organizations focused on promoting measurement of learning. As follow-up to its previous work, it is now focused on identifying how to help improve national assessment systems while promoting measurement of learning at the global level. UNESCO is leading work to develop a common metric of reading based on existing assessments that can be used to facilitate global comparisons reading competencies, and is also identifying practices and standards for oral assessments. UNESCO-UIS has also recently launched a global catalog of learning assessments to provide standardized, comparable information on the availability of assessments and their main characteristics, with 54 countries participating to date in workshops on how to collect the relevant information. UNESCO's International Bureau for Education (IBE) also offers on-going training to countries on student assessment as part of its post-graduate training in education. Work towards improving assessment systems is underway in all regions, and focuses on improving national assessment systems through information-sharing and identification of good practices and development of holistic assessments of learning. In the Arab States, Member States have been brought together through regional and national workshops on student assessment systems. In Asia and the Pacific, the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP), a collaborative platform across Asia-Pacific countries to address assessment of 21st century skills and learning, recently completed a systematic review of the impact of national and international assessments on national education policies. Several activities are underway, including an on-going activity to improve national assessment systems in 10 countries. Work is also underway to define and identify promising pathways forward on classroom-based assessments, beginning with a desk review to be completed by September 2015. Work has also begun on a project focused on developing holistic assessments of child development and learning at the start of primary

	school. **2. Challenges and Lessons learnt** The Expected Result on learning is new in the 37 C/5 and encompasses a wide range of issues. Therefore, implementation during the first six months has been mainly challenged by the need to spend more time for planning, to identify the most cost-effective strategy and modalities for implementation of activities, and to coordinate the programme across HQ, FOs and institutes. The limited amount of regular programme funds underscores the importance of leveraging resources through careful selection of projects; building strategic partnerships; and raising extra-budgetary funds to supplement work through the regular programme budget. Specific challenge at the country level includes the need to adjust UNESCO's programmes to the needs and situation of each country involved. It is especially important to work with partner organizations with the necessary capacity and commitment required to complete the projects, and at times it can be difficult to expediently process funds and establish partnership agreements. The breadth and depth of ER 6 demonstrate that strategic choice on how and where to invest time and staff resources is essential for this quadrennium. UNESCO activities in curriculum and assessment could potentially be more useful to Member States with a clearer, more centralized strategy for curriculum and assessment-related work that cuts across all levels of UNESCO's work. Such a strategy will allow increased coherence and consistency of the programme activities, and can help maximize UNESCO's programme impact in more visible and efficient manner. The activities at the global and regional levels necessitate clear communication on the purpose and scope of each project, and perhaps more importantly, information on how various projects might fit together and complement one another. This is especially the case in relation to the upcoming need to develop more and better curriculum and assessments of learning to monitor progress towards proposed global education targets. Despite the challenges, with close and regular exchanges, synergies have been created within UNESCO to foster knowledge production and dissemination across regions. Successes to date also include several major extra-budgetary projects relevant to improving assessment systems (amounting to some 1.1 million dollars - e.g. Asia-Pacific raised 944,061 USD from GPE-GRA Programme, 220,000 USD from Malaysian Funds-in-Trust, 10,000 USD from Korea Institute for Curriculum and Evaluation). Partners continued to welcome UNESCO's efforts in fostering international dialogue around quality and inclusive learning and assessment. UNESCO therefore should continue to mobilize expertise and resources across regions by strengthening South-

South and North-South-South cooperation.

3. Cost-effectiveness/Sustainability

It has been necessary to raise significant extra-budgetary resources to complement and reinforce the programme activities in order to make progress and sustain the achievements to be made. Extensive use of internal expertise, rather than relying on external consultants has not only meant direct cost-savings on the programme funds, but also better and effective use of internally available resources. Programme specialists at HQs, regional offices and the Institutes have been most extensively called upon to support and provide technical support to countries in various fields.

Increased use of virtual meetings and online discussions, whether for internal purposes or for consultations and meetings with external partners and experts have been widely used as a cost-effective and efficient measures to regularly consult, monitor, and advance with the implementation of activities.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries engaged and/or benefitted from building and sharing of knowledge around quality of learning **B:** No existing baseline **T 2014-2015:** 4 Member States **T CAP 2014-2015:**	Progress ongoing to support countries through UNESCO's knowledge-sharing platforms and 5 multi-country studies	
PI: Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed **B:** 10 countries (mainly by IBE) **T 2014-2015:** 6 Member States **T CAP 2014-2015:** 5 Member States (in addition)	Total of 13 countries (8 in Asia-Pacific, 3 in Africa, 2 in Arab States) benefitting from direct technical support.	
PI: Number of countries which developed and/or strengthened national assessment tools for measuring learning outcomes in light of the global framework and national benchmarks for competence-based learning **B:** 15 countries (LAC region under LLECE)	Progress is ongoing to support countries through 2 regional activities (1 in APA, 1 in ARB) and 1 global work. UNESCO is also contributing to the indicators on learning in	

	T 2014-2015: 12 Member States **T CAP 2014-2015:** 3 Member States (in addition)	the post-2015 education agenda.	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	Globally, progress has been made in strengthening, developing and assisting the implementation of technology policies in education, especially in the areas of teacher training and professional development. In the area of policy support, UNESCO has worked with over 10 Member States to update and improve ICT in education policies. Building on the success of regional forums held for high-level Ministry of Education officials in the Asia-Pacific and in Africa, UNESCO hosted a major meeting for policy makers in Eastern Europe in April. This meeting and follow-up around earlier meetings allow policy makers opportunities to share knowledge and coordinate with counterparts in countries facing similar educational challenges. Participants report that these regional forums are highly valuable and attendance has been on the rise. Work in Africa and the Arab States has complemented these global and regional efforts. In Africa UNESCO is working with the government of Namibia to provide education to out-of-school youth via ICT. In the Arab States, UNESCO has helped update ICT facilities to enrich learning young people. The Organization has also worked with Palestine to ensure ICT makes education more inclusive, particularly for students with disabilities. In the Caribbean, support has been given to a number of states working to develop national ICT in education policies. In Asia, UNESCO has been updating and developing tools to facilitate ICT policy reviews completed on behalf of Member States. Specific interventions have assisted Lao PDR. Finally, work in the first half of 2014 has been conducted to guide a major project to empower one-to-one ICT learning in Thailand. The UNESCO ICT Competency Framework for Teachers (CFT) continues to be a tool to help Member States build the capacities of teachers to leverage ICT for learning. Select Member States have used the framework in the UNESCO ICT-CFT to develop national standards for teacher training, as have leading teacher training institutes. In Latin America, UNESCO has added an ICT component to its regional strategy on teachers, ensuring that technology is not overlooked when comes to helping countries support teachers. The Organization has provided direct support to DR Congo, Ethiopia, Liberia, Tanzania, and Uganda to build their institutional capacities to adopt the ICT-CFT. In the first half of 2014 UNESCO has furthered its work advocating for the adoption of Open Educational Resources (OER), in line with the guidelines set out by the 2012 Paris Declaration of OER. In collaboration with the Commonwealth of Learning,

UNESCO has started a comparative review intended to gauge the impact of OER adaptation in select countries and reveal lessons for other countries moving to OER. UNESCO has also helped Bahrain, Kenya and Oman adopt national policies on OER.

In the domain of mobile learning UNESCO has been especially active. In late April 2014 UNESCO released a major study of mobile reading. The report drew on the analysis of over 4,000 surveys collected in seven developing countries and corresponding qualitative interviews to paint a detailed picture to date of who reads books and stories on mobile devices and why. The findings illuminated the habits, beliefs and profiles of mobile readers and revealed specific strategies to expand mobile reading and, by extension, the educational, social and economic benefits associated with increased reading. The report, called “Reading in the Mobile Era”, received excellent visibility and hundreds of leading international media outlets reported about its conclusions and recommendations. This work has provided important guidance to Member States trying to leverage inexpensive and increasingly ubiquitous mobile technology for literacy and learning. UNESCO has also established a partnership with UN Women for Mobile Learning Week 2015 and made important progress preparing for this annual conference.

Challenges and cost-effectiveness

Efforts to develop national ICT in education policies, including strategies to use OER and train teachers to leverage ICT, hinge fundamentally on the support and cooperation of Member States. Securing the engagement of relevant government departments, sectors and individuals can be a challenge. In terms of budget, UNESCO has sometimes needed to supplement regular programme funds with contributions from extra-budgetary sources. Finally, managing partnerships with the private sector presents unique challenges: funding can be irregular and priorities can shift. Because extra-budgetary projects are often funded for limited durations, ensuring the sustainability of work undertaken and synchronization between individual projects requires vigilance. Despite these challenges, UNESCO has been able to accomplish meaningful goals with a small budget and maximize impact by coordinating with field offices and external partners.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of supported Member States developing or updating ICT in education policies to leverage ICTs to accelerate the achievement of EFA goals and to shape the post-2015 education agenda	- 10 countries - 1 Regional Ministerial Forum (Eastern Europe)	

B: -UNESCO ICT in Education -Toolkit for policy makers -More than 40 countries supported to develop ICT policies **T 2014-2015:** -8 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated -3 Regional Ministerial Forums **T CAP 2014-2015:** -ICT in Education Policy webportal		
PI: Number of supported Member States developing national or institutional policy for OER was developed and/or reviewed **B:** -UNESCO 2012 PARIS OER DECLARATION -4 States developing its national and/or institutional policies for OER **T 2014-2015:** 5 States **T CAP 2014-2015:** + 3 States	3 Member States	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Empowering learners to be creative and responsible global citizens

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 8: Member States integrate peace and human rights education components in education policies and practices	**Global citizenship education (GCE)** Integration of GCE in national education systems promoted and country level implementation supported, by facilitating policy dialogue, making information and tools available for the use of policy makers, curriculum developers, teachers and other education personnel, providing capacity building tools and promoting information sharing, networking and partnerships: **Conceptual underpinnings of global citizenship education (GCE) were clarified:** The 1st UNESCO publication on GCE titled “Global Citizenship Education: Preparing learners for the challenges of the twenty-first century” was launched in May 2014 during an event in Paris, attended by more than a 100 country representatives, education specialists & civil society organizations. More than 1000 hard copies have been disseminated since then while the electronic version is being widely disseminated, targeting policy makers and other education personnel.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Integration of GCE in national education policies, contents and programmes promoted: Research, country studies and assessments aiming to identify and synthesize country examples and good practices on GCE have and are being developed in order to inform evidence-based decision making. For example, a report from 10 countries in Asia-Pacific provides an overview of how these countries are working to promote skills and competences associated with learning to live together. Capacity building exercises have been initiated. For example, in Guatemala, 160 teachers were trained on teaching peace education through playful methodologies and critical thinking. GCE learning contents are being developed. For example, the 1st draft of the Guiding Framework on GCE with age-specific topics and learning objectives has been developed and is being reviewed by a group of experts from different regions. The document will provide guidance to policy makers, curriculum developers and other education personnel at country level and will be finalized by the end of 2014/beginning of 2015. Based on demand from Member States a similar guidance framework, specific to the needs of the Arab region, has been developed in Arabic. Global and regional technical meetings are being organized in order to ensure the quality as well as geographic and cultural relevance of resources and recommendations promoted by UNESCO. For example, a regional consultation was organized in Beirut in order to review the regional guiding framework on GCE for Arab countries, gathering various experts from the region. In Africa, peace education and citizenship has been introduced in policies, plans and curricula in Central African countries, contributing to the collective efforts of UNICEF and UNESCO for teacher training in response to the Central African crisis in the refugee camps. **The measurability of GCE is being established, especially in the context of the post-2015 development agenda, as GCE is proposed as a target of the education goal:** Existing surveys measuring GCE aspects were identified and GCE priorities for measurement were developed by the GCE and ESD Measurement Ad-Hoc Team (MAT) established by UNESCO. Collaboration with the EFA Steering Committee Technical Advisory Group (TAG) & the Learning Metrics Task Force (LMTF), for which UNESCO is a co-convener, has been established, to ensure complementarity in the effort to include GCE in the post-2015 development agenda. UNESCO’s regional post-2015 consultations, scheduled for the second half of 2014 and beyond, will be informed on ongoing developments in GCE. **Knowledge sharing on GCE promoted and partnerships developed:** The UNESCO webpage on GCE was developed and information and communication material were developed and disseminated. Preparations for developing a Clearinghouse on GCE in cooperation with the Asia-Pacific Centre of Education for International Understanding (APCEIU) are underway. It is expected that the Clearinghouse will go online before the end of 2014.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Cooperation established include: the Asia-Pacific Centre of Education for International Understanding (APCEIU); the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP); Ministries of Education and Foreign Affairs of the Republic of Korea; Global Education First Initiative (GEFI); Education International; Learning Metrics Taskforce (LMTF); as well as the Permanent Delegations of Austria, Colombia, Kenya, Mongolia, Republic of Korea, Tunisia. **Peace and human rights education** Statutory monitoring of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education related to Human Rights and Fundamental Freedoms was continued. Increased cooperation was established with key players in the area of peace and human rights education with the Council of Europe, OHCHR, OSCE, OAS, OIF, universities. Examples include: • Contributions received from partners to the preparation of the plan of action of the 3rd phase of the World Programme for Human Rights Education; • Cooperation between CoE, OSCE, OAS and UNESCO on the development of a joint EDC/HRE Curriculum Reform Resource Pack. UNESCO's tools piloted at the country level to support the ongoing efforts of education authorities • The toolkit on Revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes was developed. • In Africa: mapping of existing resources on education for peace and conflict prevention was undertaken in 45 countries in Sub-Saharan Africa; the production of four studies on endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa are being undertaken ; the development of a

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Resource Package on education for peace and conflict prevention, including technical guidelines and training modules for key education stakeholders has been developed to facilitate the integration of education for peace and conflict prevention in national education systems. The resource package was presented during a workshop in Yaoundé (Cameroon) in April 2014 with participants from Chad, the Democratic Republic of Congo, the Republic of Congo, Côte d'Ivoire, the Central African Republic, as well as Cameroon. **Focused thematic area: languages** UNESCO's position towards multilingual education strengthened as part of its efforts to promote global citizenship education: • UNESCO supported the 2014 International Mother Language Day on 21 February in co-operation with the Organisation internationale de la Francophonie (OIF) which was celebrated by 21 countries • The Government of China organized an International Conference on Language in partnership with UNESCO, in Suzhou, China on 4-6 June 2014. The Conference was attended by over 400 education officials, academics and educators from 90 countries and resulted in the adoption by consensus of "Conclusions of the International Conference on Language". **ASPnet** Strategic cooperation reinforced with internal and external partners around ASPnet through the organization or support of the following events: • The International Day for the Remembrance of Victims of the Slave Trade on 26 March 2014 in cooperation with the educational outreach programme of the UN Department of Public Information. • UNESCO also offered technical assistance for the organization the 6th edition of the Danube Delta Workshop "Save the Planet Earth for your Family" held in Romania (from 12 to 15 June) and organized by Veolia Environment and Apa Nova Bucuresti, under the patronage of the Romanian National Commission for UNESCO. The Blue Danube River Project is

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	an important ASPnet Flagship. • Support and technical advice for the ASPnet National Meeting (France, January 2014) and the UNESCO IITE/ASPnet Conference “To learn and live together: modern strategies of education for persons with Disabilities” (Russian Federation, May 2014). Participation of ASPnet International Campaigns and increasing UNESCO’s visibility: • Associated Schools worldwide participated actively in the Global Action Week campaign “Education and Disability” under the slogan “Equal Right, Equal Opportunity” (4 to 10 May). UNESCO produced and disseminated the following materials: • A video clip emphasizing selected outstanding ASPnet activities and actions throughout 2013. More than 450 participants from 83 countries took part in the first ASPnet in Action online collaborative platform “Learning and exchanging about biodiversity”. • A DVD compilation of episodes 1-12 of “Patrimonito's World Heritage Adventures” • DRRE Compendium and related materials on disaster preparedness comprising one reference guide for students (secondary level), one for teachers (secondary level) and one for parents in English, Japanese and Spanish. • A Brochure in English on DRRE focusing on the entire school community and emphasizes psychosocial support activities. Teaching Respect for All A global guidance for counteracting discrimination developed and piloted in 5 countries:

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• Five countries, namely Brazil (self-funded) Côte d'Ivoire, Guatemala, Indonesia and Kenya joined the pilot phase to implement the project at the country level using the test version of the TRA Toolkit. South Africa has recently joined on a self-funded basis. • The Toolkit will be available in English, French, Spanish and Portuguese, and will be diffused online as well as in hardcopies together with other communication materials (i.e. video, leaflet) **Textbooks** A toolkit on Revision/adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender biased stereotypes was developed. Workshops and expert meetings on the components of the toolkit were organized: • Expert meeting where guidelines, strategies and policy documents on textbooks were revised, Paris, September 2012. • Workshop "Writing textbooks free from prejudice" where the training tool was tested, Rabat, May 2013 • Two meetings of the drafting group of the training tool were organized to revise the tool for writing quality textbooks integrating the Rabat participants' inputs, Paris, September and October 2013. **Holocaust Education** Awareness raised about the legacy of the Holocaust among education stakeholders: • 2014 Ceremony in memory of the victims of the Holocaust and presentation of exhibitions • International seminar on "The Impact of Holocaust Education: How to Assess Policies and Practices?" in partnership with the IBE and the Georg Eckert Institute on International Textbook Research • Publication of the book "Holocaust Education in a Global Context" in partnership with the Topography of Terror Foundation

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• Events related to the 20th anniversary of the 1994 genocide in Rwanda, including exhibitions and a ceremony, in partnership with the delegation of Rwanda. • 5th meeting of the international steering committee for a permanent exhibition in Auschwitz about the Holocaust in Yugoslavia in partnership with the successor states of Yugoslavia. Developing policies in support of education about the Holocaust. • Creation of new UNESCO Chairs on Holocaust and genocide studies in France, Poland and the United States; • A global mapping of Holocaust education through curricula and textbooks, including recommendations for policy-makers, has been completed; • Nomination of focal points on Holocaust and genocide education in ministries of education of 10 countries of Latin America which will result in the launching of UNESCO Latin American Network for Holocaust Education; • Capacity-building for Education Ministry officials of 7 countries of the African region. **Challenges and lessons learnt:** • GCE: UNESCO needs to identify relevant entry points and appropriate partners to contextualize GCE within each region. This will require building on existing programmes and initiatives that work towards similar objectives. There is much to learn from local and national experiences to inform global understandings of human rights related issues. Close cooperation with field offices is key to effectively implement the globally defined and developed guidelines and tools to build upon existing initiatives at the country level while this requires additional resources. • ASPnet: The requests from ASPnet National Coordinators to support projects and activities at the national or regional level have continued to grow, however UNESCO tries to maintain the same level of response. • Holocaust Education: the long-term sustainability of the projects as well as the depth of UNESCO's involvement at the local level will depend on financial resources available to develop further follow-up activities. The overall political and financial situation remains a major challenge in that regard.

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<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
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Country level implementation in conflict affected countries/areas is hampered by conflicts and inter-communal violence (e.g. Myanmar and Pakistan).

Cost-effectiveness/efficiency measures:

Establishing partnerships helps enhance programme deliver, avoiding duplication, enhancing the visibility, ensuring cost-effectiveness through sharing costs and sustainability of action.
In order to facilitate the management of the registration and processing of new school applications for ASPnet membership, a new online Tool for ASPnet (OTA) will be developed in the course of the current biennium. This tool will also reinforce the networking among the schools and increase its visibility.

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<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes
B: 57 (n° of countries having reported to the 5th consultation on the 1974 recommendation)
T 2014-2015: At least 10 new countries include education for peace, HRS and GC in ED policies and programmes
T CAP 2014-2015: 2 additional countries</td><td>2 countries in Latin America have initiated work to promote peace and human rights in their education systems 2 countries in Asia Pacific region are being supported on education for peace and development, conflict resolution and psychosocial support Selected countries in the Arab Region are using UNESCO's guidelines to reform or introduce civic and peace education 6 countries piloted the Teaching Respect for All Implementation Guide 7 countries of the African region benefited from capacity</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		development on Holocaust and genocide education. 10 countries of Latin America nominated focal points for Holocaust and genocide education	
	PI: Qualitative assessment of learning outcomes in education for global citizenship documented **B:** New indicator, no baseline data available. **T 2014-2015:** Creation of the assessment tool and use by 5 countries. **T CAP 2014-2015:**	Work in progress - draft indicators identified	
	PI: Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and UN priorities **B:** Number of ASPnet members (20%) supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and UN priorities **T 2014-2015:** 10% of ASPnet members **T CAP 2014-2015:**	46% of ASPnet members took part in the first ASPnet in Action online collaborative platform "Learning and exchanging about biodiversity". 10 countries joined the 6th edition of the Danube Delta Workshop "Save the Planet Earth for your Family", held in Romania (June 2014) 3 countries participated in the 6th Annual Student Videoconference "Remember Slavery" in March 2014 8 priority countries supported by the ASP DRR programme	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	**Outputs/results** **1. Building momentum toward and beyond 2014** Global coordination of and advocacy for Education for Sustainable Development (ESD) has been implemented as scheduled for a successful completion of the UN Decade of ESD (DESD) and the launch of the Global Action Programme (GAP) on ESD, its official follow-up.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The final DESD report is being compiled as planned for its launch at the World Conference on ESD in November 2014. The report focuses on outputs and outcomes of the DESD drawn from data collected, notably through two questionnaires sent to Member States (MS) with responses from 97 MS (Questionnaire 1) and 70 MS (Questionnaire 2); questionnaires sent to key stakeholders, including UN agencies, which received a total of 992 responses; regional consultations in all five UN regions; and 18 background papers commissioned to external consultants. Preparations for the UNESCO World Conference on ESD, which will mark the end of the DESD, are well underway, notably with the organization of three Task Force meetings and the 4th meeting of the International Steering Group for the Conference; the distribution of invitations to Member States, development of the conference programme and the launch of the preparation of the 34 workshops that will be part of the conference. This preparation process places strong emphasis on the planning of the GAP implementation. For example, UNESCO strategically selected 68 workshop coordinators from organizations that are expected to play a leading role in ESD actions after the DESD, with due consideration of regional balance and types of organizations. The GAP launch preparations are on track. The roadmap for the implementation of the GAP was drafted as an Executive Board information document outlining the implementation strategy and mechanisms, and the call for GAP launch commitments was published inviting ESD stakeholders around the world to make their commitments to support the implementation of the GAP. Furthermore, preparations for a GAP Consultation Meeting for the Arab region in mid-September 2014 are going well. This meeting will lead to joint efforts on Climate Change Education (CCE) and ESD future areas of cooperation in the Arab region. As to Latin America, a regional activity for youth is being organized jointly with the Earth Charter Centre for ESD to gather inputs and comments from Latin American youth on the GAP during the months leading up to the World ESD Conference. These activities as well as others contributed to increasing momentum, publicity and advocacy for ESD and built a solid base for following-up on ESD after the end of the Decade. The conference website has recorded 35,400 visits with 168,500 page views from January to June 2014. The number of visitors of the new ESD drupal page and of the Climate Change Education (CCE) clearing house increased to 1,300 (6,400 page views) and 4,300 (7,900 page views) for January-June 2014 respectively. In total, the CCE, biodiversity education and Disaster Risk Reduction (DRR) videos were seen more than 31,400 times on Youtube. The consultation numbers of the CCE teacher course remain high with a total of 2,923 visits from July 2013 to June 2014. In addition, several on-line platforms for global/regional/national exchange of experiences in ESD are currently in place. Most

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	significantly, the online collaborative platform “ASPnet in Action: Global Citizens connected for Sustainable Development” was launched in June 2014 in English and French. 617 participating members from 88 countries have so far joined the platform, including National Coordinators, school principals, teachers, students and individual experts. Other examples of ESD virtual platforms include the Namibia Environmental Education Network (NEEN) googlegroup, at national level, and the SADC-REEP on-line newsletter provide best-practice examples of on-line collaboration in ESD in the Southern African region. **2. Strengthening ESD at the global level** In light of the importance of the ongoing post-2015 discussions, UNESCO advocated for the integration of ESD in the post-2015 agenda by organizing side events during global fora such as the 7th meeting of the Open Working Group on Sustainable Development Goals in January 2014. In addition, evidence on the contribution of ESD to sustainable development and quality education has been communicated to a wide range of stakeholders through a series of ESD success stories developed and made available on UNESCO’s website. **3. Policy advice and capacity building in ESD** Capacity of Member States in integrating ESD into education and learning were strengthened through policy advice and technical assistance provided mainly through the Japanese Funds-in-Trust (JFIT) for ESD. Currently, a total of eleven countries from the South, among them three major high-population countries (Bangladesh, Brazil and India), receive technical assistance for policy makers and educators to integrate ESD into education. Seven of these country programmes focus on Climate Change Education for Sustainable Development (Bangladesh, Brazil, Cuba, Namibia, Nepal, Mongolia and the Philippines). The first of three regional expert meetings on CCE and DRR, which took place in February 2014 in Manila, the Philippines (three months after super typhoon Haiyan), promoted regional cooperation and mutual learning. In addition, four ESD biodiversity pilot projects in UNESCO Biosphere reserves were launched in Cambodia (Tonle Sap BR), India, Indonesia (Komodo Island) and Chile (La Campana Peñuelas BR). Furthermore, the UNESCO-Samsung ESD Project in Vietnam, the largest country-level ESD intervention by UNESCO, produced e-learning ESD courses for primary school teachers, with modules on climate change, disaster risk reduction and biodiversity, based on close partnerships with key national partners. The project became the first public-private partnership to be officially recognized by the Ministry of Education and Training in Vietnam. **Challenges, corrective actions and lessons learnt**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	ESD needs to be communicated to a wider and larger number of stakeholders in order to continue building momentum and further encourage commitments to the GAP. To address this challenge, an ESD communication strategy was developed with strategic guidance of a communication consultant. The strategy includes the development and distribution of a monthly ESD newsletter, including up-to-date information on global, national and local ESD initiatives. Regional media workshops will be held to strengthen journalists' capacities to communicate ESD in a creative manner to help people understand and engaged with it. In addition, a virtual workspace will be launched to enable diverse stakeholders to provide input to the World Conference and the GAP. All current CCESD country programmes are being implemented together with national partners, which proves to be effective and facilitates building national ownership of the programmes. Consultation processes with national partners prior to the launch of the country pilots were time intensive. However, these consultations have proven valuable and crucial for building national ownership right from the start and for strengthening chances for scaling up and sustaining project activities after the end of the pilot phase. Furthermore, UNESCO's approach to address CCE and DRR in an integrated manner has also yielded positive results. Given that ESD is actively promoted in a number of countries, it is necessary to further mainstream the concept of ESD among Member States with concrete examples of good practices. UNESCO is also working to strengthen strategic partnerships and mobilize political leadership for ESD to further promote global ESD momentum and actions under the GAP. The preparation process of the World Conference and the GAP launch as well as the ASPnet in Action online collaborative platform will be fully utilized to further advance ESD advocacy and mobilize partners for the post-Decade ESD work. In addition, to generate and encourage commitments to the GAP, various occasions have been used to present and promote the programme, including through the World Conference website and presentations at different meetings. Also, follow-up has been done to the invitations to the ESD World Conference, which will be the main platform for governments and ESD stakeholders to commit to the GAP. **Cost-effectiveness/efficiency measures** Activities have been implemented in a cost-effective manner, aligning regular programme and extrabudgetary projects to complement each other in achieving project objectives and contributing to UNESCO's priorities in an efficient way. Examples

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	include the use of publications and materials developed in other projects and the organization of ESD events with funds from both, Regular Programme and extrabudgetary funds, in complementary ways. Increasingly, virtual platforms are being used in order to lower the costs that would otherwise be associated with face-to-face meetings and consultations. The use of ICTs and social networking services enabled greater reach and interconnection with a wide range of stakeholders across borders; promotion of collaborative learning and exchange, and development of partnerships. In addition, the online registration tool for the 2014 World Conference on ESD was developed in-house for cost-efficiency purposes. Also, in-kind and financial contributions as well as partnerships are being sought from local and national partners, in order to maximize the impact of activities. To achieve greater sustainability of the activities, UNESCO seeks to create partnerships with key institutions such as Ministries of Education, universities, etc. who have the potential to roll-out the activities beyond the reach of UNESCO's projects. Furthermore, all country projects were carefully designed in close consultation with the relevant field offices. While the field offices implement the projects on the ground, HQ provides continuous technical backup and support. These arrangements allow close follow up and monitoring by UNESCO colleagues on site. The first round of pilot programmes provides a pool of experiences and lessons learnt to draw upon, including needs assessment surveys and country case studies. **Contribution to C/5 result(s)** These various activities contribute to UNESCO's Programme and Budget (37/C5), Major Programme I: Education, Main line of action 2: Empowering learners to be creative and responsible global citizens, Expected result 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Launch of a post-DESD programme framework	Preparations for the launching the	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: n/a **T 2014-2015:** 1 programme framework **T CAP 2014-2015:**	implementation of the Global Action Programme on ESD underway	
	PI: Number of references to ESD in policy documents at the international level **B:** n/a **T 2014-2015:** 2 **T CAP 2014-2015:** 1 additional reference	ESD included in the proposed Sustainable Development Goals (SDGs), as well as its strategic importance recognized in the Fortaleza Declaration issued at the 6th BRICS conference	
	PI: Number of countries supported to integrate a holistic approach of ESD into the curriculum with a focus on climate change, disaster risk reduction and biodiversity **B:** n/a **T 2014-2015:** 15 **T CAP 2014-2015:** 6 additional countries	Technical assistance provided to 11 countries	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality	Work contributing to MLA2 ER10 supports Member States to deliver good quality health education and ensure safe and equitable learning environments through school health programmes and in informal/non-formal settings, covering HIV prevention and comprehensive sexuality education (CSE), as well as other issues which are increasingly impacting children and young people's health, such as puberty and menstruation, or under-nutrition and obesity. As one of the six founding Cosponsors of the UNAIDS Joint Programme, UNESCO receives regular funding to support work on HIV prevention and CSE, and is responsible for implementing and reporting on a set of agreed goals/outputs in the **UNAIDS Unified Budget, Results and Accountability Framework (UBRAF)**. UNESCO is also the convener of the **UNAIDS Interagency Task Team on Education (IATT)**, for which the 23rd symposium was held in South Africa in February 2014, and explored the role of the education sector in sexual violence prevention and response in schools. UNESCO also receives significant extrabudgetary support from partners including SIDA, NORAD, GIZ, and OFID, among others, for the implementation of country-level and regional initiatives on HIV and health education. Not including self-benefitting funds, over 60% of the MLA2 ER10 portfolio benefits Africa and all activities contribute to

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Priority Gender Equality. *Overall, progress over the past six months in over 70 countries has contributed to I) strengthening health education, specifically HIV and CSE, through advocacy and technical support to governments and civil society organizations; 2) addressing inequalities, stigma and discrimination faced by adolescents and young people, with a targeted focus on young people from key populations and people living with and affected by HIV, and 3) enhancing education sector's capacity to address the specific needs of women and girls and to end gender-based violence in school settings, including homophobic and transphobic bullying.* **I. Strengthened health education, with a focus on HIV prevention and quality comprehensive sexuality education (CSE) that is gender-responsive, age-appropriate and culturally sensitive *(UNAIDS UBRAF Goal A1)*** In the previous biennium, UNESCO spearheaded the **East and Southern Africa Ministerial Commitment**, which aims to increase and improve CSE for young people in the region. 20 countries affirmed the ESA commitment in December 2013 and Rwanda has now also requested to be included in the process. Follow-up activities are ongoing: technical support has been provided to all UNESCO NPOs in the region for the development of costed multi-sectoral workplans, which have been produced by 15 of the 20 countries. A Technical Coordinating Group (TCG) meeting was held in March 2014 comprising 38 regional representatives from UN agencies, RECs, political leaders, and CSOs. A road map was agreed for reaching the 2015 ESA commitment targets, and a regional accountability framework was developed. Engagement with RECs has been prioritized with SADC and EAC agreeing to take the lead on accountability and implementation. Progress on the ESA commitment was presented at the SADC - ICP partners meeting on 10th June 2014 in Gaborone, Botswana and at the 8th East African Community (EAC) partners' forum on HIV and AIDS in Kigali, Rwanda on 27th June 2014. UNESCO also spearheaded the creation of a **LAC Regional Community of Practice on Sexuality Education**, which was launched in 2008 at the first meeting of Ministers of Health and Education to Stop HIV in Latin America and the Caribbean. Recent activities focus on identifying and developing a conceptual framework around competencies in sexuality education, which is nearing completion after extensive review and revision, and will be published in August 2014. In response to calls for increased access to Spanish language documentation on the issue, work has been concentrated on preparing more than 250 Spanish language resources which will be entered into the new HIV and Education Clearinghouse during the second half of 2014. Other key resources and information on national, regional and international events have also circulated through this network and specific country-to-country exchanges continue. In West and Central Africa, the capacity to assess school based CSE programmes is being improved through the update of the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Sexuality Education Review and Assessment Tool (SERAT) to cover new topics such as sensitivity to socio-cultural norms, legal provisions affecting delivery of CSE, and the HIV response with respect to key populations. UNESCO also provided support to IPPF to develop plans and apply Inside & Out, the sexuality education assessment tool for civil society, in Cameroon, Côte d'Ivoire, DRC, Senegal, and Togo. A draft of a regional review of sexuality education programmes in WCA was jointly produced with UNFPA, IPPF and UNAIDS. Based on a participative review (Chad), and a survey (Congo) of current activities, 62 MoE technicians planned to strengthen the implementation of CSE in schools. In Senegal, in partnership with civil society, an advocacy plan was developed to integrate CSE in basic education curricula. In Cameroon, 71 peer educator trainers were trained with ICT-based tools developed with UNESCO support, leading to the training of 412 peer educators. In Congo, 26 teachers from socio-medical and paramedical schools trained with ICT-based training modules in sexuality education. In Asia Pacific, UNESCO is working with UNFPA, UNICEF and the Population Council on a **CSE implementation review** for the region, which will include a research protocol, survey tools, key informant interview guides, and ethical and sampling guidance materials. Bhutan, China and Thailand have initiated the review, with joint co-funding. In the Pacific, preparations for August 2014 consultations are underway to present the findings of a survey assessing attitudes to CSE of key stakeholders in Nauru, Niue, Palau and Samoa. The results of the multi-country study were shared in a poster discussion at the 2014 International AIDS Conference, and CSE workplans for Niue and Samoa, based on the report recommendations, are being reviewed by the Education Department. Progress has also been achieved on a number of initiatives to support the scale-up of **pre and in-service teacher training** on CSE. In the Africa region, the preliminary findings of a 2013 study on teacher training were validated by all 21 East and Southern African countries, and the final report will be presented to stakeholders in August. The results will inform the development of a coordinated regional approach for scaling up CSE in teacher education and provide guidance on the key content areas towards the development of an online course module for teacher training in CSE to be piloted in 2015. A pedagogic guide to support teacher training in skills-based sexuality education was further developed and edited with the collaboration of the MoEs of Cameroon and Chad, and in partnership with IBE. In Asia Pacific, a concept proposal on Education and the HIV Response, including delivery of HIV and Sexuality Education Curriculum among pre-service teacher trainers, was endorsed by the Cambodian Interdepartmental Committee for HIV & AIDS and Drugs and the Ministry of Education, Youth and Sports. UNESCO also supported the Indonesian Ministry of Education and Culture in reviewing the 2013 curriculum on key sexuality education concepts and existing CSE modules for teacher training. Work has also focused on strengthening teacher training in Eastern Europe and Central Asia (EECA). In **Ukraine**, the piloting and testing of an ICT-based teacher training course on life-skills-based

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	health, HIV and sexuality education continues in cooperation with the All-Ukrainian Association of Teachers and Trainers and local teacher training institutions. In **Armenia**, contracts have been established to develop a national curriculum for health education teachers and to develop a guide for teacher trainees. In **Kyrgyzstan** UNESCO supported the Kyrgyz State University to develop an ICT-based knowledge and skills building course for teachers, with support from GIZ, and plans are underway to develop a similar course for Tajikistan. In **Uzbekistan,** UNESCO, UNFPA and GIZ supported the MoE for the development of ICT-based teacher training course, pending MoE approval. UNESCO is also actively engaged in supporting Member States to better **collect, manage and monitor information on health and the education sector**, with a specific focus on HIV and the integration of HIV responsive indicators in national Education Management Information Systems (EMIS). Technical support was provided to 5 countries in the ESA region to integrate HIV sensitive indicators in EMIS, in March 2014 in collaboration with SADC. UNESCO's Institute of Statistics has been engaged in the process, and one of the key indicators on CSE will be included in the M&E technical guidance for the Africa Union to be collected across Africa. In Eastern Europe, the M&E toolkit for the FRESH initiative (Focusing Resources on Effective School Health), including the section with Thematic Indicators which cover HIV and SRH education, was translated into Russian, disseminated online, and launched at an International Congress on School and University Health in St. Petersburg in May 2014. About 400 school health workers and researchers from Russia and other EECA countries learnt about various approaches to enhance health education in schools by using programmes and M&E tools presented by UNESCO. These resources are expected to help the growing networks of health promoting schools and other educational institutions in EECA to standardize health programmes and allow easier comparative benchmarking and monitoring across countries. UNESCO Moscow, the European Network of Health Promoting Schools (SHE) and the Russian Society of School and University Health and Medicine (ROSHUMZ), agreed to cooperate to strengthen health education in schools across the region. In the Caribbean, UNESCO continues its support to the Jamaica MoE to strengthen the education sector response to HIV through the Health and Family Life Education (HFLE) programme. Technical assistance was provided to the MoE to develop and adapt tools for measuring classroom learning outcomes in HFLE along with the coverage and quality of HFLE delivery across the system using core indicators in UNESCO's M&E guidelines, as part of an HFLE/School Health monitoring and evaluation plan. In addition to work with Ministries of Education and other national and international partners, UNESCO also works closely with adolescents and young people to strengthen health education and HIV prevention, and to expand evidence on **youth-friendly programmes and services**. UNESCO is leading the coordination of the first-ever Asia-Pacific Report on Youth, through the UN Development Group–Regional Coordination Mechanism Thematic Working Group on Youth. In Viet Nam, UNESCO supported an

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	exhibition on healthy sexuality education, ‘As we grow up’, which was visited by about 24,000 young people and included interactive discussions with about 600 young people through side events and social media. In Eastern Europe and Central Asia, together with UNAIDS, its cosponsors and civil society organizations UNESCO brought youth participation and education for HIV prevention on the agenda of the IV Conference on HIV and AIDS in EECA, held on May 12-13 in Moscow, Russia and attended by more than 1,200 delegates. UNESCO presented the findings of the recent assessment of the situation of SRH education in EECA and organised a special seminar to discuss evidence-based approaches to formal and non-formal SRH education using the Internet, social media, and large sport events and involving parents. In the Russian Federation, in partnership with the Adolescent Health and Development Centre, UNESCO organized a regional EuTEACH Summer School (May 2014) for service providers focused on special needs of adolescent and young key populations. In **Kazakhstan**, a summer camp for volunteers (aged 16-20) was organized to improve their skills in using effective teaching methods for prevention of HIV, STIs, drug use and unplanned pregnancy. Information booklets on HIV/STI prevention were translated from Russian into Kazakh, printed and disseminated among peer educators and outreach workers. Global guidance notes are currently being prepared to further enhance support to scale-up at the country level, including on stand-alone versus integrated CSE curricula, and on revised international sexuality education technical guidance covering neglected areas and emerging issues including **early and unintended pregnancy**. Recognizing that adolescent and young women who become pregnant often face exclusion from education opportunities, stigma and discrimination, and lack of access to services and support, efforts will focus on working with partners to support governments in strengthening the education sector response to early and unintended pregnancy. Planning is underway for an international technical consultation on the issue, to be held in fall 2014 in South Africa. The consultation will involve over 30 participants from MoEs, MoH, bilateral development organizations, UN agencies and civil society organizations (IPPF, Pop Council, Ford Foundation, etc.) In the context of a project funded by Procter & Gamble and based on the findings of a background report and technical consultations which took place in the previous biennium, UNESCO developed a publication to guide the education sector on **puberty education and menstrual hygiene management**. UNESCO teamed up with UN partners (UNICEF and WHO), Procter & Gamble (P&G), and academia to launch the Good Policy and Practice Booklet on Puberty Education and Menstrual Hygiene Management. The launch took place on the 13 March 2014 at UN Headquarters in New York on the margins of the Commission on the Status of Women. The launch received good media coverage (especially social media) with very good distribution and pick-up of the press release (in 39 countries), 5.6 million social impressions, an interview on Al Jazeera, and articles on Reuters and TIME websites.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In the area of **school health and nutrition**, UNESCO is planning a literature and policy review of school health, and interviews with partners in school health have been conducted. Furthermore, the UNESCO HIV Clearinghouse has been significantly revised to encompass health education more broadly: materials have been reclassified to provide better access to new thematic areas of health education, including school health and Member State school health policies. A Clearinghouse Twitter feed was also created and is being used to promote UNESCO's health education materials and events. Support was provided to Swaziland and Uganda for a more in-depth review of their proposed school health policy. Best practice case studies are currently being identified, and a document to assist UNESCO staff and IATT members to review/develop school health policies is currently under development. UNESCO also participated in a symposium on school health and nutrition held in Ghana in May 2014, and UNESCO support was provided to a LAC regional school health promotion event in April where a health literacy model was presented. 1. **Education sector supported to address the needs of young people from key populations and people living with HIV** ***(UNAIDS UBRAF Goals A3, B1, B3, C1)*** In line with UNESCO's commitments to UNAIDS, interventions must be specifically targeted to address **inequalities, stigma and discrimination faced by adolescents and young people, people living with and affected by HIV, and key populations** at higher risk of HIV, including people who use drugs. Adolescents aged 10-19 are the only group whose mortality rates have seen a continued rise over recent years: HIV is now the second largest contributor of adolescent mortality globally, and the number one in Africa. UNESCO efforts in this area are cross-cutting, and seek to ensure that the needs of adolescents, young people, PLHIV and key populations are systematically mainstreamed into broader work on health education and CSE. Specific activities include the development of an **Adolescent HIV Prevention and Literacy Treatment Tool kit, which has been peer reviewed and will be rolled out in five** African countries starting in July 2014 targeting 500 teachers from select schools. In the Caribbean, UNESCO is partnering with UNFPA to support a MoE-led initiative to build the capacity of parents to speak to their adolescents about sexuality and sexual health, and to support the implementation of the Health Promoting Schools initiative, a regional activity with Ministries of Education and Health, anbd the Pan American Health Organization. Technical support is being provided to the National Family Planning Board Sexual Health Agency (NFPB-SHA) and their project Teen360, which engages youth advocates and Jamaican adolescents in SRH issues, with information exchange and awareness-building through the platform's multiple ICT tools. Brazil is also making progress with ongoing behavioral research on vulnerable populations, as well as upstream work at the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	regional level to develop new political strategies to address issues related to HIV, ethics, human rights, and reduction of stigma and discrimination. An HIV prevention campaign was organized during Carnival 2014 and the World Cup, and UN Joint Team activities continued to support strategy development for the states of Amazonia and Rio Grande do Sul. New educational material is being developed to meet the needs of specific ethnic groups. Reflecting epidemic priorities in the region, efforts in Asia Pacific have been focused on adolescent and young key populations (YKP), especially young men who have sex with men and transgender women. UNESCO published, with UNICEF, UNFPA, UNDP, WHO, Save the Children, GNP+ and UNAIDS, a regional analysis of YKP in National Strategic Plans (NSPs) on AIDS. The review included recommendations for future NSP developments and revisions, particularly in the context of new funding through the Global Fund to Fight AIDS, Tuberculosis and Malaria. Advancing recommendations from a 2013 UNESCO publication, UNESCO and UNFPA held a satellite session during the Asia-Pacific Conference on Reproductive and Sexual Health and Rights on "*What's the law got to do with it? Examining legal and policy barriers affecting young people's access to SRH information and services*," reaching 60 youth, government, and civil society partners. The session recommendations were integrated in the Manila Challenge conference outcome document. UNESCO, UNFPA, UNAIDS, UNDP and IPPF prepared a joint workplan to support legal advocacy trainings and youth involvement in shadow reporting for the Universal Periodic Review/Convention on the Rights of the Child in select countries in 2014-15, with co-funding and pro-bono support from DLA-Piper. UNESCO has delivered an oral presentation on the report at the 20th International AIDS Conference (Australia, 20-25 July, 2014). UNESCO also worked with Youth LEAD, UNICEF, UNFPA and UNAIDS to revise the NewGen Asia leadership curriculum, a ground-breaking course for young key populations which includes modules on strategic information and sexual and reproductive health. The revised curriculum was launched at the International AIDS Conference in Melbourne, July 2014, and will be rolled-out in national trainings in Cambodia, China and Thailand by end-2014. At the country level, UNESCO has supported the Cambodia National AIDS Authority on the development of the national concept paper on young key populations, the China Family Planning Association (CFPA) on a training-of-trainers course for a parent education programme that will be rolled-out in 11 provinces, and in Indonesia, UNESCO assisted in mapping adolescent programs and in developing National Strategic and Action Plan (NSP) for Adolescent Health. As a result, CSE is currently listed as the first priority in the NSP. Finally, in Myanmar, UNESCO has provided capacity-development support to the Ministry of Health and UNAID's Department of Medical Research (DMR) to analyse the data collected from the 2013 respondent-driven sampling (RDS) study on the risk and protective factors addressing HIV vulnerability among men who have sex with men. UNESCO is also beginning to expand its work to strengthen the **education sector's ability to address HIV and other health risks**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	associated with substance abuse, with an international consultation planned for 2015. Over the past six months a concept note was been developed and circulated to internal and external stakeholders, including UNODC, and plans are underway for literature review, key informant interviews, and a regional study on the nature, scope and educational consequences/impacts of substance use among young people in Africa. 1. **Country capacity strengthened to address the needs of women and girls, stigma and discrimination, and school-related gender-based violence** ***(UNAIDS UBRAF Goals C3, C4)*** In the area of **school-related gender-based violence (SRGBV)**, UNESCO worked to enhance collaboration with partners and position itself as a key player in the global response to SRGBV. A strong relationship with UNGEI and the Ministry of Foreign Affairs of France was forged for the organization of an international partners meeting, held in April 2014 in Paris. The meeting was attended by 38 participants from 25 organisations currently engaged in the field of SRGBV. UNESCO published, with the East Asia Pacific UN Girls Education Initiative (EAP-UNGEI), a regional report on SRGBV accompanied by a social media campaign launched on International Women's Day. Support has also been provided to country-level initiatives, as a follow-up to a 2013 regional meeting, including media efforts in China, social media campaigns in Pakistan, and training for the Ministry of Education in Fiji. UNESCO technical support was provided to UN Women for a SRGBV peer education toolkit, Plan Asia on a four-country SRGBV programme framework, and UNGEI in preparation for a Gender and Education Forum in August 2014. UNESCO established partnership with Heinrich Böll Foundation in Russia which is active in gender equality promotion and supports research and capacity building activities run mostly by NGOs and academia. It was agreed that Heinrich Böll Foundation will run and school-based survey of gender-based violence in several Russian regions in 2014 to contribute to UNESCO's work on SRGBV. In **Kyrgyzstan,** UNESCO supported the development of two modules for teachers "Addressing Violence in Schools" and "Reducing stigmatization and discrimination against people living with HIV", which will be ready by the beginning of the new school year in September 2014. In the Africa region, UNESCO supported the evaluation and documentation of the activities of the High-Level Task Force on Women, Girls, Gender Equality and HIV, coordinated by the UNAIDS RATESA Team. Furthermore, in order to make the education sector response to stigma, discrimination, sexual harassment and abuse more efficient in WCA countries, UNESCO is partnering with the governments of Nigeria, Ghana and Cote d'Ivoire to support regional and national plans to produce culturally sensitive sexuality education modules on gender and diversity.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	UNESCO's work on SRGBV also addresses the specific issue of **homophobic and transphobic violence and bullying**, through the support of the government of the Netherlands. In East and Southern Africa, a multi-country study on sexuality, gender and diversity has been launched involving five countries (Botswana, Lesotho, Namibia, South Africa and Swaziland) and operations research on adapting a whole-school approach to homophobic bullying developed in Western Europe (Ireland) to the South African context has been conceptualised in cooperation with Irish- and South African-based NGOs. In Latin America and the Caribbean a regional consultation is under preparation for September 2014 in Bogota. The meeting will involve approximately 40 participants from Columbia and at least 9 other countries. Teacher training and support activities are being organized from August-October in Mexico, El Salvador and Argentina, and support is being provided to a Chilean NGO for the production of materials on preventing and mitigating homophobic bullying in schools. In Eastern Europe and Central Asia, UNESCO launched a regional project to review existing data with an aim to develop practical guidance for schools in EECA to address SRGBV including homophobic bullying. Guidance will target decision-makers in the education sector (national, regional, local levels) and school staff to raise their awareness about violence in schools and provide them with recommendations on policies and practice to prevent and address SRGBV. A series of events were also organized in commemoration of the 2014 International Day against Homophobia and Transphobia (IDAHO) including a film screening at UNESCO Headquarters in Paris organized with the US Delegation, and an event at Thailand Knowledge Park organized by UNESCO, UNAIDS, and the US and Dutch Embassies in Thailand. The event marked the official release of the first-ever comprehensive study of homophobic and transphobic bullying in Thai schools, undertaken by Plan International Thailand, UNESCO and Mahidol University. The report documents widespread bullying, the toxic effect it has on victims, and steps schools, policy-makers and development partners need to take to address it. UNESCO is also preparing inputs as the UN education partner in a proposal for the second phase of Being LGBT in Asia initiative. Within the context of IDAHO Day activities, in Thailand, a "School Rainbow" campaign was organized where students chalked rainbows around school gates in Bangkok in a sign of support for sexual and gender diversity, alongside a social media campaign "Bullying, LGBT rights in school & HIV" on Twitter, Facebook and Instagram. In China, a "Friendly Campus" campaign was launched 2014 to support LGBT education activities by LGBT NGOs at university-level. This included LGBT-related articles posted through the "Youth Knows – Virtual Classroom" cooperation with Baidu and Communication University of China reaching 400,000 internet and mobile users. **Challenges & Lessons Learned**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The consistent resources provided through the UNAIDS Joint Programme have played a pivotal role in ensuring UNESCO's ability to mobilize additional donor resources for HIV and health education, thereby allowing UNESCO to build a qualified team of experienced national and international experts covering over 70 countries. This, in addition to landmark initiatives such as the International Technical Guidance on Sexuality Education (ITGSE) and the ESA Ministerial Commitment process, has helped UNESCO take a leading role in this area of work. However, in the current context of international donor fatigue, the future sustainability of UNAIDS funding is less certain. A key challenge in the medium-term will be to ensure that the significant advances made in UNESCO's work on HIV and health education are consolidated, sustainable, and positioned to be in line with post-2015 agenda. At a country level, challenges are varied and highly dependent on the national or local context. Given the socially and culturally sensitive nature of the issues addressed under MLA2 ER10, a significant amount of behind-the-scenes advocacy work is required to build solid relationships with government and civil society counterparts and ensure that UNESCO is optimally positioned to support their efforts. Given that national priorities and resource allocations can shift considerably during periods of government change, it can be a challenge to ensure that HIV and health education remain on the national agenda. Furthermore, in some countries, due to punitive laws and practices against certain groups, UNESCO must ensure that its work with young people and civil society partners does not inadvertently compromise their security or wellbeing. In terms of lessons learned, the work planning process for 2014-2015 sought to move towards a more holistic integrated approach to HIV and health education. On the one hand, it has enhanced linkages between the education and health sectors, specifically between CSE and sexual and reproductive health services. On the other, it has sought to identify neglected or emerging areas within CSE and school health, such as puberty or obesity. It is a continuing challenge to find the right balance between ensuring an HIV-specific focus and adopting a more holistic school health approach. However, thus far these efforts have been well received at the country level, where it is often the same government counterpart who is responsible for multiple issues ranging from HIV to gender equality to school health.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of countries with a multisectoral strategy that addresses HIV in the school setting (Source: GARPR #7.1/NCPI a.i.1.3)	Data on progress against the targets cannot be reported for the first quarter but is	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 2010 baseline of 89% (153/172) **T 2014-2015:** 91% (168/182) of countries include the education sector in their multisectoral strategy **T CAP 2014-2015:** Additional XB resources would be used to either a) reach additional countries, or b) enhance implementation and monitoring of ongoing multisectoral strategies	expected for the December 2014 monitoring deadline.	
	PI: Number of countries where at least 50% of schools provided life skills-based HIV and sexuality education within the previous academic year (Source: Global M&E Framework for Comprehensive Education Responses to HIV and AIDS) **B:** New indicator, baseline data being compiled **T 2014-2015:** At least 64% of UNAIDS high impact countries in Africa (16 out of 25) **T CAP 2014-2015:** Additional XB resources would be used to either a) support additional countries to provide life skills-based HIV and sexuality education in 50% of schools, or b) to support the further scale-up of CSE to exceed 50% in the 16 HIC countries	Data on progress against the targets cannot be reported for the first quarter but is expected for the December 2014 monitoring deadline. Thus far, initial data shows that 12 ESA countries have integrated comprehensive sexuality education (CSE) in curriculum, and 6 are in the process of doing so.	
	PI: Number of countries with education sector rules and guidelines for staff and students related to physical safety, stigma and discrimination and sexual harassment and abuse that have been communicated to relevant stakeholders in educational institutions (Source: Adapted from Global M&E Framework for Comprehensive Education Responses to HIV and AIDS) **B:** New indicator, baseline data being compiled **T 2014-2015:** At least 48% of UNAIDS high impact countries in Africa (12 out of 25) **T CAP 2014-2015:** Additional XB resources would be used to either a)	Data on progress against the targets cannot be reported for the first quarter but is expected for the December 2014 monitoring deadline.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	support additional HIC countries to adopt education sector guidelines on school related gender based violence, or b) to support strengthened implementation and monitoring of ongoing guidelines.		

Note: ⚪: No information yet; 🟥: Not on track; 🟡: Partly on track; 🟢: On track.

Main Line of Action 3: Advancing Education for All (EFA) and shaping the future international education agenda

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
🟢 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies	Outputs that contribute to Expected Result 11 on Research and Foresight are many and emanate from the diverse entities that make up the UNESCO Education Sector. This progress report focuses essentially on some of the contributions of the specialized Education Category 1 institutes, as well as of those of the Research and Foresight unit in HQ, and is organized around (i) publications and studies, and (2) global conferences and research fora. Throughout the biennium, greater synergies will be sought between the various enteties contributing to this expected result. **I. STUDIES and PUBLICATIONS:** Beyond the various studies published across sections/units and field offices, the specialized Education Category 1 institutes contribute significantly to research and foresight within the Education Sector, not least of which through their established journals and series. The International Bureau for Education's (IBE) Prospects journal, for instance, released two issues during the course of the first semester on 'Mobile learning for teacher training and curriculum development (Issue No 169), as well as on 'Education and skills for inclusive and sustainable development' from an Asia-Pacific perspective (Issue No 170). Similarly, UNESCO Institute for Lifelong Learning's (UIL) International Review of Education published two issues this semester on a range of topics. In addition, International Institute for Educational Planning (IIEP) has published a review of best practices in girls' education and gender equality and Institute for Information Technologies in Education (IITE) a case study on 'Open Educational Resources in France: overview, perspectives and recommendations'. Two Education Research and Foresight (ERF) Working Papers by the HQ were also devoted to 'Curriculum for the 21st century' (No 9), and 'Re-interpreting Learning' (No 10), the first prepared in co-

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	operation with the IBE, and the second with a UNESCO Chair in comparative education. **II. GLOBAL CONFERENCES / RESEARCH FORUMS:** Strategic policy debates: IIEP organized a strategic debate on the Future strengthening of education systems bringing together IIEP and Organisation for Economic Cooperation and Development (OECD) specialists. The next debate planned for September 2014 will be devoted to Academic Research and Integrity. Open Educational Resources (OER) UNESCO IITE co-organized several international conferences on the subject together with partners from the network of UNESCO Chairs, as well as with other universities in East and Central Asia. These include: (1) An international conference on 'Open Educational Resources and Digital Education' organized in the Kyrgyz Republic (June 2014); (2) the XVth International Forum on 'Modern Information Society Formation - Problems, Perspectives, Innovation Approaches' held at St Petersburg in the Russian Federation (June 2014), and; (3) An international conference on 'ICT in Education' held in Mongolia (May 2014). Rethinking Education in a Changing World The second meeting of the Senior Experts Group to rethink education in a changing world was organized in Paris (February 2014). A draft of the group's report has been prepared in view of the publication of the final report in early 2015. The aim of the report is to reconsider the purposes of education and to re-contextualize the way in which learning is organized in todays' changing global context. The report builds on the heritage of the integrated and humanistic vision of education outlined in the two landmark UNESCO publications Learning to Be and Learning: The treasure within. Considering education (and knowledge) as global common goods, the report examines the implications in terms of collective and diversified responsibilities in the face of emerging patterns of educational governance. The draft report shall be enriched by a process of peer review (including through UNESCO chairs) during the second semester of 2014. **Challenges and cost-effective measures** Although various units, field offices and Category 1 Institutes are working on research and foresight, the challenge is to map out all the work being conducted and ensuring that the knowledge generated is widely shared and disseminated. For this further

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">internal coordination is needed. Regarding cost-effectiveness, internal resources and expertise and UNESCO’s own networks, such as UNESCO Chairs, are directly contributing to research and foresight, rather than relying on external experts. Not only is this cost-effective but it also crucial for UNESCO to foster its own expertise.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of comparative analyses and case studies on emerging challenges for education and learning conducted at national and regional levels, published and disseminated
B: Not available. Not the same time of foresight studies were undertaken during the last biennium.
T 2014-2015: 5 foresight studies (including those planned by Institutes) 3 global reports/studies on trends 1 regional research project
T CAP 2014-2015:</td><td>Progress achieved against targets is on track.
2 foresight studies 4 journals 2 global studies</td><td></td></tr>
<tr><td></td><td>PI: Number of proceedings of international/regional research colloquia organized jointly by UNESCO and research partners
B: Not available.
T 2014-2015: 4 global conferences or policy forums
T CAP 2014-2015:</td><td>Progress achieved against targets is on track.
4 policy forums 1 experts' group meeting</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 12: The implementation of the right to education and progress towards international education goals promoted and monitored, and policy dialogue informed by the evidence generated</td><td colspan="3">During the first semester of the biennium, UNESCO pursued its efforts towards the strengthening of the monitoring and the enhancement of the promotion of the right to education by improving and coordinating the monitoring of normative instruments and the right to education in general and by developing capacities and raising awareness.

Performance Indicator N°1: Number of countries reporting on their compliance with the normative instruments on the right to education</td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	A Circular Letter by the Director-General launching the ratification campaign and urging Member States to take appropriate measures for acceding to the Convention has been prepared and will be sent to the Member States in August/September 2014. The ratification campaign will help maintain the momentum built up over the past few years in terms of new ratifications (11 new Member States have ratified the 1960 Convention in the recent years). As part of the follow-up to the 8th Consultation on the Convention against discrimination in education (covering the period 2006-2011, reported to the Executive Board in 2013: ref. 192 EX/19 Part III), UNESCO has undertaken the following two activities, in view of information-sharing, advocating for the instrument and contributing to a better understanding of the implementation of the right to education at national level: - published a document on 'Girls' and women's right to education – overview of the measures supporting the Right to Education for girls and women reported on by Member States' in early 2014. This document compiles the explicit references to girls' and women's right to education in national reports and is intended to serve as a practical tool for both advocacy and monitoring. The document highlights progress and challenges in constitutional and legislative frameworks and measures addressing girls' and women's right to education; and - initiated the work on the revision of the compendium of practical examples. To help ensure accountability and transparency and foster regional and international cooperation, UNESCO has built a **Database on the right to education**. It has been completed and made operational. The second phase of its technical development has started and the part regarding the public module is completed, ergonomics and functionalities have been further enhanced (including the search functions). Moreover, about 20 country profiles and the library have been updated. In addition, communication material on the Database has been produced. Finally, the preparation of a user guide has been initiated. UNESCO provides continuous support to the **monitoring of the Right to Education by UN Human Rights bodies**. In the first half of 2014, UNESCO's support consisted of the following three areas: 1. Reports on the status and implementation of the right to education in various Member States for the 20th and 21th sessions of the UN Human Rights Council's Universal Periodic Review (to take place at the end of 2014 and beginning

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	of 2015) prepared and submitted; 2. technical and legal support provided to the initial phase of the process of elaboration of a new general recommendation on girl's and women's the right to education by CEDAW; and 3. regular collaboration with the Special Rapporteur on the right to education, including support provided for the preparation of some of his work regarding Right to Education related areas. **Performance Indicator N°2: Number of countries piloting UNESCO's analytical framework to review their national education laws** In view of creating a demand from Member States' on education law reform, the **Guidelines for reviewing national legislation and policies in the field of right to education** has been completed and is being published and available online. The pilot-testing phase has started in parallel with the finalization of the document. UNESCO is supporting the pilot-testing in Nepal and work is ongoing to identify other potential Member State(s) for the pilot-testing phase. **Indicator N° 3: Number of GMR launch events and media articles related to the Report, together with examples of policy influence** Concerning the component concerning the **Education for All Global Monitoring Report (GMR)**, the EFA GMR team produced, launched and disseminated the 2013/14 Report "Teaching and learning: Achieving quality for all". The Report was printed in 13,000 copies, of which 9500 have already been disseminated (as of June 2014). The Report was also translated and printed in French and Spanish, and translations are completed for Arabic and Russian. The Summary was translated and printed in over 6 languages. The international launch of the Report was held at the African Union in Addis Ababa, attended by the Deputy Prime-Minister of Ethiopia and UNESCO's Deputy Director-General. There have been around 52 launch events in the six months following the launch, with more still expected to take place. There were 2 international/regional launches and 50 national and donor launches. GMR team members have participated actively in events this year, making presentations at 16 of them. The Team also organized a dissemination campaign in traditional and new, social media. Around 680 articles were written on average a month from January-June 2014, compared to 383 articles a month over the last six month period. This was evidently influenced by the launch of the report in January, but the subsequent release of the Gender summary in March, and three further policy papers also helped keep the consistency of media coverage at a high level over the period. The new policy papers from January – June 2014 were downloaded 2,888 times, an average of 963 downloads per paper. Since the launch until the end of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	June 2014, the 2013/4 Reports (English, French and Spanish) were downloaded 72,479 times and the Report Summaries (English, French, Spanish, Arabic, Russian, Chinese and Portuguese) were downloaded 22,221 times. This is a 30% increase compared to the first 6 months after the launch of the 2012 Report. In the last 6 months, the GMR website has had over 95,000 visitors, up a quarter from the previous 6 month period and over 320,000 views, up 14%from the previous 6 months (July-Dec 2013). During this period, research and drafting has begun for the production of the 2015 Report, which will be a major stock-taking exercise on progress to reach the EFA goals from 2000 to 2015. Over 80 background papers have been commissioned to feed into the report, and a global on-line consultation has also taken place. **Challenges and cost-effective measures** The challenges relate the importance of maintaining internal collaboration between UNESCO offices and HQ to ensure that the in-house expertise regarding right to education is used efficiently. There is also a need to strengthen interaction with various actors working on the legal framework of the right to education. The maintenance of the Database on Right to Education, which requires regular updating, demands constant attention and resources. All the activities carried out so far are cost-effective and cost-efficient; the work has been carried out with minimum Regular Programme funds and very short staffing. The internal experts work in a collaborative manner with different units, Institutes and field offices to support all education related normative instruments, in particular in the context of the revision of the TVET and Adult education recommendations. The GMR team continues to apply cost-saving measures, in particular in a greater oversight of national launches, increased prioritization of on-line dissemination.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of countries reporting on their compliance with the normative instruments on the right to education **B:** ratification 100 reporting 58 A first compendium is already available. **T 2014-2015:** existing database Training manual doesn't exist as of yet	Not applicable as of yet.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	regular reports on implementation **T CAP 2014-2015:**		
	PI: Number of countries piloting UNESCO's analytical framework to review their national education laws **B:** Guidelines don't exist as of yet **T 2014-2015:** Guidelines for Law review completed and pilot-tested in at least 2 MS **T CAP 2014-2015:**	The work on the Guidelines for reviewing national legislation and policies in the field of right to education has been completed and the Document is being published. It will be available online very shortly. The pilot-testing phase has started in parallel with the finalisation of the manuscript. Nepal (UNESCO/Kathmandu with support from UNESCO/Bangkok and HQ) has initiated the process of implementation. HQ and ROs have been working in liaison to identify other potential MS for the pilot-testing phase.	
	PI: Number of GMR launch events and media articles related to the Report, together with examples of policy influence **B:** 70 launch events **T 2014-2015:** 70 launch events **T CAP 2014-2015:**	52 for 2013/4 edition (as of June 2014)	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted	**Performance Indicator 1: Increased support to EFA from education stakeholders, notably governments, international and regional organizations, civil society and private sector** **EFA Steering Committee & Global EFA Meeting (Muscat Agreement)** UNESCO facilitated the consultations and debate on the post-2015 education agenda of Member States and education stakeholders, including through its existing EFA mechanism. The Education for All (EFA) Steering Committee – a representative

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	body of key education stakeholders convened by UNESCO – held two meetings in 2014 (March and in May) and developed a Joint Proposal on Education beyond 2015. The Joint Proposal was presented and discussed at the 2014 Global EFA Meeting (GEM) organized by UNESCO and hosted by the Sultanate of Oman (Muscat, 12-14 May 2014). More than 200 participants from some 50 countries, including 20 Ministers and Vice-Ministers of Education, civil society and other stakeholders adopted the Muscat Agreement. In doing so, they endorsed a shared vision for the post-2015 education agenda, including an overarching goal and a set of seven global targets. The Muscat Agreement outlines an aspirational, transformative, balanced and holistic post-2015 education agenda of universal relevance and with a focus on equity, quality, learning outcomes and lifelong learning. It contains **an overarching goal and seven global targets**, covering early childhood care and education; basic education; adult and youth literacy; skills for work and life; skills for global citizenship and sustainable development; teachers; and financing of education. The Agreement strongly supports UNESCO's leadership and coordination role in facilitating the development of the post-2015 education agenda in collaboration with the EFA partners. It encourages UNESCO to continue facilitating the debate and to consult Member States and key stakeholders on the further development and refinement of the overarching goal and targets and the identification of corresponding indicators, as well as the development of a Framework for Action to guide the implementation of the future education agenda. Furthermore, participants at the GEM committed to using this Agreement as a reference for the negotiations in the global consultations on the post-2015 development agenda, in order to ensure that this latter has a strong education component. The Muscat Agreement was then transmitted to the United Nations Secretary-General and the co-chairs of the Open Working Group on Sustainable Development Goals (OWG) of the United Nations General Assembly by the Director-General of UNESCO. It was also distributed to all Member States of UNESCO for their consideration, in order to facilitate their preparations for the global and regional consultations on the post-2015 education agenda, leading up to the World Education Forum 2015 (Incheon, Republic of Korea, 19-22 May 2015) and the high-level UN Summit in September 2015. **Advocacy of Muscat Agreement to other education stakeholders, including civil society** On 25 June 2014, UNESCO and UNICEF organized a high-level discussion in Brussels to promote the new agenda for education as proposed in the Muscat Agreement and build support for its inclusion as a central pillar in the post-2015 development framework. The event was hosted by the European Union and held in conjunction with the Global Partnership for Education's (GPE) Second Replenishment Pledging Conference. Statements by the Director-General of UNESCO, GPE Chair, the European

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Union and UNICEF were followed by a moderated panel discussion among leaders from across government, international organizations and civil society. UNESCO's Collective Consultation of NGOs on EFA (CCNGO/EFA) held its 7th meeting (Santiago de Chile, 21-23 May 2014). In their Final Declaration, participants clearly expressed their support to the Joint Proposal of the EFA Steering Committee and to the Muscat Agreement. They committed to continue to engage with UNESCO and other key stakeholders around the development of the post-2015 education agenda and its articulation with the global development agenda. Civil society also pledged to mobilize "all governments at local, regional and central level to engage and commit to active participation in the development of the post-2015 education agenda and its subsequent implementation". **Advocacy of Muscat Agreement to the UN Open Working Group on Sustainable Development** The OWG was established by the General Assembly on 22 January 2013 and mandated by the Rio+20 outcome document to prepare a proposal on Sustainable Development Goals (SDGs) for consideration by the General Assembly at its 68th session (2013/4). From March 2013 to July 2014, the OWG convened 13 sessions to develop this proposal. UNESCO and UNICEF proactively provided technical support to this work as designated co-leads in the focus area on education as part of the OWG's inter-agency Technical Support Team (TST). This was done through providing comments and analytical inputs to various draft versions of the OWG document and making suggestions for possible reformulations so as to ensure close alignment between the proposed education targets of the OWG and those of the Joint Proposal of the EFA Steering Committee and the Muscat Agreement. During this process, UNESCO and UNICEF regularly informed Member States represented in the OWG on the goal and targets of the Muscat Agreement, via their Permanent Delegations to UNESCO and their Permanent Missions to the UN, and through communications, briefings and advocacy events, with the aim to ensure alignment between the goal and targets of the Muscat Agreement and the goal and targets developed by the OWG. Members of the EFA Steering Committee and civil society also actively participated in this advocacy work. UNESCO and UNICEF organized an Information Meeting on the Muscat Agreement at the UN, co-hosted by Argentina, Brazil and Norway, during the 12th session of the OWG (16 June 2014). Presenters included the Chair of the EFA Steering Committee, the President of the Global Campaign for Education, and representatives of Education International, UNESCO and UNICEF, with welcome and closing remarks by the Deputy Permanent Representatives of Brazil and Argentina respectively. Technical information on indicator development was also provided by the EFA GMR Team. This initiative was welcomed by Member States

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	represented in the OWG. As a result, during the OWG discussions, a number of Member States increasingly proposed specific wording for the education goal and targets, as formulated and in consistency with the Muscat Agreement. On 18 July 2014, the OWG adopted an Outcome Document - Proposal of The Open Working Group for Sustainable Development Goals - containing 17 Goals, which includes a proposed goal on education: Goal 4 *Ensure inclusive and equitable quality education and promote life-long learning opportunities for all* and a set of global targets. Compared to earlier versions, the education goal and targets in the OWG Outcome Document are much more aligned with those proposed in the Muscat Agreement. This was made possible through the strong engagement of a number of Member States (including their Permanent Delegations to UNESCO and their Permanent Missions to the UN), facilitated by the proactive and intensive communication and advocacy activities jointly conducted by UNESCO, UNICEF and civil society. **UNESCO's support to UN Secretary-General's Global Education First Initiative** The GEFI Strategy 2014-2015 was finalized in close consultation with all partners and endorsed by the High-level Steering Committee (7 May, Rome). In support of the advocacy actions to be undertaken by GEFI, an advocacy strategy was developed and is in the process of being implemented. A number of advocacy events were organized in contribution to the first Overarching Objective of the strategy on gender and girls education during the first half of this year, in particular during the Committee on the Status of Women meetings at the UN. A series of consultative meetings were organized with members of the GEFI Champion Countries Group and the High-level Steering Committee for enhanced coordination among the partners as well as to create stronger synergies. Among the high-level consultative meetings held during the first half this 2014 were the High-level Steering Committee Meeting chaired by the UN Secretary-General which took place in Rome on 7 May. This was followed-up by an information meeting with the Permanent Representatives of the Champion Countries to the UN held by the Director-General who informed them on the outcome of the the meeting in Rome. As a result of these two consultative meetings, it was agreed that a GEFI High-level Event centred around the Heads of State/Government will be held during the 69th session of the UN General Assembly in September 2014. **Performance Indicator 2: World Education Forum 2015 effectively organized in Korea** For successful organization of the World Education Forum 2015 (Incheon, Republic of Korea, 19-22 May 2015), UNESCO established a Joint Preparatory Committee with the host country (Republic of Korea). The committee met twice during the first

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	half of 2014 and discussed working procedures, distribution of responsibilities, several financial and logistical aspects and a calendar for preparations of the WEF 2015. As a result of those meetings, the date and venue of the Forum was confirmed from 19 to 22 May 2015, in Incheon and a Concept Note and Preliminary Budget proposal are under preparation. A WEF 2015 webpage was launched under the EFA Coordination Website to lay out basic information on the Forum. The date and venue of the meeting were announced to the Member States and other partners, during various meetings and through a DG Circular letter and communication materials. Further consultations will include a series of regional preparatory conferences planned for the second half of 2014 and early 2015 to review the progress on EFA, build a regional position, and develop recommendations for the future education agenda and for the related Framework for Action. The following regional conferences are currently planned, the outcomes of which will inform the World Education Forum 2015. • Asia and the Pacific: Bangkok, Thailand (6-8 August 2014) • Latin America and the Caribbean: Lima, Peru (30-31 October 2014) • Arab States: Kuwait (17-19 November 2014) • Europe and North America: Paris (4-5 December 2014) (tbc) • Africa: Kigali, Rwanda (9-10 February 2015) **Framework for Action** Based on the outcomes of the 2014 GEM and Muscat Agreement, as well as the ongoing debates of the Open Working Group on SDGs in New York, UNESCO has prepared an outline for the Framework for Action to be adopted at the WEF 2015, and a process for its preparation. The objective of the Framework for Action is to support the implementation of the future global education agenda at the global, regional and national levels. It will spell out the overall purpose and vision of the future global education agenda and 'unpack' the targets, providing clear definitions on each concept included in the targets and a detailed narrative. The Framework will define the future 'architecture' of mechanisms related to the post-2015 education agenda at global and regional levels and will also provide suggestions on implementation strategies at the country/state level. These relate to important strategic issues such as coordination, policy and institutional coherence, governance, accountability, partnerships, capacity development, advocacy, financing and monitoring.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The measurement and monitoring of progress of the future education agenda require identification and development of indicators. A technical advisory group (TAG) was set up by UNESCO to work on indicators and to provide technical guidance to the EFA Steering Committee. This group is coordinated by UNESCO through its Institute for Statistics (UIS) and includes measurement experts from UNICEF, the World Bank, OECD and the EFA Global Monitoring Report (GMR) Team. Its overall objectives are to provide advice on the articulation of post-2015 education targets, provide guidance on the use of existing indicators and highlight where new indicators need to be developed, in support of monitoring the targets. The TAG produced a document in July 2014 that provides an initial review of potential indicators for each target, highlights key measurement challenges and indicates next steps for the development of post-2015 education indicators. The document was transmitted as work in progress to the EFA Steering Committee and shared with the UN Department of Economic and Social Affairs (UN DESA). The TAG will continue its work through further technical consultations in the autumn of 2014, so as to finalize detailed technical recommendations on indicators to measure access and completion, quality, learning outcomes and equality of opportunity by the end of the year. The TAG recommendations will be discussed by the EFA Steering Committee and subsequently put forward to the World Education Forum 2015 as part of the Framework for Action, which will also provide guidelines for national target setting and indicator development to respond to diverse social, economic and cultural contexts and needs. **National EFA Reviews** **Africa:** The EFA Review in Sub Saharan Africa are well underway. 45 National EFA Country EFA Profiles have been elaborated and sent to countries for validation, of which 15 countries have validated. In order to increase the understanding the countries' work, 12 countries have been requested to report on their remarkable progress in certain EFA Goals. In addition, 6 countries have been requested to report on their specific context as Small Island States, Large population countries or Post Conflict countries. **Arab States:** A Sub-regional Retreat to review the Education for All National Assessment reports for the Gulf Countries and Yemen was held (Sharjah, 18-20 May, 2014). The overarching goal of the workshop was to enhance country capacities to improve and finalize the national EFA reports based on feedback and inputs from experts and peers. The aim was to ensure that the national EFA reports document country progress on EFA as accurately as possible using disaggregated data and appropriate indicators, identify enabling and hindering factors and provide inputs for regional and international debates on the post-2015 education agenda. The draft reports went through a rigorous review procedure with a view to improving them. The retreat

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	provided an opportunity for country teams to learn lessons from each other as they finalize the EFA review processes, and discuss data issues, methodologies and any other challenges related to the preparation of the national EFA reports. During the retreat, (i) technical feedback was provided on specific components or parts of the draft national EFA 2015 review reports; (ii) The countries reviewed EFA indicators in collaboration with UIS Education Advisor; and (iii) Agreed on the next steps for finalizing and submitting the draft reports. **Asia and the Pacific:** 40 Member States are participating in the national EFA 2015 reviews. UNESCO Bangkok has received 35 reports and is preparing a regional synthesis report. UNESCO, UNICEF and EFA partners in the region provided face-to-face and online technical support to countries in the preparation of the national EFA 2015 review and their respective country reports. UNESCO and UNICEF co-organized a Regional Technical Feedback Workshop on the National EFA 2015 Reviews in Asia-Pacific (29-30 April, 2014) which was attended by over 100 participants from 24 countries, UN agencies and NGOs. The workshop provided the opportunity for country teams to share and learn about the review processes, data issues, methodologies and other issues related to the preparation of the national EFA reports from one another, for EFA partners in the region to come together to provide support to countries where needed, and for all involved in the review to agree on the next steps for finalizing the draft reports. A gender review of the national EFA 2015 review reports is being carried out by UNESCO and UNICEF, the United Nations Girls' Education Initiative (UNGEI) and other Thematic Working Group on Education for All partners. The purpose of the research is to support the National EFA 2015 Reviews in Asia-Pacific to promote the achievement of EFA Goal 2 on Gender Equity and Equality and to provide policy recommendations. Two reports will be produced and finalized by Q3 of 2014; one covering South Asian countries and the other, East Asian countries. **Latin America and the Caribbean:** UNESCO has provided training to 23 Latin American Countries as well as the Caribbean countries. **Performance Indicator 3: Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI)** **Engagement with the private sector:** UNESCO was engaged in the Second Global Education and Skills Forum (UAE, 15-17

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	March 2014) which have helped to boost private sector engagement in education, deepen the knowledge base on effective public-private partnerships, and mobilize increased funds. The Forum attracted over 1,000 participants, including 25 ministers, several former heads of state, and hundreds of business leaders from around the world, including CEOs of global companies. The Forum provided an advocacy stage to raise awareness of the need for corporations to engage more actively in education and a platform for businesses to discuss with governments and education experts how best to support the sector. UNESCO organized two plenary sessions at the Forum: one on building new momentum behind the organization's Global Partnership on Girls' and Women's Education. Pakistan's Minister for Education, as well as senior representatives from HNA Group, Intel, Mobilink, Dubai Cares, and the Earth Institute, took part in the plenary - showcasing innovative examples of partnerships and demonstrating how multi-stakeholder cooperation can overcome discrimination and exclusion. The second plenary launched a one-year campaign, **Business Backs Education' campaign,** to mobilize increased business investment in education. The campaign, conceptualized by UNESCO and the Varkey GEMS Foundation, intends to help close a $26 billion annual funding gap needed to provide a school place for all primary-age children. It also wants businesses to spend 20% of their corporate social responsibility (CSR) budgets on education by 2020. Moreover, it also encourages companies to embed in their policies and practices 'The Framework for Business Engagement', developed by UNESCO and other partners in the framework of GEFI. **BRICS:** Prior to the sixth BRICS Summit (Fortaleza, Brazil, 15 July 2014), UNESCO liaised closely with the Brazilian and other BRICS delegations to UNESCO to ensure strong language on education in the Leaders' Statement. As a result, the outcome document of the Summit, known as the 'Fortaleza Declaration', reflects a strong commitment by BRICS leaders to strengthen cooperation in education and made a clear statement on the importance of positioning education centrally in the post-2015 development agenda. The Declaration, in paragraph 56, stresses that the post-2015 development agenda should "ensure equitable, inclusive and quality education and lifelong learning for all", which mirrors the overarching goal of the Muscat Agreement. UNESCO is also engaged in the preparation of the first report on BRICS education – "BRICS: Building Education for the Future. Priorities for National Development and International Cooperation". The report provides a strong evidence base to support increased collaboration among these five major emerging economies. The report will be released in the second half of 2014. **E-9 countries:** planning has advanced well for the 10th E-9 meeting. This meeting, to be held in Islamabad, Pakistan in November 2014, will provide an opportunity to take stock of EFA progress in the E-9 countries and reflect on the future of the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	partnership beyond 2015. **Others:** Furthermore, from the highest level of the Organization, the Director-General of UNESCO strongly promoted the education agenda as proposed in the Muscat Agreement on various occasions, including during a meeting with the G-77 (New York, May 2014); ECOSOC's High-level Political Forum on Sustainable Development (New York, July 2014); and a meeting with the Groupe des Ambassadeurs francophones (New York, July 2014). **Challenges and cost-effectiveness** The main challenge is to ensure that the outcome of the World Education Forum 2015 to be held in Incheon, which aims at adopting an agreed position on education, and the education goal and targets of the global development agenda to be adopted at the high-level UN Summit in September 2015, are fully aligned. In order to achieve this, continued strong engagement and support of all Member States throughout the process is required. In this regard, close communication between Permanent Delegations to UNESCO, their capitals and their Permanent Missions to the UN in New York is crucial. With regards to cost-effectiveness, most of the meetings and major events are being held in partnership with other agencies such as UNICEF. UNESCO is also seizing the opportunities of already existing education related forum or other international forum to advocate for education, in particular to the post-2015 education agenda.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Increased support to EFA from education stakeholders, notably governments, international and regional organizations, civil society and private sector **B:** Member States supportive of "Big Push" and of UNESCO's Concept Note on Education Post-2015 **T 2014-2015:** All EFA partners - Member States, UN agencies, civil society, private sector - participate in 2014 GEM and in preparations for 2015	50 countries participated in the 2014 GEM The education goal and targets of the UN's Open Working Group are closely aligned with those proposed in the Muscat Agreement.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015:		
	PI: World Education Forum 2015 effectively organized in Korea **B:** Preparations are starting with the establishment of a Joint UNESCO-Korea Preparatory Committee and the elaboration of a UNESCO Position Paper for Education Post-2015 **T 2014-2015:** World Education Forum 2015 successfully organised with participation of at least 5 heads of agencies, 5 heads of State and 100 Ministers of Education Post-2015 Education Agenda agreed and Framework for Action adopted **T CAP 2014-2015:**	Preparations are underway to organization the World Education Forum 2015.	
	PI: Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI) **B:** Education is not a specific agenda item for major regional or global meetings **T 2014-2015:** 5 high-level meetings will address education issues **T CAP 2014-2015:**	BRICS meeting	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Africa

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 1, ER 1: Education to peace, citizenship, democracy and human rights is integrated into formal and non-formal teaching and learning systems and reinforce mutual understanding and social cohesion (through the contribution of MP I)		UNESCO is working on promoting education for peace, citizenship, democracy and human rights in all sub-regions of Africa through both formal and non-formal education. Further efforts are needed to consolidate UNESCO's work to raise awareness at the highest level to gain political will at national level for the importance in integrating education for peace, citizenship, democracy and human rights in the education policy, plans and curriculum.
Flagship 2, ER 1: Member States have up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels including teaching and learning environments (through the contribution of MP I)		UNESCO has contributed to national efforts to improve teacher quality through policy support and to strengthen the institutional capacity of teacher training institutions in sub-Saharan Africa. The three expected results concerning teachers under Priority Africa are implemented through RP and extra-budgetary projects that are aligned under the UNESCO Teacher Strategy. Further efforts are needed to improve coordination and monitoring of teacher-related activities at all levels.
Flagship 2, ER 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)		UNESCO has contributed to national efforts to improve teacher quality through policy support and to strengthen the institutional capacity of teacher training institutions in sub-Saharan Africa. The three expected results concerning teachers under Priority Africa are implemented through RP and extra-budgetary projects that are aligned under the UNESCO Teacher Strategy. Further efforts are needed to improve coordination and monitoring of teacher-related activities at all levels.
Flagship 2, ER 3: Teacher recruitment, preparation and professional development programmes fully aligned to quality education and curriculum reforms (through the contribution of MP I)		UNESCO has contributed to national efforts to improve teacher quality through policy support and to strengthen the institutional capacity of teacher training institutions in sub-Saharan Africa. The three expected results concerning teachers under Priority Africa are implemented through RP and extra-budgetary projects

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		that are aligned under the UNESCO Teacher Strategy. Further efforts are needed to improve coordination and monitoring of teacher-related activities at all levels.
Flagship 2, ER 4: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa (through the contribution of MP I)		Building on the work of the previous biennium and with the support of extrabudgetary funds, UNESCO works with a family approach (HQ, Field offices and specialized institutes) to support countries in Africa to conduct national assessments of EFA and to develop their capacities in EMIS. UNESCO should promote further knowledge sharing, partnership building and fund mobilization to accompany the countries going through various policy reforms.
Flagship 2, ER 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes (through the contribution of MP I)		Improving literacy in Africa is a key area of work. Several countries demonstrate political engagement with self-benefitting funds. Capacity building projects through CapEFA and innovative work of the past biennium (i.e. Bouba and Zaza & literacy through technology for girls and women) are being expanded to other countries in Africa. The challenge is to scale-up the pilots requiring resource mobilization, technical capacities and advocacy both at grassroots and the highest political level.
Flagship 2, ER 6: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET in Africa (through the contribution of MP I)		UNESCO has been concentrating its work on TVET in the ECOWAS and SADC sub-regions in view of consolidating the results of the previous biennium. RP and extrabudgetary sources (notably CapEFA and BEAR) are aligned to give maximum impact. Partnership building and fund raising are critical to further enhance UNESCO's programmes and achieve expected results.
Flagship 2, ER 7: National capacities strengthened to develop evidence-based higher education policies to address the challenges of accessibility, equity, relevance, quality, inclusion, expansion, mobility and accountability (through the contribution of MP I)		The revision of the normative instrument for Africa in December will give a new impetus to higher education in Africa. Close cooperation is ongoing with the Regional Economic Communities. The reinforcement of human resources with expertise in higher education would support the work of UNESCO. Internally, further improvement of the coordination and cooperation between the different

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		multi-sectoral offices in Africa needs will ensure that concrete results will be achieved.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP..

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 1, ER 1: Education to peace, citizenship, democracy and human rights is integrated into formal and non-formal teaching and learning systems and reinforce mutual understanding and social cohesion (through the contribution of MP I)	<u>Support to developing policies</u> • In Kenya, capitalizing on the gains made during 36C/5, UNESCO is support Kenya to finalize its first ever education sector policy on peace education, development of policy's strategic plan and programme document. • Preparatory work is underway in Uganda to provide support to policy development, whereby the good practice of Kenya would be shared and tapped into, both in terms of process and also of expertise. • In Central Africa, building on the support given to the Member States with Emergency Funds last biennium, UNESCO has been able to develop and finalize regional guiding principles for integrating Education for Peace and citizenship in the sector plans and curriculum. The next step is to adopt the guiding principles at national level. • In Western African, in partnership with the African Development Bank, UNESCO has been working since 2012 to develop a regional policy to promote human rights education, education for citizenship and culture of peace, democracy and its integration in the education systems. Building on the past biennium's work, during the first six months of 2014,

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	UNESCO has translated the reference manuals into local languages and published them: Ghana (4,000 copies), Guinée Bissuau (670 copies), Guinée Conakry (2,000 copies), Mali (2,000 copies), Niger (1,170 copies) and Nigéria (3,330 copies). Furthermore, the project's website is functional and the modular courses have been put online. UNESCO will continue to advocate for education for peace as well as promote the manual and the online courses until the end of 2014. • A sub-regional study in Southern Africa is currently being conducted on the impact of the use of Human Rights Education in Namibia and Mozambique, coordinated by the documentation and Human Rights Centre of the University of Namibia, in the context of which the application and impact of Human Rights Education Materials developed by UNESCO in 2000 are examined. Supporting youth • In partnership with International Labour Organization (ILO), UNESCO has started the work to support peace through youth employment and civic education in Comoros. UNESCO is working on the civic education component of the project. A rapid assessment on NGOs and civic education in Comoros has started. • UNESCO is working towards reinforcing tolerance and peaceful coexistence in Namibia through youth discussions and innovative initiatives and community radio programmes on diversity. Community media campaign on gender based violence and human rights related issues are being prepared. In South Africa, Community media programming on tolerance and fight against xenophobia are launched in 5 community radios. Teacher training • In partnership with UNICEF, UNESCO is working on teacher training in east of Cameroon in the refugee camps. A specific teacher training module is being developed concerning education for peace and resilience.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes **B:** 0 **T 2014-2015:** At least 5 new countries include education for peace, HRS and GC in ED policies and programmes	Kenya; and Regional work underway in Central Africa and Western Africa	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 2, ER 1: Member States have up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels including teaching and learning environments (through the contribution of MP I)	**PI: Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues** **What kind/nature of activity** **Preparations of Teacher Policy Guides**: UNESCO is providing institutional capacity building on teacher policy development and implementation, and finalizing two global guides, notably: “A Guide for gender equality in the policy and practice of teacher Education” and “Teacher Education for Sustainability: Effective Teaching and Learning Guide”. These guides are expected to be pilot tested in the African region in December 2014 before launching them to other regions in 2015. The case studies included in these Guides are intended to support professional learning and are selected from 20 countries. UNESCO is also collaborating with the International Task Force on Teachers for EFA in the development of a guide for national teacher policy development. IICBA is also finalizing a draft Teacher Policy Development Guide for Africa, which is expected to be available for internal discussion in mid-August 2014. In preparation for this guide, diagnostic studies and capacity needs assessment were conducted to serve as a basis for evidence-based policy reviews. The projects supported by extra-budgetary resources have been critical in complementing and reinforcing the teacher programme in Africa, in particular the CapEFA resources continued to be a major vehicle for the policy development interventions. For most of the countries, the activities have continued from previous biennium and the current biennium activities

	are building on past achievements: support was provided for teacher **policy analysis, policy dialogue and a draft policy framework** in **Uganda and Lesotho**. A **framework for planning and management of the teacher sub-sector has** been also adopted by the Ministry of Education and Sports in Uganda, with a view to inform legislation, and the Teacher Management Information System (**TMIS**) has also been improved. In **Burkina Faso**, a workshop was organized for face-to-face capacity building training of national experts responsible for teacher **policy development**. High-level technical assistance was provided for the development/review of teacher qualification framework and policies (including teacher competency profiles) to a group of target countries (i.e. Benin, Guinea, Code d'Ivoire, Niger, Senegal, Togo, Nigeria, The Gambia, Rwanda, Uganda, Lesotho, Namibia, and Mozambique). The **International Task Force on Teachers for EFA** has collaborated with research networks to organize an online forum on Inclusion and Equity in Teacher Policies and Practices. The forum compiled participating countries' experiences and the conclusions will inform an international conference (targeting Central and West Africa) in the University of Buea in Cameroon, a UNESCO Chair, in September 2014. **Who/which countries are involved/benefitting** A total of 13 member states have been earmarked for this support, including Benin, Guinea, Code d'Ivoire, Niger, Senegal, Togo, Nigeria, The Gambia, Rwanda, Uganda, Lesotho, Namibia, Mozambique **In what state/progress is the implementation** For most Member States the support is the continuation of previous biennium's work (for 9 in West Africa, and 2 in Eastern Africa). This biennium's support is to consolidate and finalize the support. In this sense, much groundwork was completed, such as diagnostic and assessment reports, agreement on partnerships, etc. Overall it is on track. **What outputs/outcomes so far achieved** Diagnostic analysis and capacity assessment and reports to serve as basis for evidence-based policy development/revision; partnership mobilization and cooperation agreements were concluded; consensus reached on priorities and issues to focus interventions, notably teacher policy framework; teacher qualification and teacher education curriculum; draft policy outlines/documents achieved in some Member States (Uganda, Lesotho, Namibia and Rwanda) were achieved.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of countries, which based on UNESCO support, have developed and or reviewed teacher policies **B:** UNESCO's intervention and support reported in 30 countries for 2012-2013 **T 2014-2015:** Major technical support provided to at least 10 Member States	A total of 13 countries in Africa have been earmarked for UNESCO high level technical assistance for the biennium	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 2, ER 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)	**What kind/nature of activity** Using resources mobilized through **CapEFA,** some countries in Africa were supported by UNESCO (HQ and FOs) in **teacher training** and harmonizing their continuous professional development programmes. In **Burkina Faso**, the capacity of teachers and relevant key stakeholders to generate knowledge through analytical research and communicate findings have been strengthened. In **Guinea**, the establishment of eight regional teacher appraisal and evaluation (**monitoring and evaluation)** teams, relevant Ministry of Education departments and validation of the programmes for the **training and supervision of teaching practicum** in secondary schools were supported. Under the leadership of the national authority, a training programme for **teacher supervisors and inspectors in the use of** innovative approaches was also conceptualized. **Who/which countries are involved/benefitting** A total of 13 member states have been earmarked for this support, including Benin, Guinea, Code d'Ivoire, Niger, Senegal, Togo, Nigeria, The Gambia, Rwanda, Uganda, Lesotho, Namibia, Mozambique **In what state/progress is the implementation** For most Member States the support is the continuation of previous biennium's work (for 9 in West Africa, and 2 in Eastern Africa). This biennium's support is to consolidate and finalize the support. In this sense, much groundwork was completed, such as diagnostic and assessment reports, agreement on partnerships, etc. Overall it is on track.

	What outputs/outcomes so far achieved Diagnostic and assessment reports that will be used as a evidence base for the policy development/review were produced; partnership agreements were concluded; consensus around what to focus on in the teacher policy reached; draft policy outlines/documents achieved in some Member States (Uganda, Lesotho, Namibia and Rwanda) were achieved.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of countries supported in the development of their national or regional qualification frameworks for education personnel (teachers, teacher educators, head-teachers and principals). **B:** Not available **T 2014-2015:** 4 Member States	A total of 13 countries in Africa have been earmarked for UNESCO high level technical assistance for the biennium	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 2, ER 3: Teacher recruitment, preparation and professional development programmes fully aligned to quality education and curriculum reforms (through the contribution of MP I)	One major thrust of UNESCO's support to Africa has been on providing technical support and expertise to strengthen the capacity of teacher training institutions (institutional and human resources). Different UNESCO entities have synergized and coordinated interventions in the teacher sub-sector. The major thrust has been on Much of the interventions have been financed through a combination of extra budgetary funds, notably CapEFA (Burundi, Lesotho, Niger, Burkina Faso, Guinea, and Togo) and Chinese FIT (Namibia, Cote d'Ivoire, Ethiopia, Uganda, Tanzania, Liberia, Democratic Republic of Congo, The Republic of Congo). Technical assistance was provided for institutional capacity development for primary and secondary education teacher training, through the development of a regional primary teacher training programme, development and implementation of teacher professional standards, mainstreaming of the General History of Africa in teacher training programmes and gender-sensitive teacher education and training (using a sub-regional approach. The activities implemented built on the achievements of the previous biennium. Regular stakeholder consultations were held, content production workshops were also organized, and technical consultancies were engaged to further sustainability of the achievement.

	Particular attention was paid to addressing cultural and linguistic issues in teacher education, with emphasis on teaching strategies and materials and equipment. IICBA has undertaken a research (ongoing) to identify teacher education institutions in Africa that already address culture and language issues through the teacher education curriculum. **ECCE** has also received a growing interest in Sub-Saharan Africa, and consequently, IICBA developed and published teacher training modules on “Indigenous Early Childhood Care and Education (IECCE) Curriculum Framework for Africa – a focus on Context and Contents” as a web-based publication and are currently being validated as ODL resource. Partnership and collaboration relations with the National Council for Colleges of Education (NCCE) in Abuja, Nigeria in being strengthened to facilitate dissemination and animation of capacity-building workshop in the use of the IECCE modules, in October 2014. The modules form part of the Fundamentals of Teacher Education series produced by IICBA, another title published “Quality Assurance of Teacher Education in Africa” has also been produced. Teacher training modules for distance courses have been developed by IICBA for the Africa region. Under the training programme “ODL for Master Teachers and ICT-enhanced Teacher Development in Africa”, four out of six ICTeTD modules have been edited with other modules to follow. An additional ICTeTD module (7th) for literacy teachers has also been developed. A gender review of the Human Resource Management I and Module II - Financial Management of Institutions was undertaken as part of the overall review to mainstream gender and culture in modules for TEI management and SLS and training of school managers and supervisors. The extra-budgetary China FIT was used to support institutional capacity needs assessment of selected key TTIs, production or reports and evidence-based prioritized action plans and work plans were undertaken and the countries are at different stages of implementation of the agreed activities (Namibia, Cote d’Ivoire, Ethiopia, Liberia, Uganda, Tanzania, Republic of Congo and the Democratic Republic of Congo). **Linking ESD and Teacher Education:** One of the modules used for Africa postgraduate diploma programme in curriculum design and development is ESD, which benefits integration of ESD into teacher education. Preparation of a guide on mainstreaming ESD in teacher is ongoing and has recently been approved by the Publication Committee. The first version of this guide will be published with case studies from Africa and has already involved more than 40 instructors from Teacher Training Institutions in Africa.

<table>
<tr><td></td><td colspan="3">Who/which countries are involved/benefitting
A total number of 14 countries were targeted (Burkina Faso, Burundi, Democratic Republic of Congo, the Republic of Congo, Cote d'Ivoire, Ethiopia, Guinea, Lesotho, Liberia, Namibia, Niger, Tanzania, Togo and Uganda).</td></tr>
<tr><td rowspan="2"></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of teacher training institutions in sub-Saharan Africa which have been reinforced and are operational
B: 17 TTIs
T 2014-2015: 10 TTIs</td><td>Capacity needs assessments and reports highlighting prioritized action points developed for 10TTIs in 5 Countries</td><td></td></tr>
<tr><td>37 C/5 Expected Result
($507M Expenditure Plan)</td><td colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</td></tr>
<tr><td>Flagship 2, ER 4: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa (through the contribution of MP I)</td><td colspan="3">In Africa, UNESCO is supporting several countries to build their capacities to strengthen the development of sector-wide policies and planning through support of Regular Programme resources and extra-budgetary funding such as CapEFA. The countries include Burkina Faso, Burundi, Chad, Democratic Republic of the Congo, Equatorial Guinea, Kenya, Madagascar, Mali, Rwanda, Senegal, Seychelles, Tanzania and Uganda.

Support for the development of national blueprints, sector-wide strategies and plans

• Technical backstopping in the process of the national EFA 2015 Reviews has been carried out during this period, by the offices in Africa and HQ with a lot of intensity. This has taken the form of direct assistance to 6 countries (Kenya, Madagascar, Rwanda, Seychelles, Tanzania and Uganda in AFR).
• Technical assistance in education policy and planning has been provided to a number of Member States and in different thematic areas, following their specific needs. It is worth mentioning in particular:
o The development of blueprints, sector-wide strategies and plans has been supported by UNESCO in AFR (Chad on a sector analysis in preparation for a Global Partnership for Education (GPE) application; DRC for the development of their education strategy; and Mali, currently under discussion).
o Education sector reviews were carried out in Mali, Burkina Faso and Senegal, which will lead to the design of</td></tr>
</table>

evidence-based education programmes.

- *Training activities in the areas of education policy, planning and statistics* continue to be organized and supported by UNESCO, in particular with the intervention of specialized institutes such as IIEP (both Paris and Buenos Aires) and UIL. Southern African countries have been provided support in this area.

- In Senegal, UNESCO has supported the government in their development of the national implementation strategies for extended basic education reform through a bibliography of good experiences in implementing Extended Basic Education reforms (BEAP) with around 20 references and key documentation. The bibliography and analysis of key documents will be further developed in second semester.

Sector-wide monitoring and evaluation reinforced

Support for the design and implementation of EMIS has been also provided to a number of Member States upon request. These include Ethiopia, DRC and Chad. In addition, in both Burundi and Equatorial Guinea, UNESCO supported the development of self-benefitting education programmes that will also include the training of EMIS technical staff in both countries. In Mali, UNESCO is supporting the country to conduct a review of out-of-school children mapping techniques and experiences in close collaboration with UIS. This will support the preparation of the government's next 10-year education programme.

Workshop on Education Statistics for Southern African countries held in May 2014 with UIS to improve and update countries' capacities in the completion and reporting on EMIS.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective **B:** N/A **T 2014-2015:** - 8 Member States in Africa	3 Member States (Burkina Faso, Mali, Senegal)	
PI: Number of countries supported by UNESCO where sector-wide plans have been revised	3 Member States (Chad, DRC, Mali)	

	B: N/A **T 2014-2015:** - 3 Member States in Africa		
	PI: Number of countries supported by UNESCO where relevant sector-wide M&E system has been established or reinforced, and is operational **B:** N/A **T 2014-2015:** - 3 Member States in Africa	6 countries (Burundi, Chad, DCR, Equatorial Guinea, Ethiopia) + 1 regional support to Southern African countries	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 2, ER 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes (through the contribution of MP I)	**Developing Member States' capacities in the area of policies, programme delivery and literacy assessments** UNESCO is engaged with 11 countries to enhance their capacities for the implementation of literacy programmes (Cameroon, Chad, Kenya, Mozambique, Namibia, Nigeria, Senegal, Somalia, South Sudan, Tanzania, and Togo). Out of these countries, 5 countries (Chad, Mozambique, Senegal, South Sudan and Togo) receive further support through the CapEFA programme as priority countries of the ED Sector. During the reporting period, the main achievements of the CapEFA Programme in Priority Area Literacy include the availability of more reliable data and enhanced capacities to manage NFE-MIS or integrated EMIS systems in Chad and Rwanda. Another major area is the use of evidence-based planning and the revision or development of national literacy strategies in Mauritania, Rwanda and South Sudan. Frameworks, manuals and tools were also developed to strengthen institutional and organizational capacities in Mozambique. Gender equality is mainstreamed through the work in all of the countries. UNESCO is working to develop and disseminate guidelines and evidence-based policy briefs for supporting the creation of literate environments for holistic and sustained learning, a publication on “Sustaining literacy in Africa: developing a literate environment” was produced in English. UNESCO is supporting a number of sub-Saharan African countries including Chad, the Gambia, Kenya, Rwanda and South Sudan to integrate literacy and non-formal education into the education sector and national development plans. Three countries (Angola, Equatorial Guinea and Cameroon) in the Central Africa region are supported in the development of national policies on Adult and Non-Formal Education. A focus has also been placed on supporting the development of programme proposals for the empowerment of young people through functional literacy, for the countries’ self-benefiting fund (Angola and Equatorial Guinea). With regards to Cameroon, UNESCO provided technical support to the development of national policy documents of Adult Education and Non-formal Education (AENF) as well as to the development plan of the AENF. The first draft of the National

	Policy document on AENF has been developed. The question of statistics and in particular the SIMENF is also being developed in an inclusive process, integrated with the development of a global ESIG in Cameroon. The collaborative process with the national officials promoted greater coherence of the frameworks. UNESCO is also actively supporting capacity building of teaching staff (teachers, facilitators, education coordinators, etc.) and officials in charge of literacy and non-formal education. For example, in Tanzania, 20 facilitators, 10 ward education coordinators and 10 education inspectors and academic officers from the departments of secondary and adult education were equipped with required pedagogical skills to give adequate and relevant training to adolescent and young mothers in respective areas. Kenya has also laid the foundation for undertaking a second literacy survey which involved conducting assessment of EFA goal 4 as part of their EFA National Review and Somalia launched their National Literacy Campaign after 40 years from the first, highly successful campaign. Another example is the Revitalizing Adult and Youth Literacy (RAYL) project in Nigeria where 39 officials' capacities were trained in modalities to conducting action research and improving programme quality. UNESCO is also supporting the review of curricula frameworks. For example, during the reporting period, UNESCO Dakar and Abuja offices have initiated the development of a harmonized curriculum framework for bilingual education in a multilingual and multicultural context. Diagnostic studies of bilingual education in a multilingual context were conducted in Burkina Faso, Niger and Senegal. Modules were produced and master plans refined. Terms of reference for sharing and finalization of modules for bilingual education in French-speaking countries of ECOWAS were produced. An expert was contracted for the production of selected modules according to the master plan, which will be finalized during a regional workshop. Based on curricula and content of training courses, UNESCO is supporting the development of Training Materials. For example, in Nigeria under the above mentioned RAYL project, UNESCO developed 15modules of a manual for NFE facilitators, 5,000 copies were printed and disseminated. A guidebook for revitalizing adult and youth literacy in multilingual and multicultural contexts was also developed. Additional modules are being developed alongside the review of the literacy by radio English primer and will include financial knowledge and skills, security education, vocational training, ICT education (i.e. ATM, e-banking, cashless transaction, use of mobile phone, computer literacy, email, TV and radio). The review of the handbook for the training of master trainers is on-going. In Tanzania, 250 copies of self-learning modules on English foundation course, Kiswahili language, social ethics, pre-vocational and entrepreneurship skills were produced and disseminated to identified adolescent pregnant girls and young mothers.

	Scaling-up literacy actions for girls and women and out-of-school children Within the Literacy programme for girls and young women (“Projet d'alphabétisation des jeunes filles et jeunes femmes (PAJEF)”), progress during the reporting period built on achievements of last biennium. The implementation in seven regions of Senegal covers several dimensions and resulted in important achievements including: (i) face to face training (total of 6500 girls and women); (ii) on-line training (total 3000 girls and women); (iii) training on use of ICT with mobile phones (total 3000 girls and women); (iv) training of trainers (150 beneficiaries). During the reporting period, the project has also enhanced the development and use of learning materials and technological products and kits prepared through the project support. These include mobile technology based kit (‘Sankore’ kits composed of laptops, projectors and interactive stylus). The project has also further developed digital resources in local languages which were integrated in the kits; as well as a platform of learning resources. The project implementation is also benefiting from partnership with the French Embassy in Senegal and the Public Interest Group for Digital Education in Africa (IPTF ENA). Following the publication of Bouba & Zaza (intergenerational African series of children’s books featuring the main characters Bouba and Zaza) translated into three local languages of Nigeria (Hausa, Fulfuldeh and Yoruba) (27,000 copies) from the last biennium, between January and June 2014, UNESCO has distributed copies to major stakeholders for their use in literacy classes targeting out-of-school children (OOSC), such as National Mass Education Commission (NMEC), National Commission on Nomadic Education (NCNE), National Teachers’ Institute (NTI) and at events organized by these institutions in the northern parts of Nigeria where the OOSC challenge is greatest. **Challenges:** The volatile situations in especially North East Nigeria, South Sudan and Somalia pose great challenges to programme implementation. Family and social responsibilities inhibit adolescent mothers from engaging fully in the programme as would have required especially during farming seasons when they spend most of their time in the farm. While some State Governments have demonstrated commitment in addressing the illiteracy challenge in their jurisdiction, others appear to show little interest. Conditions of employment for facilitators are very poor, resulting in frequent turnover, with serious implications for programme quality. Further work must be conducted to advocate for literacy at the highest political level as well as at the community level.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of countries supported by UNESCO that have implemented gender-responsive scaling-up action plans **B:** N/A **T 2014-2015:** 10 Member States in Africa	11 Member States in Africa	
	PI: Number of countries supported by UNESCO which have designed programmes on quality literacy to out-of-school children **B:** N/A **T 2014-2015:** 4 Member States in Africa	1 Member States	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 2, ER 6: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET in Africa (through the contribution of MP I)	**1) Outputs and Results:** Progress were made mainly at **sub-regional** (ECOWAS and SADC notably)**, national** levels (e.g. Burkina Faso, Madagascar, countries of the BEAR project including Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia) and according to the decision to further concentrate the work on the ECOWAS and SADC sub-regions to consolidate the results of the previous biennium: **1.1) In the ECOWAS sub-region,** the programme has effectively contributed to meet the further implementation of the "Abuja Process" in the ECOWAS Sub-region by improving the knowledge development and sharing on TVET both at national and regional levels (through RP and EXB/CapEFA funds). The actions conducted have provided outputs and results that enhance quality of TVET systems with better linkages with the world of work and for better employment of youths and adults. The main elements are strongly in link with the main and keys areas initially targeted by the various programmes: i) **The Sub-Regional partnerships mechanism (IATT) in TVET has been slowly but further strengthened this semester:** Consultations, **joint planning and dialogue have been strengthened between partners in support to the ECOWAS action plan on TVET and to increase the mobilization of partners** to consolidate the Inter-Agency Task Team (IATT).

	Discussions/consultations and advocacy took place about strengthened collaboration with UEMOA Secretariat and countries, notably within the effective and recent inclusion of UNESCO in the UEMOA process on TVET and employment (support provided to the UEMOA seminar of experts and TVET Ministers Conference held in Dakar, 26-28th of May 2014). - **At country level in Senegal**, **more efficient partnerships** were strengthened within the UN wide processes (in the part of UNDAF and Procurement Task Force processes related to TVET). One additional joint programme is now under development (with FAO, ILO, UNIDO, OIM) for growth creation in rural areas. Support was also provided with other UN agencies to develop an innovative strategy aiming at facing unemployment and to respond to the demand of the Prime Minister. Technical assistance support was also provided to the UNDG/WCA for its plan of action and linkage with the recent Sahel Strategy. Effective participation was provided to the Programme Committee in Senegal within effective inputs provided to the UN Country Team mechanism. ii) **Thematic work has been achieved on national and regional qualifications framework (NQF/RQF)** within clarification for the NQF/RQF process (guidelines for Ministers finalized; support to the experts and Ministers meetings) at both national and regional levels (road maps finalized): **- The IATT publication** (jointly with UNDP, UNESCO and ECOWAS) **on NQF/RQF** has been edited and printed in French and English, under a common agreement with UNDP and ECOWAS. This publication is a coherent synthesis of the sub-regional survey with addition of the validated guidelines for NQF/RQF development, and will be a concrete and useful tool for all experts and governments engaged in the process. This tool for capacity development is online on our website and will be also disseminated to partners and governments. iii) **Capitalization and online cross-country sharing on good practices were effective**: Following the decision by Experts and Ministers of the 15 ECOWAS countries, videos were produced in 2013 on four specific areas of TVET, and have been translated this semester in French and/or English to make them available for all countries. Videos were put online and disseminated for enhanced visibility and fund raising. This will give examples to other Sub-Saharan countries to better identify how to translate national TVET policies into concrete and successful actions for Youths. **iv) The enhancing of the collection, analysis, management and use of quality data for improved training and human power planning and wealth creation**: - In close collaboration with the HQ, a process has been initiated with Pole de Dakar for the development of a new methodology and tool (called DIPEFE) for national diagnosis that notably aims at enhancing the transition of Youths from school/training to

Work. The DIPEFE Methodology tool is under internal consolidation; Jointly with HQ, BREDA and Pole de Dakar, a mission was conducted in Burkina (April 2014) to start with data collection and capacity development at country level; Fund raising was initiated in Cote d'Ivoire to implement the process; A joint review of the global methodological guide took place in Dakar in June 2014. A Road map was elaborated with sharing of responsibilities.
- In line with HQ/TVET, a process has been initiated with UIS for the development of a joint review and analysis of internal experience on TVET-MIS (Management Information System) support, and development of a new methodology and tools to support countries on TVET-MIS. A joint review took place in Dakar in June 2014, as well strengthened alignment for country support on Student Information System SIS-TVET (Liberia and Benin). A Road map was elaborated with sharing of responsibilities.
The above actions and results target an holistic and inclusive approach and have indeed contributed to the review of national TVET policies that ensure adequate skills acquisition for employment for girls and boys alike.

1.2) In the **SADC** sub-region, the programme has contributed to move forward on the revitalization of TVET in link with areas identified in the sub-regional TVET strategy: i)Sub-regional process on TVET and partnerships ii) NQF/RQF iii) TVET Policy iv) Greening TVET v) Teacher Training.

- Concrete results have been also achieved in the implementation of major extra-budgetary projects such as Cap-EFA, BEAR, including the development of new curricula relevant to labour market needs and the set-up of operational sectorial committees in Botswana, DR Congo, Malawi, Namibia and Zambia;
- Development of awareness programme on **gender** mainstreaming in TVET has been developed and launched in Malawi under the framework of the CapEFA project. It is expected to contribute to raising awareness and increased knowledge on gender mainstreaming and equality of all stakeholders of TVET in Malawi and will be used as a prototype to support other countries.

1.3) In the **other sub-regions**, progresses were undertaken through extrabudgetary funds especially in Madagascar and South Sudan.

1.4) at REGIONAL level (in addition to the above elements):
- UPSTREAM POLICY ADVICE AND RELATED CAPACITY DEVELOPMENT:
UNESCO implements this result through policy reviews and advice, capacity development and regional cooperation and

	advocacy. Capacity development actions cover strengthening governance, TVET institutions management and curricula reforms. UNESCO is strengthening the governance of TVET systems and institutionalizing cross-ministerial cooperation to coordinate TVET in three countries (Benin, Malawi and Liberia) in the framework of CAP-EFA. In addition, in the framework of Better Education for Africa's Rise (BEAR), UNESCO is supporting curricula design and public-private partnerships at sectorial levels (Construction, Tourism, Agro-food, others) including through the newly established sector skills committees in 5 Member States (Botswana, DR Congo, Malawi, Namibia and Zambia). - CONCEPTUAL CLARIFICATION AND IMPROVEMENT OF MONITORING: In relation with the set-up of the post-2015 target and as a follow-up to the Third International Congress on TVET, UNESCO-HQ prepared terms of reference for the set-up a taskforce to work on developing cross-national statistical frameworks and data platforms for both regional and global monitoring. This work will build on the work already undertaken by the Inter-agency Group on TVET (IAG-TVET), in particular the Working Group on Indicators, and on the initiatives of the Human Resources Development Pillar of the G20 Multi-Year Action Plan on Development. The work will also build on projects implemented at country level including CAP-EFA projects in Liberia and Benin and BEAR project in Botswana, DR Congo, Malawi and Namibia. In all these countries UNESCO conducted a situational analysis and set-up actions plans. The projects expected results are twofold: (i) TVET information systems set-up and (ii) TVET annual national statistical outlook. - CLEARING HOUSE AND INFORM THE GLOBAL TVET DEBATE: **- Effective development of UNESCO pôle of excellence and UNESCO-UNEVOC Network for the revitalization of TVET**: UNESCO also promotes strengthening regional cooperation in developing, implementing and analyzing youth skills development policies. This objective was supported through organization of one regional event in Africa. UNESCO-UNEVOC in cooperation with the Botswana Qualifications Authority (BQA) held in Botswana a regional workshop from May 20-22 2014 to revitalise the UNEVOC Network. The event was attended by nearly 50 delegates from 11 countries, among them 8 UNEVOC Centres (Botswana, Ethiopia, Germany, Kenya, Malawi, Mauritius, Mozambique, Republic of Korea, Senegal, South Africa, and Zambia). International organizations were represented through UNESCO and the International Labour Organization (ILO), along with the GIZ. Clarification was provided by Dakar office on the UNESCO TVET framework of action for Africa for 2014-2017 for better coordination and synergies; as well analysis was provided on the challenge of transition of Youths to the world of work in Africa. 2) Major **CHALLENGES, LESSONS LEARNT and Cost-effectiveness/efficiency measures**: - Partnership building at sub-regional as well at national level is critical yet it could be also time consuming with the limited human resources available. Additional human resources would be needed for more impact. However strengthening capacities for evidence based polices for TVET through regional cooperation remains a key evidence both in regards to the experience in

ECOWAS and SADC sub-regions.
- For even more impact for the Countries, partnerships need to be maintained and developed beyond those existing currently (private sector, ...), while strengthening the IATT mechanism with more resources available in order to have a greater critical mass of expertise capable of meeting the growing needs of Countries on TVET
- Experience shows that the real success of the IATT will only reflect the concrete will and technical possibilities (human resources, funds...) of the organizations and structures to be part of such an approach. The change is part of both in attitude and in actual constraints of time, human and financial resources to permit participation in the processes.
- The crisis makes the fund raising and partnership more sensitive within an IATT framework, as each partner is facing his own technical, financial but also strategic challenges (e.g. positioning in the Post 2015 agenda).
- A major challenge concerns the lack of coherence at national level between processes of government, UNDAF/UNCT, and other Technical and Financial Partners on TVET.
- Endorsement of national studies highlighted UNESCO and SADC's emphasis on the ownership of the product by participating Member States. There are still a number of issues on which Member States have divergent ideas, especially on the definition of TVET terms and alternative pathways to higher learning. They however do respect each other's choices and agree that policies should respond to the national context.
- Ministerial instability (but also difficulties to get the availability of the national authorities) complicates seriously the implementation in several countries, especially with the need to develop a multi-actors strategy on TVET and Employment.
- A global challenge for the Africa Region is the need of stabilization of the whole process of the UNESCO reform that has impacted on the implementation and coordination on TVET.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life **B:** 0 **T 2014-2015:** 5 Member Countries in Africa	- 5 Member States in Africa have been identified in respective workplan of the 5 new regional offices to support TVET transformative systems - UNESCO is strengthening the governance of TVET systems and institutionalizing cross-ministerial cooperation to coordinate TVET in	

	three countries (Benin, Malawi and Liberia) in the framework of CAP-EFA. In addition, in the framework of Better Education for Africa's Rise (BEAR), UNESCO is supporting curricula design and public-private partnerships at sectorial levels (Construction, Tourism, Agro-food, others) including through the newly established sector skills committees in 5 Member States (Botswana, DR Congo, Malawi, Namibia and Zambia).	
PI: Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products **B:** 5 **T 2014-2015:** 10	- UNESCO supported this objective through organization of one regional event in Africa: UNESCO-UNEVOC in cooperation with the Botswana Qualifications Authority (BQA) held in Botswana a regional workshop from May 20-22 2014 to revitalise the UNEVOC Network. The event was attended by nearly 50 delegates from 11 countries, among them 8 UNEVOC Centres (Botswana, Ethiopia, Germany, Kenya, Malawi, Mauritius, Mozambique, Republic of Korea, Senegal, South Africa, and Zambia). International organizations were represented (ILO, GIZ). - Clarification was provided on the UNESCO TVET framework of action for Africa for 2014-2017 for better coordination and synergies; as well analysis was provided on the challenge of transition of Youths to the world of work in Africa	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 2, ER 7: National capacities strengthened to develop evidence-based higher education policies to address the challenges of accessibility, equity, relevance, quality, inclusion, expansion, mobility and accountability (through the contribution of MP I)	UNESCO has supported higher education in Africa, following the three axis of work as approved by the 37 C/5. Over the covered period, the first trimester of the biennium was utilized for a strategic thinking and partnership among regional offices, as well as to launch the preparatory processes to support countries that are ready. **Normative work and Quality Assurance** Activities have concentrated around the preparations of the International Conference of States that will take place in Addis Ababa in December 2014 to adopt the revised text of the African region convention ("Arusha Convention") with the support of extra-budgetary funds from Norway. The revised text has been prepared and distributed to all member states for consideration and adoption at the Conference. UNESCO is supporting the strengthening of the sub-regional network of Quality Assurance in Higher Education in Southern Africa, in collaboration with the African Quality Assurance Network, and with special attention to the recently established National Regulatory Agencies. In the UEMOA (Economic and Monetary Union of West Africa) countries, UNESCO has supported capacity building activities benefitting some 30 quality assurance specialists from Ministries of Higher Education and universities of four countries (Benin, Cote d'Ivoire, Niger and Cap Verde) over the last six months. **International cooperation in higher education** In Africa, UNESCO is supporting the development of Poles of excellence ("Poles d'excellence technologiques universitaires - PETU") and provided technical support missions to 4 countries (Angola, Congo Brazzaville, Equatorial Guinée and Cameroon) ready to support this inter-university collaboration. National teams have been put in place. This process is done in close collaboration with African Development Bank and the Economic Community of Central African States (CEEAC). UNESCO is also supporting the development and use of ICTs to connect universities in the UEMOA countries and is supporting the establishment of a virtual library through training workshops of computer engineers and documentalists in selected universities of the region.

Policy support and training

In Africa, UNESCO is preparing case studies on best practices on innovative approaches to financing of higher education, which will be presented at conference to be hosted by Togo in November 2014.

Preparation work are ongoing to support the countries of Southern Africa to have access to learning enhanced through the establishment and reinforcement of Open Educational Resources (OER). Through extrabudgetary funds received from EU, UNESCO is supporting countries in Africa to develop an enabling framework to develop, use, and share OERs. An agreement was reached to create an African OpenupEd Project at a workshop which was held in Zimbabwe with Vice Chancellors of universities and high-level decision-makers. It was also agreed that African Council for Distance Education (ACDE) and UNESCO will work very closely with 5 universities (Open University of Tanzania, Zimbabwe Open University, Open University of Sudan, National Open University of Nigeria, University of South Africa) to prepare the implementation plans to be presented at the ACDE Executive Board Meeting (July in Nairobi) for its endorsement.

A Master of Education in ESD programme at the Faculty of Education at the University of Namibia (UNAM) has been endorsed by the Senate and will be offered in 2015. Since last biennium, UNESCO has provided technical and financial support particularly for the development of the curriculum framework. In particular, UNESCO organized consultative stakeholders' workshops and facilitated platforms for advocacy of the Masters' programme at various national ESD events.

Preparations are underway to support the professionalization of Higher Education (Pôle d'Appui à la Professionnalisation de l'Enseignement Supérieur en Afrique Centrale - PAPESAC). Agreement with the donor is being fine-tuned at the moment of writing this report.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments **B:** N/A **T 2014-2015:** 8 Member States adhere to the revised Arusha/Africa	Preparations are underway for the Africa normative instrument to be revised at the end of the year	

Convention		
PI: Regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology driven teaching and learning models **B:** 1 **T 2014-2015:** 3 sub-regional conferences organized (one in Sahel, one in ECOWAS, and one in CEEAC)	Work will be conducted throughout the biennium	
PI: Number of countries benefiting from technical support in higher education reform **B:** 2 countries supported **T 2014-2015:** 4, notably in the area of Pole d'excellence technologiques universitaires and EMIS	4 countries of the Pole d'Excellence	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment		Gender equality continues to be a priority in the ED Sector and efforts are made to raise funds from the private sector/other international organizations. However, there is a lack of human resources to expand the activities and expertise for systematically mainstreaming gender as integral part of the programme areas. The challenge also remains in ensuring that the emphasis does not become restricted to girls and women and that attention is paid to gender-mainstreaming in all key thematic areas.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and	**Overall progress and achievements for the reporting period:** 1. Progress by thematic areas related to the performance indicators:

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
empowerment	**Sector-wide policy and planning (PI 1)** Currently there are two global policy reviews underway in preparation: Thailand and St. Kitts and Nevis. UNESCO's work on gender mainstreaming in these policy reviews will be further reported on in the future when the policy reviews will be well underway. The policy review of St. Kitts and Nevis also started during this period with a scoping mission (HQ & Kingston office) that has resulted in a better definition of the areas, including gender (in both countries in relation to boys underperforming girls) to be explored and in the consolidation of the national team. **Literacy, TVET and skills development (PI 2 & 3)** The biennium started with a major collaborative initiative with UN Women as well as an agreement to support their campaign on Beijing +20, and to jointly organize advocacy events and contribute the gender-related findings from the 2015 EFA assessments that are going on in various countries. Gender mainstreaming has been a clear priority with particular attention to girls and women, and UNESCO's technical support to both policy and programme levels have been extended in **Senegal, Ethiopia and Tanzani**a under the ***Global Partnership on Girls and Women's Education "Better Life Better Future"***. Support was also extended to Pakistan for the finalization and launching of the Inception phase of the **Malala FIT Project** on promoting quality education for girls. Private-sector support to girls' and women's education continued to be received; in particular, contribution was received from **Hainan Airlines of China**, towards innovative approaches to expanding girls' education in South Asia and Africa. Increased attention has also been given to the need to mainstream gender in TVET programmes and a robust awareness programme on gender mainstreaming in TEVET has been developed and launched in Malawi under the framework of the CapEFA project. It will profile role models and designing relevant materials and expects to contribute to raising awareness and increased knowledge on gender mainstreaming and equality of all stakeholders of TVET, to make TVET a better place for both males and females. In Liberia and Afghanistan a new National TVET policy is being planned and will include a gender analysis as well as gender responsive programs that ensure equal opportunities of learning and skills development. UNESCO provided direct support to 15 countries to enhance capacities for the implementation of literacy programmes (Benin, Togo, Nepal, Mozambique, Senegal, Bangladesh, Timor Leste, Cambodia, Chad, Mauritania, Afghanistan, Nigeria, Egypt, South

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Sudan, Iraq) Part of this work relates to policy development and ensuring that literacy is integrated into sector-wide and multi-sectoral education and development strategies. Gender equality is mainstreamed through the work in all of the countries. **Teachers (PI 4)** **Preparations of Teacher Policy Guides**: UNESCO is providing institutional capacity-building support on teacher policy development and implementation, and finalizing two global guides, notably: “A Guide for gender equality in the policy and practice of teacher Education” and “Teacher Education for Sustainability: Effective Teaching and Learning Guide”. These guides are expected to be pilot tested in the African region in December 2014 before launching them to other regions in 2015. The case studies included in these Guides are intended to support professional learning and are selected from 20 countries. Teacher training modules for distance courses have been developed by IICBA for the Africa region. Under the training programme “Open Distance Learning for Master Teachers and ICT-enhanced Teacher Development in Africa”, four out of six ICTeTD modules have been edited with other modules to follow. An additional ICTeTD module (7th) for literacy teachers has also been developed. A gender review of the Human Resource Management I and Module II - Financial Management of Institutions was undertaken as part of the overall review to mainstream gender and culture in modules for TEI management and SLS and training of school managers and supervisors. **Global citizenship, life skills and ESD (PI 5)** UNESCO is working to develop a **guiding framework for mainstreaming global citizenship education (GCE)** in education systems. Gender equality is an inherent element of GCE as well as the UNESCO guiding framework on GCE. **Health education, HIV and comprehensive sexuality education(PI 6)** In the area of **school-related gender-based violence (SRGBV)**, UNESCO worked to enhance collaboration with partners and position itself as a key player in the global response to SRGBV. A strong relationship with UNGEI and the Ministry of Foreign Affairs of France was forged for the organization of an international partners meeting, held in April 2014 in Paris. The meeting was attended by 38 participants from 25 organisations currently engaged in the field of SRGBV. UNESCO published, with the East Asia Pacific UN Girls Education Initiative (EAP-UNGEI), a regional report on SRGBV accompanied by a social media campaign launched on International Women’s Day. Support has also been provided to country-level initiatives, as a follow-up to a

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	2013 regional meeting, including media efforts in China, social media campaigns in Pakistan, and training for the Ministry of Education in Fiji. UNESCO technical support was provided to UN Women for a SRGBV peer education toolkit, Plan Asia on a four-country SRGBV programme framework, and UNGEI in preparation for a Gender and Education Forum in August 2014. Partnership has been established between UNESCO with Heinrich Böll Foundation in Russia which is active in gender equality promotion and supports research and capacity building activities run mostly by NGOs and academia. It was agreed that Heinrich Böll Foundation will run and school-based survey of gender-based violence in several Russian regions in 2014 to contribute to UNESCO's work on SRGBV. In **Kyrgyzstan,** UNESCO supported the development of two modules for teachers "Addressing Violence in Schools" and "Reducing stigmatization and discrimination against people living with HIV", which will be ready by the beginning of the new school year in September 2014. In the Africa region, UNESCO supported the evaluation and documentation of the activities of the High-Level Task Force on Women, Girls, Gender Equality and HIV, coordinated by the UNAIDS RATESA Team. Furthermore, in order to make the education sector response to stigma, discrimination, sexual harassment and abuse more efficient in WCA countries, UNESCO is partnering with the governments of Nigeria, Ghana and Cote d'Ivoire to support regional and national plans to produce culturally sensitive sexuality education modules on gender and diversity. UNESCO's work on SRGBV also addresses the specific issue of **homophobic and transphobic violence and bullying**, through the support of the government of the Netherlands. Multi-country study has been launched in five countries in sub-Saharan Africa (Botswana, Lesotho, Namibia, South Africa and Swaziland) on sexuality, gender and diversity and a regional project to review existing data with an aim to develop practical guidance for schools in EECA to address SRGBV including homophobic bullying In Eastern Europe and Central Asia. High-level advocacy events were planned by UNESCO to promote girls and women's education and gender equality, one of which will be an ECOSOC Ministerial Breakfast roundtable to be co-organized by UNESCO, UN Women and the Permanent Missions of Bangladesh and Denmark (on 9 July 2014). The purpose of the roundtable is to raise awareness and sensitize participants about how violence and discrimination prevent girls from accessing schools and learning. It will seek to identify comprehensive/holistic approaches to protecting girls in education and to removing the barriers to girls' access, transition and completion of education with particular focus on reducing violence an discrimination in education.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th>Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td>Right to education (PI 7)
UNESCO agreed to collaborate with OHCHR to co-organize and support the 58th session of Committee on the Elimination of Discrimination against Women’s (CEDAW) Half-Day General Discussion on the theme of Girls/Women’s Right to Education on 7 July 2014. UNESCO will participate in and support the process towards the development of a General Recommendations on the theme, which relates to article 10 of CEDAW. A written contribution by UNESCO with recommendations for the consideration of CEDAW Committee was produced and submitted in advance of the Half-Day General Discussion; UNESCO will be facilitating and supporting the participation of Ms. Mariam Khalique, Malala Yousufzai’s school teacher in Pakistan, and also serve as a keynote speaker at the Plenary.

2. Challenges, corrective actions and lessons learnt:
The major challenge remains to be the lack of human resources to be able to expand the activities, and expertise for systematically mainstreaming gender as integral part of the respective programme areas. The weak reporting under respective ERs from a gender perspective, with only a few explicit analyses creates difficulties in providing overall assessment of progress in the implementation of the gender equality action plan. There is uneven attention paid to gender-mainstreaming across the specific thematic ERs under MP1, some with very clear focus and emphasis on gender mainstreaming and gender-specific programming, while others with no reference at all to gender. In some areas, the challenge remains to be the heavy emphasis on girls and women’s education rather than gender equality, and gender-responsive approaches are not necessarily adopted or institutionalized in programme activities. Collaborating with external partners can in fact help strengthen the internal advocacy efforts to improve the gender awareness and responsiveness in programmes.</td></tr>
<tr><td></td><td>
<table>
<tr><th colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</th></tr>
<tr><th>Programmed</th><th colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</th></tr>
<tr><td>PI: Number of countries supported by UNESCO where education policies have been reviewed with gender analysis to integrate a lifelong learning perspectives (adaptation of ER1-PI1)
B: Not available
T 2014-2015: 10 Member States</td><td>2 policy reviews (Thailand, St Kitts and Nevis)</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes, taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills (original PGE ER-PI1, elaboration of ER2-PI1) **B:** UNESCO supported 10 countries in the implementation of national literacy programmes during 2012-2013 **T 2014-2015:** 15 Member States	UNESCO supports 15 countries to enhance capacities for the implementation of literacy programmes	
	PI: Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level. (original PGE ER-PI2, adaptation of PI of ER3) **B:** 10 Member States **T 2014-2015:** 10 Member States	2 countries (Liberia, Afghanistan)	
	PI: Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective (combination of ER5-PI 1&2) **B:** 10 Member States **T 2014-2015:** 10 Member States	10 countries piloting the Guide.	
	PI: Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others. (combined and adapted PIs in ER 8 and 9) **B:** Not available	Not applicable for this reporting period.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: 25 Member States		
	PI: Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality. (adaptation of MPI ER10) **B:** Not available **T 2014-2015:** 16 Member States At least 64% of UNAIDS high impact countries in Africa (16 out of 25)	12 African countries have integrated comprehensive sexuality education in national curriculum. Efforts are ongoing to support review processes to ensure quality.	
	PI: Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality (adaptation of ER12-PI1) **B:** 40 countries (out of 58 submitting country reports for the 8th consultation on Convention Against Discrimination in Education (CADE) **T 2014-2015:** Not applicable for this period.	Not applicable for this reporting period (results to be reported after the 9th consultation of CADE in 2016)	

Note: : No information yet; : Not on track; : Partly on track; : On track.

UNESCO International Bureau of Education (IBE)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Capacities of individuals and institutions for the design, development and implementation of sound curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported		Within the post-2015 education agenda, IBE has a leading role in redefining and repositioning curriculum as a guiding reference point for policy makers and curriculum practitioners to optimize education's contribution to holistic and inclusive development. IBE's services should be enhanced to better support the implementation of curriculum innovation and renewal. As such, IBE Council and Member States have a key role in resource-mobilization for implementing the Centre of Excellence Strategy.
ER 2: A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment implemented		IBE's principal role in terms of its 'laboratory of ideas' and knowledge-broking functions is to support equitable provision of quality education through dissemination of the latest research, evidence, good practices and innovative developments in the field of curriculum, learning and assessment to curriculum leaders worldwide. Mobilization of additional resources will thus enable the IBE to strengthen its knowledge base, clearinghouse function, and analytic and synthetic capacity and services.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Capacities of individuals and institutions for the design, development and implementation of sound curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported	**Outputs and Results** • The 2013-2014 Diploma in Curriculum Design and Development for Latin America and the Caribbean is under successful implementation by IBE, Catholic University of Uruguay and OREALC (in Uruguay). • The 2013-2014 Postgraduate Diploma in Curriculum Design and Development for Africa is under successful implementation by IBE, ED/TLC, the Tanzania Institute of Education and Open University of Tanzania (in Tanzania). • In total, 115 specialists from 31 countries are currently being trained through the regional Diplomas. • Feedback collected from the Diploma graduates indicated unanimous agreement on the significance of the Diploma training in their work performance, confirming the training's valuable impact in the long run. • Preparations are underway for the 2014-2015 Diploma training for both regions. • The Curriculum Resource Pack (CRP) 2013 version has been translated into Arabic. Spanish, English and French versions have been further disseminated. Its structure, content and resources have been largely enriched. • Three new thematic modules have been developed and are being translated from English into Spanish and French: 1- Personalised Learning, 2- Developing and Implementing Curriculum Frameworks, 3- Inclusive Assessment. • Other thematic modules on the following topics continue to be disseminated: Inclusive Education, School-based Curricula, Competency-based Approaches, Pedagogy of Integration, Curriculum Issues and Trends in Latin America, BEAP and Inclusive Education in Africa, Education for Sustainable Development (ESD) (5 modules: Climate Change, Environmental Education, Natural Disaster Preparedness and Response, Gender Sensitization, and Guidelines for incorporating ESD into curriculum), Strategies of Teacher Professional Development, and ICT to Support Learning and Teaching in Basic and Secondary Education (these last two resources were developed in partnership with ED Sector). • All the learning tools/training modules are applied or disseminated in the regional Diploma programmes thus directly serve the participating countries (programme beneficiaries). **Challenges, corrective actions and lessons learnt** The main challenge relates to the capacity of the Diploma programme to attract quality candidates who are committed to completing the training and supporting curriculum development in their own countries. This is crucial to secure predictable

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	funding for offering high quality courses designed by experts in the field of curriculum. In order to address this challenge, evidence has been continuously processed and disseminated to demonstrate impacts, including: • Mobilisation of expertise, resources and initiatives across regions • Participants/graduates' widespread satisfaction for the Diploma delivery combining face-to-face and on-line sessions • High graduation rates and quality case studies that are produced by participants and incorporated into the IBE Curriculum Resource Pack • Countries use the Diploma training to support curriculum reforms already underway and generate new perspectives on curriculum • Graduates assume new responsibilities and advance professionally • A Diploma Alumni Network has been launched for all graduates of the programme across regions to continue to exchange with each other about international curriculum trends and build upon the knowledge and skills developed through the programme in a sustainable manner In order to assure the good quality of new training tools, it is important to • define relevant topics based on the needs of target audience; • achieve connexion and complementarity between new tools and the existing ones; • establish clear ToRs, keep orienting and reviewing external experts' work to keep it on track. **Cost-effectiveness/efficiency measures** The achievement of the ER may be ineffective if adequate funds are not secured for the required delivery, management, monitoring and evaluation of the Diploma programme and the continuous development of training materials. In order to address this challenge, the Diploma programme partners have been strengthening collaboration in fund-raising activities, including: • Cost-sharing proposals and arrangements among programme donors (mainly the UAE Hamdan Prize funding scholarships and other academic/non logistical costs only), UNESCO field offices, GPE, other UN agencies, MoEs,

<table>
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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">participants' employers and participants themselves. Expenditures have been made in compliance with the Expected Result and Implementation Strategy.
• Submission of project proposals for further funding (OPEC, Complementary Additional Programme).

Contribution to C/5 results
Capacities of individuals and institutions for the design, development and implementation of sound curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of countries involved in capacity development activities to support quality curriculum change and management
B: 31
T 2014-2015: 30
T CAP 2014-2015: 31</td><td>31 countries (22 in African, 6 in Latin America and the Caribbean, 3 in other regions) are currently benefiting from the 2013 regional Diplomas in Curriculum Design and Development.</td><td> </td></tr>
<tr><td></td><td>PI: Percentage of Diploma graduates that have declared improving their practice in workplace
B: 100%
T 2014-2015: At least 75%
T CAP 2014-2015: At least 75%</td><td>Diploma graduates' unanimous agreement on the significance of the Diploma training in their work performance.</td><td> </td></tr>
<tr><td></td><td>PI: Number of learning tools and training modules for curriculum innovation and reform developed/ reviewed, used, and disseminated to support quality curriculum change and management
B: 14
T 2014-2015: 10
T CAP 2014-2015: 17</td><td>The total number of training modules is now 18 (3 thematic modules newly developed, and being translated from English into Spanish and French) 1 teacher and teacher training guide on HIV education developed.</td><td> </td></tr>
<tr><td></td><td>PI: Number of countries, especially conflict-afflicted supported in</td><td>4 conflict-affected or post-conflict countries</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	developing comprehensive and inclusive curriculum to enhance learning **B:** 4 **T 2014-2015:** 10 **T CAP 2014-2015:** 4	(Burundi, Rwanda, South Sudan, and Haiti) are benefiting from the current 2013-2014 regional Diploma programmes.	
	PI: Policy and curriculum documents revised and adopted to enhance learning **B:** 2 **T 2014-2015:** 5 **T CAP 2014-2015:** 2	1. Further dissemination of the Inclusive Education Policy Framework in Colombia 2. Continual contribution to the curriculum component in the Country Programme Action Plan 2013-2014 of Uruguay	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment implemented	For the period under consideration main outputs include the following: The UNESCO Education Research and Foresight (ERF) Working Paper No. 9 titled *Curriculum in the twenty-first century: Challenges, tensions and open questions* (in English, French and Spanish) has been prepared as a contribution to UNESCO's 'Rethinking Education in a Changing World' initiative. It will be made available on the UNESCO website at the beginning of September. Four additional documents under the series *IBE Working Papers on Curriculum Issues* (WPCI) have been produced and disseminated, namely: *The role of curriculum in fostering national cohesion and integration: Opportunities and challenges* (WPCI No. 11, March, in English); *Competency-based curriculum and curriculum autonomy in the Republic of Korea* (WPCI No. 12, April, in English); *Scotland: Education, curriculum and learning. The strengths, challenges and solutions in lifelong learning* (WPCI No. 13, May, in English); *Educación ciudadana en América Latina: Prioridades de los currículos escolares* (Citizenship education in Latin America: Priorities in school curricula, WPCI No. 14, June, in Spanish; English translation being prepared).). Several inputs were also provided to the IBE position paper titled *What makes a good quality curriculum* (under preparation), a collaborative (cross-programmatic) initiative launched in March. Two issues of the journal Prospects have been published and disseminated: *Mobile learning for teacher training and curriculum development* (No. 169, March 2014); and *Skills for inclusive and sustainable development: perspectives from the Asia Pacific region and beyond* (No. 170, June 2014). The other two issues planned for 2014 are being prepared.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">Two issues of the Educational Practices series have been produced and made available: Emotions and learning (No. 24), and Nurturing creative thinking (No. 25).
One IBE position paper titled Guiding principles for learning in the twenty-first century has also been published.
Forthcoming volumes in the IBE Studies in Curriculum and Comparative Education book series (Sense Publishers) are under preparation.
A total of 11 alerts and 1 digest have been produced and disseminated, along with the updated version of the thematic alert on conflict and education (made available in 2012).
The IBE website has been migrated and is fully integrated into the main UNESCO website since January 2014. It is being redesigned and further developed.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Improved availability of and access to information on curriculum development processes and products
B: Bi-weekly alerts At least 2 working papers per year At least 2 Educational Practices per year 4 issues per year of the journal Prospects
T 2014-2015: Bi-weekly alerts At least 4 working papers At least 4 Educational Practices 8 issues of the journal Prospects
T CAP 2014-2015:</td><td>11 alerts and 1 digest, along with 1 updated thematic alert produced; 5 working papers, 2 Educational Practices, and 2 issues of Prospects made available</td><td></td></tr>
</table>

Note: : No information yet; : Not on track; : Partly on track; : On track.

International Institute for Educational Planning (IIEP)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Ministries in charge of education institutionalize planning		Implementation of IIEP's reformed, core training offer is on track. In so doing IIEP is acting on the recommendations from evaluations and reviews of the previous biennium.2014 implementation will be assessed and discussed with IIEP's Governing Board. Good progress is also being made in developing national/regional training programmes. This is in spite of the exceptional circumstances faced by the Institute, due to loss in income to the core budget and the restructuring of its staffing.
ER 2: Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources		Activities are on track, which include: the preparation of CSRs and support to the development of education accounts, EMIS, and M&E systems; and the launch of research work on school grants and on IQA in HE. With its team at the Pôle de Dakar, IIEP increased focus on Africa. Financial pressure and the organizational restructuring process, have constrained the launch of additional research initiatives. IIEP is deploying further efforts to raise additional funds and diversify funding sources.
ER 3: Policy-makers engage in broad-based participatory processes for education reform and policy formulation		To create the exchange and conversation among targeted actors, the open-access databases and portals have been maintained and preparations for the annual summer school and Latin American policy fora have been launched. This programme area is expected to take centre stage in the Growth Strategy which IIEP's Governing Board will examine at its December 2014 session. All planned activities are progressing in a satisfactory manner.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the

responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Ministries in charge of education institutionalize planning	Programme implementation is on-track on results achieved are satisfactory. Among the key achievements of the first semester of 2014 is the implementation of a reformed Advanced Training Programme. Drawing on the observations and recommendations from the IOS review (2012) and cost and effectiveness assessment (2013) deep changes are being introduced to improve the learner's experience and benefit from the Programme, as well as improve the cost-effectiveness of the activity (programme design, teaching load, staff deployment, upgrade of the application management software). An assessment of the reform elements introduced will be prepared in Q4 2014 for discussion with the Governing Board. Among the noteworthy, customized training which IIEP is currently implementing is the one stemming from the partnership with the MoE in Bolivia from which 60 civil servants are benefiting. The focus is skills development in the two areas of education policy and programme and project formulation. Though the course is scheduled for completion in December 2014, the Bolivian MoE expressed interest in further training in these areas, drawing on part of the current cohort would become trainers. Discussions are underway for what would improve the sustainability of this activity. The Institute's Medium-Term Strategy, which started in 2014, emphasizes the development of national/regional training institutions as complementary area of intervention to IIEP's training -- the intention being to create relays and bring training opportunities closer to the intended beneficiaries. Among the noteworthy achievements of the first semester is the promising

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	discussion with SIDA for a follow-on project in Afghanistan. The new agreement, which under discussion, would enhance the sustainability of the National Training Programme in EPM started some three years ago. This project epitomizes the integrated capacity development approach which IIEP would like to promote. Starting from the rubbles of the war, the new planning department has been taken through all the phases of capacity development: from basic to advanced training, from close support to the production of a national education sector plan to a plan fully developed by nationals in national languages, to the setting up of a fully owned training programme capable of delivering the kind of training needed to bring the skills needed for strategic planning all the way down to provincial education officers. While the conditions may not always be gathered under which such support may not often materialize, the spirit in which the approach is implemented in Afghanistan, is very much the same in the other collaboratives currently underway or about to be launched in: Cambodia, Thailand, and Vietnam, as well as Ghana and Senegal.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Heads of planning units stating effect of IIEP capacity development on improving organizational performance (%, beneficiary survey) **B:** 85% **T 2014-2015:** 85% **T CAP 2014-2015:**	The survey will be implemented in 2015	
PI: Supervisors of IIEP trainees observing improvement in individual and team performance (%, beneficiary survey) **B:** 85% **T 2014-2015:** 90% **T CAP 2014-2015:**	The survey will be implemented in 2015	
PI: Training programmes in training institutions enhanced to serve national to sub-regional training needs for mid- to senior-level educational planners and managers by 2017 (number, signed agreements)	4 ongoing	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 4 **T 2014-2015:** 4 **T CAP 2014-2015:**		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
ER 2: Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources	Projected activities and programmes are on track with targeted support on EMIS and M&E being provided in 12 countries and targeted support on strategic resource alignment being provided to another 8 countries. Most of these projects are ongoing. In the area of EMIS and M&E, the depth of engagement depends on the type of support requested, ranging from the full development of an EMIS (e.g. Seychelles) to specific support to include HIV and aids indicators in EMIS to the development of an M&E dashboard for the ministry of education (e.g. Mauritania). As for NEAs, countries participating in the GPE-funded project have been paired on the basis on discussions with partner MoEs to analyse the dimension that was most needed by them. In parallel, IIEP is finalizing the research cycle started during its previous Medium-Term Plan. Some 14 new publication were added to the Institute's website since the beginning of the quadrennium. Preparations started in view of beginning a new research cycle that will build on the external evaluation of the Institute's research activities and programmes (2012).		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Stakeholders stating that IIEP research is highly relevant (%, survey) **B:** 95 **T 2014-2015:** 95 **T CAP 2014-2015:**	Survey to be implemented in 2015	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Policy-makers engage in broad-based	During the first semester of 2014, IIEP has been preparing for a Summer School and Policy Forum to be implemented in August.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>participatory processes for education reform and policy formulation</td><td colspan="3">It also convened key actors from the Asian region to learn from and discuss research finding from the school grant project.
The core portals and databases were maintained and among them, ETICO, which specializes on ethics and transparency in education, was redesigned and re-launched -- in conjunction with the release of a new publication on transparency in pro-poor incentives. This allowed IIEP to draw attention on the subject with:
- articles and interviews published in the BBC, l'Express, and other mainstream media
- blogs running entries on the topic
- tweets relaying the story.
This component area of the Institute's current Medium-Term Strategy is expected to come better focus within the growth strategy which will be presented to the Institute's Governing Board in December 2014.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Decision-makers participating in IIEP dedicated events expressing improved awareness of the importance of effective planning in overcoming pressing challenges in education (%, beneficiary feedback)
B: N/A
T 2014-2015: 80
T CAP 2014-2015:</td><td>The summer school is scheduled to take place in early August. The KPI will be document at that stage</td><td>●</td></tr>
<tr><td></td><td>PI: Directors of planning involved in IIPE dedicated events declaring improved understanding on how to organize and lead an effective planning department (%, beneficiary feedback)
B: N/A
T 2014-2015: 80
T CAP 2014-2015:</td><td>The summer school is scheduled to take place in early August. The KPI will be document at that stage</td><td>●</td></tr>
</table>

Note: ○: No information yet; ■: Not on track; ◔: Partly on track; ●: On track.

UNESCO Institute for Lifelong Learning (UIL)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Member States are involved in developing/revising national lifelong learning policies, and are developing systems for recognition, validation and accreditation of non-formal and informal learning		Progress made is satisfactory.
ER 2: Member States further literacy and basic skills as a foundation of lifelong learning		Progress made is satisfactory.
ER 3: Adult learning and education recognised and integrated within sector-wide and cross-sectoral lifelong learning strategies, and Member States engaged in implementing CONFINTEA VI Follow-up in policies, governance, participation, financing, and quality of adult education		Progress made is satisfactory.
ER 4: Education Stakeholders from Member States are supported through relevant research and foresight studies to deliver high-quality work that will feed into the global education discourse		The 2014 CONFINTEA Scholarships were awarded to four scholars from Ghana, Cape Verde, Mongolia and China. 500 library users requested access to information and publications on the specific aspects of lifelong learning. The online collection of 102 Lifelong Learning policy documents was established and is being expanded continuously.
ER 5: Policy-makers, researchers and practitioners use increasingly UILs publications and the IRE as preferred publications for opening up new research areas and for developing evidence-based new policies		2 Publications (*Linking RVA to NQF* and *Why Recognition Matters*) on Recognition Validation and Accreditation of good practice (with 34 country cases) completed. The Global National Qualifications Frameworks Inventory with 33 cases published online, printed and distributed. 2 *Policy Briefs* prepared (No. 3 on Community Learning, No. 4 on Gender Equality). 22 articles published online in the *International Review on Education – Journal on Lifelong learning*.

Notes:

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responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Member States are involved in developing/revising national lifelong learning policies, and are developing systems for recognition, validation and accreditation of non-formal and informal learning	UIL have made smooth progress in all the three areas of work as planned: Ten national lifelong learning policies and strategies reports have been drafted for further analysis; one national and one regional workshops are under preparation (national-the Training Workshop for Directors and Executives of Youth and Adult Education for Women in the Kingdom of Saudi Arabia; regional-the Middle East and North Africa workshop). At least 10 more countries have developed and implemented Recognition, Validation and Accreditation (RVA) and National Qualification Framework (NQF) mechanisms and frameworks. *Global RVA Observatory* prepared to be launched. To start with, the *Observatory* contains 10 countries with evidence of 10 country profiles and 26 cases of RVA implemented. Two Publications (*Linking RVA to NQF* and *Why Recognition Matters*) on RVA good practice with (34 country cases) completed. Two articles with evidence on how countries are implementing the UIL Guidelines published. *Global NQF Inventory* with 33 cases published online and printed and distributed. One article on *NQFs' contribution to Lifelong learning* published. A Workshop was organised in Stellenbosch, South Africa together with the UNESCO Namibia office and the TVET Section at the Headquarters to implement the UIL Guidelines on RVA for 12 countries of the Southern African Development Cooperation (SADC). This is to be followed up with a second workshop to further develop RVA mechanisms, tools and instruments. A similar workshop is to be organised in Cologne, Germany to develop capacities of 6 developing countries on how to use NQF and RVA as tools for helping youth in transition.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	At least 8 Cities have developed specific plans/measures to implement the Key Features of Learning Cities. In the meantime, a large part of the preparatory work required for accepting cities to become members of the Global network of learning Cities (GNLC) has been done; the work of developing case studies on learning cities is in good progress; cities in various regions have accepted technical support for building learning cities; with the announcement of Mexico city as the host city for the 2nd Conference on Learning Cities, the preparatory work (e.g. preparatory workshops and expert meetings, mobilization of participants) for the 2nd Conference will start soon.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: No. of MSs supported where national authorities develop inclusive and gender-responsive LL policies and/or promote and expand quality lifelong learning opportunities for all **B:** 5 MSs supported in developing inclusive and gender-responsive LL policies **T 2014-2015:** 5 MSs supported in developing inclusive and gender-responsive LL policies **T CAP 2014-2015:** 5 additional MSs supported in developing inclusive and gender-responsive LL policies	The analyses of national lifelong learning policies and strategies are in good progress; national and regional capacity workshops are under preparation.	
	PI: No. of MSs supported who have developed and implemented national policies in line with RVA and NQF mechanisms and frameworks **B:** 26 MSs supported in line with RVA and NQF frameworks **T 2014-2015:** 5 MSs supported in line with RVA and NQF frameworks **T CAP 2014-2015:** 10 additional MSs supported in line with RVA and NQF frameworks	10 more countries have developed and implemented RVA and NQF mechanisms and frameworks.	
	PI: No. of cities that developed measures to implement the Key Features of Learning Cities **B:** 0	At least 8 Cities have developed specific plans/measures to implement the Key Features of Learning Cities.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: 20 cities developed measures to implement the Key Features of Learning Cities **T CAP 2014-2015:** 250 cities developed measures to implement the Key Features of Learning Cities		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Member States further literacy and basic skills as a foundation of lifelong learning	To raise the profile of adult literacy in Member States UIL contributed to a number of international fora (e.g. the European Literacy Policy Network (ELINET), the European Basic Skills Network (EBSN), the European Society of Research on the Education of Adults (ESREA) with a focus on findings from selected activities such as the Global Report on Adult Learning and Education (GRALE II) and IDEAL. Around 30 new messages were sent out through UIL's Literacy and basic Skills Mailing List to 742 subscribers (as of 1 July 2014) world wide. In the context of RAMAA Senegal and Burkina Faso are in the process of implementing their main field survey and both final reports are expected to be available by September 2014; the Mali team has developed and validated their tools for the pilot survey, two workshops were held in February and March; the Niger team has received feedback on their draft report on the results of the pilot survey including a data analysis by Statistics Canada. The ToRs for the drafting of a final report on RAMAA 1 have been developed and recruitment of consultants is under way. To produce a guidebook on action-research for improving the quality of literacy in multilingual contexts a workshop was organized together with UNESCO's Regional office in Abuja to create a shared understanding of the content of the guidebook and to obtain feedback from potential users in Nigeria and Benin and to develop collaboratively a strategy to make use/test the guidebook (40 participants mainly from Nigeria's six geo-political zones) Usage of UNESCO's online database on effective literacy practice (LitBase) has been increasing steadily from an average of 7,500 unique users in Jan/Feb to 9,500 in March and 9,000 in April and May. A publication with 26 case studies from all regions is under preparation with good practice in literacy programmes supported by ICTs. It will be launched on the ILD 2014. A background paper for EFA GMR 2015 on the impact of literacy campaigns since 2000 and an article on community education

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	for the Adult Education & development journal of dvv international were produced. Capacity development was provided to a range of countries as follows: Angola: mission to support, together with a UNESCO team, the Angolan Ministry of Education in the development of acceleration plans for the implementation of EFA ("Big Push Initiative" in Africa). Particular assistance was provided to the national sub-team responsible for the development of an action plan for literacy and non-formal education. DRC: The finalisation of the case study conducted in the context of CapEFA has been sent to the coordinator in Kinshasa. It is currently analysed by the three involved ministries to cross-check if the data presented are correct before the final version will be published. Mozambique (Mission, January) technical assistance to two technical meetings on management capacities of senior and middle-level personnel of the DINAEA (Department of Adult Literacy and Education) provided Nigeria in improving the quality of literacy in multilingual contexts (workshop, April, 40 participants) Senegal: support to CapEFA Senegal (technical workshop in mid-May to validate three studies which were conducted in preparation of a new programme for basic education teacher training (formal and non-formal). South Sudan: backup provided to UNESCO Juba in the coordination of the CapEFA South Sudan Afghanistan: In-depth feedback provided to UNESCO Kabul on the terms of reference for the ELA 3 literacy & skills programme in Afghanistan. Mexico: Negotiations with INEA under way to provide technical support to the monitoring and evaluation component of the literacy campaign to be launched in Mexico in August 2014. Senegal, Burkina Faso, Mali, Niger in developing instruments to measure literacy achievements in the framework of RAMAA Multiple: Joint Donor meeting of the CapEFA Programme at UNESCO HQs in Paris (20 March), technical backup provided to CapEFA coordinators in Cambodia, Bangladesh, Nepal, Mali, Mauritania, Mozambique, Togo and South Sudan; CapEFA Team supported with the provision of in-depth feedback to the 11 country reports on the CapEFA literacy programmes and the preparation of a draft chapter on literacy for the Annual Report on the CapEFA Programme 2013. In the context of UIL’s activities on literacy and life skills for vulnerable youth a proceedings report and a policy brief on community matters has been prepared. Six testimonies of youth empowerment through non-formal education and training commissioned to ASPBAE will be published in 2014. An article for IRE special issue on youth has been published online in May. A regional policy forum for LAC is under negotiation with INEA, Mexico. The forum will be held in the last quarter of 2014.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Number of Member States supported who integrate literacy and basic skills in their national development strategies to support peace, social cohesion and sustainable development **B:** n/a **T 2014-2015:** 2 **T CAP 2014-2015:** 4	Support is only provided on demand and if externally funded. No request has been received so far.	
	PI: Number of Member States supported who make use of research evidence to reach more learners with relevant, good quality and empowering learning opportunities for literacy and basic skills through innovative, holistic and integrated ("embedded") approaches **B:** n/a **T 2014-2015:** 5 **T CAP 2014-2015:** 8	6	
	PI: Number of Member States supported to make use of strengthened capacities a) to improve programme design, management and evaluation, particularly by integrating literacy and basic skills into their national recognition, validation and accreditation frameworks and/or mechanisms; and b) to apply strategies and tools that provide access and promote the successful completion of basic (skills) education, particularly for vulnerable and disadvantaged young people and adults. **B:** n/a **T 2014-2015:** 5 **T CAP 2014-2015:** 10	6	

ER 3: Adult learning and education recognised and integrated within sector-wide and cross-sectoral lifelong learning strategies, and Member States engaged in implementing CONFINTEA VI Follow-up in policies, governance, participation, financing, and quality of adult education	CONFINTEA follow-up activities in LAC (Observatory and Glossary) continued as planned, Observatory is online and has been enriched with further input by UIL. Asian follow-up planning under way in consultation with the National Institute for Lifelong Education (NILE) and UNESCO BKK by conducting a research study on benefits of adult and lifelong learning in Asia. In Africa a platform on capacity development for youth has been initiated in cooperation with ADEA and CIDA and launched successfully. The European Follow-up is pursued in consultation with the European commission, unfortunately UIL was not selected for a tender on the development of an online portal on adult education practices (EPALE); this portal will nevertheless represent and important element for strengthening adult learning and education policy and practice in Europe. Preparation for the regional CONFINTEA Follow-up Conference which will finalize the cycle of regional conferences have been initiated; transfer of funds according to funding agreement with ISESCO still not confirmed (pending with HQs). The process of revising the 1976 Recommendation on Adult Education has been pursued in accordance with the action plan adopted by the governing board. A working draft has been prepared by UIL and successfully discussed in an online consultation (end of June). The resulting draft will be submitted to Member States in September. Planning towards GRALE II has been initiated, questionnaires to member states for national reports to be sent out in November 2014. GRALE III will focus on the "wider benefits of adult and lifelong learning" and be finalized until the end of 2015. The IDEAL project on improving distance education at European Higher Education Institutions as been launched successfully, first and second instrument developed and sent out to institutions.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of Member States supported where national authorities develop inclusive and gender-responsive lifelong learning policies and/or promote and expand quality lifelong learning opportunities for all **B:** 2 **T 2014-2015:** 2 MS have revised their education policy by introducing or expanding a lifelong learning perspective and/or an adult education and learning component and/or improved adult education provision in at least one of the five areas of the BFA	Contacts established with one Member State to prepare for revision of adult and lifelong learning policy	

T CAP 2014-2015: 4 MS have revised their education policy by introducing or expanding a lifelong learning perspective and/or an adult education		
PI: Number of supported Member states using regional and national adult learning and education strategies and monitoring mechanisms **B:** 139 **T 2014-2015:** 135 Member States engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action; 10 new countries (at least two from each region) deliver progress reports **T CAP 2014-2015:** in addition: 15 MS engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action	Planning for initiating next round of national reporting under way	
PI: Number of supported Member States implementing effective adult learning and education policies and programmes which are gender-sensitive and ensure the provision of skills for youth and adults **B:** 5 **T 2014-2015:** 5 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth **T CAP 2014-2015:** 10 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth	Preparations towards consolidation of support according to role of CLC ongoing	
PI: UNESCO's standard setting instrument - Recommendation on the development of Adult Education used to revise national policies **B:** 10 Member States actively engaged in revising the UNESCO Recommendation **T 2014-2015:** 15 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online media **T CAP 2014-2015:** 15 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online	Revision process under way as planned	

	PI: Number of case studies, comparative analysis and publications on trends and issues produced and disseminated in relation to lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education **B:** 1 (GRALE II) **T 2014-2015:** 10 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement **T CAP 2014-2015:** 10 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement	Preparations towards GRALE III initiated	
	PI: Policy briefs produced, research seminars organized, research networks entering into partnership with UIL **B:** **T 2014-2015:** Links given in Policy Brief 1 and/or 2 used by 500 users Regular contact with 1 new research network (beyond ENA) established **T CAP 2014-2015:** In addition: 1 Research Seminar	Planning towards specific research seminars according to Follow-up and planning towards GRALE III under way	
	PI: Improved availability and access to information on development processes and products in relation to lifelong learning with a focus on adult and continuing education, literacy and non- formal basic education **B:** CONFINTEA Portal established **T 2014-2015:** Website traffic & downloads increased by 50 % Contributions received from actors in 10 Member States; Access to info on distance education at European HEI improved **T CAP 2014-2015:** Instruments and material available in French and Spanish	Portal used effectively for online consultation on revision of 1976 Recommendation; revision of further content on track; translation into French and Spanish uncertain, depending on available human and financial resources	
ER 4: Education Stakeholders from Member States are supported through relevant research and foresight studies to deliver high-quality work that will feed into the global education discourse	In the first part of 2014 the UIL Library refocused its information work based on the results of a comprehensive user survey. At the same time various PR activities were implemented to increase the visibility and use of its information and documentation services. UIL´s two service units, documentation and publication, worked closely together to develop strategies to better communicate the		

	work of UIL and strengthen knowledge management issues at UIL. The library investigates in 2014 innovative ways to make relevant sections of its collection available to the general public for consultation and analysis in an attractive and open-access format. Currently two projects are underway: 1. Establish and maintain an online collection of LLL policy documents 2. Digitalization of selected examples of the Special Collection of adult literacy teaching materials Throughout the year the unit will continue to host scholars, fellows, international researchers and interns for periods of a few days up to several months, giving them the opportunity to use the resources of the library and supporting them in their research studies and programme work. The 2014 CONFINTEA Scholarships have been awarded to education stakeholders from Ghana, Cape Verde, Mongolia and China. The scholars will work at UIL throughout September 2014. There are currently 96 active ALADIN members. Joint initiatives include the updating of the ALADIN Toolkit, particularly the list of book and hardware donation agencies. The ALADIN coordinator continues to write together with ALADIN member READ Nepal an article on the role of community libraries for literate environments. ALADIN supported the establishment of a European Network "Libraries for Literacy". Several ALADIN members will meet at IFLA, the World Library Information Congress, in August in Lyon, France. Apart from providing general information services in the area of UIL´s expertise, the Library could continue to share important documents and contacts to provide assistance to specific requests from Member States. In the first half of 2014 the Library and its projects worked with very little funding. For ALADIN it is an ongoing endeavour to locate funding and first attempts were successful. With the CONFINTEA Scholarships being very successful, further private donors need to be located to expand the programme in the future.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Improved availability and access to information on development processes and products in relation to lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education **B:** 2,300 loans and 2,150 users and research requests 7 CONFINTEA Scholarships 100 active ALADIN members **T 2014-2015:** 2,000 loans and 2,000 users and research requests 8 CONFINTEA Scholarships 100 active ALADIN members **T CAP 2014-2015:** 2,000 loans and 2,000 users and research requests 16 CONFINTEA Scholarships 100 active ALADIN members	500 loans and 500 users and research requests 4 CONFINTEA Scholarships 96 ALADIN active ALADIN members	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 5: Policy-makers, researchers and practitioners use increasingly UILs publications and the IRE as preferred publications for opening up new research areas and for developing evidence-based new policies	UIL Publications has had a high output in the first six months of 2014, exceeding its target. In most cases, it is not yet possible to measure the impact of UIL's publications for that period as user download and citation statistics are only available on an annual basis. However, it is expected that impact will increase as a result of two key measures: a campaign coordinated with Springer to promote the IRE; and an internal UIL campaign to expand its dissemination partners. Challenges remain, particularly in relation to scheduling (failure to meet publishing deadlines) and budgeting (inability to produce high quality print editions). These challenges can be met by internal investment in greater editing capacity, expanding collaboration with co-publishers, and seeking funding partners for key publications. All of the key UIL publications scheduled for 2014 have been or will be published together with partners.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of reports, case studies, policy documents, comparative analysies and other publications on lifelong learning with a focus on adult	2 key publications 3 policy and technical publications 2 reports of conference	

and continuous education, literacy and non-formal basic education produced and disseminated **B:** Publications produced in 2012-2013: 1 flagship publication 1 key publication 6 policy and technical publications 2 collections of case studies Publications disseminated in 2012-2013: Electronic (UNESDOC): 157,000 Print: approx. 5,000 **T 2014-2015:** 4 key publications 10 policy and technical publications 2 collections of case studies Publications disseminated: Electronic (UNESDOC): 170,000 Print: approx. 5,000 **T CAP 2014-2015:** 8 key publications 20 policy and technical publications 4 collections of case studies Publications disseminated: Electronic (UNESDOC): 250,000 Print: approx. 10,000	proceedings 2 PR publications disseminated in first 6 months of 2014: Electronic (UNESDOC): n/a Print: approx. 800	
PI: The Journal 'International Review of Education' widely disseminated and used **B:** Average annual article downloads 2012-2013: 63,000 Average annual citations 2012-2013: 150 IRE not yet included in ISI journal index, therefore impact factor not yet available **T 2014-2015:** Average annual article downloads: 70,000 Average annual citations 2014-2015: 170 IRE not yet included in ISI journal index, therefore impact factor not yet available, but meeting criterion of on-time publication **T CAP 2014-2015:** Average annual article downloads: 80,000 Average annual citations 2014-2015: 200 IRE not yet included in ISI journal index, therefore impact factor not yet available, but meeting criterion of on-time publication	Download and citation figures are only available on an annual basis, so it is not possible to provide biannual updates. However, the revised article download figures for 2013 were 69,549, considerably higher than the projected 63,000. Citations in all journals of articles published in the IRE in 2011-2012 have also increased to 201.	
PI: Improved availability and access to information on development processes and products in relation to lifelong learning with a focus on adult and continuous education, literacy and nonformal basic education **B:** Average monthly visitors to UIL websites in 2012-2103: 15,000	Average monthly unique visitors to UIL websites in first 5 months of 2014: 17,747	

T 2014-2015: Average monthly visitors to UIL websites in 2014-2015: 20,000 **T CAP 2014-2015:** Average monthly visitors to UIL websites in 2014-2015: 75,000		

Note: : No information yet; : Not on track; : Partly on track; : On track.

UNESCO Institute for Information Technologies in Education (IITE)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ED MLA 1 ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development		IITE has obtained essential results through appropriate interventions despite of limited financial and human resources. One of the key results was the implementation of the MOOC in ICT in Primary in cooperation with the University of London. IITE continued its effort to strengthen IITE Network of UNESCO Chairs on ICT in Education. IITE has successfully completed 3-years project on ICT in Primary producing 2 books. IITE case studies on OER was extended by 2 countries France and Poland.
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies		IITE continued its work in shaping 'ICT in education' agenda and policies in the Member States through an evidence-based policy recommendations (ICT in Primary Education), case studies (OER in France and Poland) as well as policy dialogue on national policies (Penang, Tashkent, Bishkek). In March 2014, the Mongolian Government has adopted a national programme 'One Mongolia', which promotes an open education and OER in accordance with the Paris Declaration on OER.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 1 ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	According to main aspects of IITE implementation strategy and its content the several essential outputs and results have been achieved through appropriate interventions despite of limited financial and human resources. The main beneficiary/target groups of IITE interventions/activities/outputs/results are teachers and other teaching staff, school and other, educational institutions administrators, policy makers of national/regional/local levels as well as ASPnet schools and UNITWIN/UNESCO Chairs. The key partners of IITE in the implementation of its activities according to implementation strategy besides participants of the global UNESCO Networks and other UNESCO entities are MoEs and regional educational authorities, leading universities and research centers, partners from public and private sectors. To improve fundraising based on cooperation with public and private sectors the several MoUs with universities, teacher training institutions and private companies have been signed. It allowed to organized several IITE international events including the Conference of IITE Network of UNESCO Chairs on ICT in Education and Innovative Technologies using extrabudgetary resources only. IITE was co-organizer of several important international events as well as was invited and actively participated in a number of important international events organized by UNESCO HQ and other UNESCO entities including four essential political events in HQ (Meeting of UNESCO Chairs on HE, ICT in Education and Teachers , Expert meeting on ICT-CFT, UNESCO Mobile week, UNESCO High -Level Policy Workshop on ICT in Education for Eastern and Central European Countries). 5 new members from 5 countries have jointed IITE Network of UNESCO Chairs on ICT in Education and Innovative Pedagogy in June 2014. Unfortunately already prepared international IITE- ASPnet LFF conference in Ufa (Bashkortostan, Russian Federation) was cancelled due to force majeure circumstances by the decision of local co-organizers and postponed to October 2014 (Moscow). The working contacts have been established with Botswana National Commission for UNESCO and some other member states. But IITE has to be more active in Africa region.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of evidence-based research produced to guide countries in	2 sets: ICT in Primary Education: Polices,	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	the use of ICT in education **B:** 2 set of evidence-based research **T 2014-2015:** 2 sets of evidence-based research **T CAP 2014-2015:** 1 set of evidence-based research	Practices and recommendations. Volume 2 (in press) ICT in Primary Education: Collective Case Study of Promising Practices. Volume 3 (In press) The problem statement and ToR for 1 evidence-based research is currently under development	
	PI: Number of countries benefiting from policy advice in the field of ICT in education **B:** 4 countries **T 2014-2015:** 5 countries **T CAP 2014-2015:** 2 countries	Directly -1 (Russia), Indirectly - 172: the policy issues were included into the content of the ICT in Primary education MOOC which was implemented by IITE in cooperation with University of London in May-June 2014 based on the Coursera platform. More than 8500 educators from 172 countries took part in this MOOC and were impacted by IITE policy advice. Besides IITE participated actively in UNESCO High -Level Policy Workshop on ICT in Education for Eastern and Central European Countries (15-16 April 2014, Paris) - 9 Europan countries (Austria, Albania, Bulgaria, Estonia, Georgia, Hungary, Lithuania, Romania, Ukraine).	
	PI: Number of countries supported by UNESCO in developing and/or reviewing teacher standards for the appropriate use of technology in education, eventually involving the localization and adaptation of the ICT CFT **B:** 5 countries **T 2014-2015:** 4 countries	4 countries (Russia, Azerbaijan, China, Mongolia): 2 countries (1 Russian region and Azerbaijan): The concept of the development of new regional set of requirements for teachers in the field of digital learning has been discussed in Republic Sakha (Yakutia).	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: 1 country	The project proposal on the development of National Teacher standard and creation of sustainable national system of teacher professional development have been elaborated and submitted to ministry ot education of Azerbaijan in May, 2014 (jointly with MADAD agency, Baku, Azerbaijan). The IITE Guidelines on adaptation of UNESCO ICT CFT have been translated and published in Chinese in cooperation with ENRULED UNESCO Category 2 center. The official version of UNESCO ICT-CFT was published in Mongolian language.	
	PI: Number of countries supported by UNESCO in developing and/or reviewing a national or institutional policy for OER **B:** 0 **T 2014-2015:** 2 countries **T CAP 2014-2015:**	2 countries	
	PI: Number of best practices on the use of ICT in education produced and disseminated **B:** 1 case study **T 2014-2015:** 2 case studies **T CAP 2014-2015:** 1 case study	2 case studies: ICT in Primary Education: Polices, Practices and recommendations. Volume 2 (in press) ICT in Primary Education: Collective Case Study of Promising Practices. Volume 3 (in press). Besides 2 case studies based on results of Teachers of the Arctics project and LFF Pilot project currently are under development.	
	PI: Number of ASPnet members supported to deliver quality programmes	40 ASPnet. Besides 40 participants of LFF	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt	
	and projects on learning for the future **B:** 42 ASPnet schools from 14 members **T 2014-2015:** 28 ASPnet schools from 12 members **T CAP 2014-2015:** 10 ASPnet schools from 7 countries	Pilot project the ASPnet schools of Moscow region have been supported to deliver quality programmes. ASPnet participants of LFF were provided with special training course on TRIZ in the framework of contest for he best TRIZ project organized by IITE and ModernTRIZ Academy (Germany)

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies	In January 2014 IITE took part at the Meeting of UNESCO Chairs on higher education, ICT in education and teachers that will be held at UNESCO headquarters where topical issues of shaping 'ICT in education' agenda and policies have been discussed in the context of UNESCO Chairs activities in the field of ICT in education, in Higher Education and teacher professional development. In February 2014 IITE took part at the UNESCO Mobile Learning Week where UNESCO approaches and strategy in the field of mobile technology use to empower teachers, and to apply recommendations of MLW for planning and implementation of appropriate IITE activities connected with this UNESCO priority in ICT in education have been discussed. In April 2014 IITE took part at the High-Level Policy Workshop on ICT in Education for Eastern and Central European Countries. The Workshop, co-organized by UNESCO and Intel Corporation, convened high-level governmental officials of Eastern and Central European Countries to share and analyze selected ICT strategies already implemented by Member States, and review the most important trends of ICTs and their implication for the next generation of education. The programme featured presentations of successful ICT in education policy development examples, with contributions from leading UNESCO officials in debates on post-2015 education, as well as a demonstration of programmes and tools of UNESCO and Intel in assisting states to develop ICT in education policies. All discussions have been facilitated to envision the further planning of national ICT policies in Central and Eastern Europe.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of Member States assisted in shaping 'ICT in education' agenda and policies **B:** 4 **T 2014-2015:** 2 **T CAP 2014-2015:** 2	In January 2014 UNESCO IITE took part at the Meeting of UNESCO Chairs on Higher Education, ICT in education and teachers that was held at UNESCO headquarters where topical issues of shaping 'ICT in education' agenda and policies have been discussed. In February 2014 UNESCO IITE took part at the UNESCO Mobile Learning Week where UNESCO approaches and strategy in the field of mobile technology use to empower teachers, and to apply recommendations of MLW for planning and implementation of appropriate IITE activities were discussed. In April 2014 UNESCO IITE took part at the High-Level Policy Workshop on ICT in Education for Eastern and Central European Countries organized by UNESCO and Intel Corporation to discuss ICT strategies already implemented by Member States, and review the most important trends of ICTs and their implication for the next generation of education.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

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

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ED MLA 1 ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality		In terms of outputs, most of the activities are at the beginning phase of implementation. Exception has to be made in the case of IECCE Modules which are already being used and the modules on ODL that are awaiting validation. The Challenges faced are related to the limited resources allocated and one of the lessons learned is that pooling of resources allows better coordination of interventions and the delivery as ONE UNESCO.
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies		The draft of the policy guide on teachers, and the development of training modules by Teacher Educators and experts from different countries, are progressing well. IICBA has also started the review of the training modules on Teacher Education Institution Management and School Leadership and Supervision. Regarding the Fundamentals of Teacher Education series, two booklets have been published on IICBA's website and hard copies will be printed soon.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 1 ER 5: National capacities strengthened, including through regional cooperation, to develop and implement teacher policies and strategies so as to enhance the quality of education and promote gender equality	During the first semester of 2014, IICBA concentrated its effort in developing teaching strategies and materials for addressing cultural and linguistic issues in teacher education. Under this activity a desk research tried to identify which teacher education institutions (TEIs) already address culture and language. Another activity undertaken is related to the drafting of the Teacher Policy development guide which is now on its final stage. The first draft will be available for internal discussion in mid August. Regarding the Fundamentals of Teacher Education series, two publications titled "Quality Assurance of Teacher Education in Africa" and "Indigenous Early Childhood Care and Education (IECCE) Curriculum Framework for Africa - a focus on Context and Contents" have been published on IICBA's website and hard copies will be printed at a later stage. A consolidated report on in service teacher education in Africa has been submitted to IICBA and its partners and comments have been provided. It is expected that in few weeks the consolidated report will be finalized by the consultant. In relation to the harmonization of teacher education programmes in Central Africa, IICBA and UNESCO Yaounde Office agreed to organize a workshop in order to discuss the synthesis of National reports and decide about the way forward. This event will take place in early September. During this first semester, IICBA deployed its efforts aiming to promote and disseminate the use of IECCE modules. In this regard, a concept note has been shared with potential sponsors and partners such as Save the Children Regional Office in Addis Ababa, the UNESCO Regional Office in Abuja, the National Council for Colleges of Education (NCCE) in Abuja, for joint resource mobilization and implementation. The NCCE, which has just introduced early childhood care and development education into their curricula for teachers, is now planning a capacity building workshop with IICBA for October 2014. Efforts are underway to finalize the budget and capacity building programme. IICBA worked through its country consultants and in partnership with UNESCO Regional Office in Dakar to use IECCE modules for the capacity building of ECD specialists involved with the "Big Push". In relation to ODL for Master Teachers and ICT-enhanced Teacher Development in Africa activity, four out of six ICTeTD modules are already edited and others are in the process as planned. An additional (7th) ICTeTD module for literacy teachers was developed. UNESCO Regional Offices were contacted for collaboration in implementing the ODL and ICTeTD modules for African teacher educators. Some of IICBA's modules are ready for the ODL platform and others are in the process of being reviewed to fit ODL format. Regarding the review of modules on TEI management and SLS and training of school managers and supervisors including mainstreaming gender and culture, Human Resource Management I and Module II - Financial Management of Institutions have been reviewed in terms of gender perspective. Finalization is awaiting the overall review of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	these modules. In conclusion, in terms of outputs, most of the activities are at the beginning phase of implementation and there are not yet deliverables. Exception has to be made in the case of IECCE Modules which are already being used and the modules on ODL that are awaiting validation. In relation to results, progress is being made towards the expected results, but at this stage is premature to point out the resultas. Again, exception has to be made concerning IECCE modules which are being appropriated by Member States that are using them in their respective countries. The Challenges faced are related to the limited resources allocated to the Institute for its operations/activities. One of the lesson learned is that pooling of resources allows better coordination of interventions and the delivery as ONE. One of measures taken in order to achieve cost-effectiveness/efficiency is related to the pooling of resources of the Institute combined with the resources of others UNESCO and non UNESCO institutions. The activity undertaken will contribute to the achievement of the strategic objectives.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: PI 1: Number of African countries that are involved in the knowledge generation and improvement of practices **B:** Limited systematic practices by countries on research in teacher issues **T 2014-2015:** At least 20% of the countries get involved on improving	Some of activities undertaken by the Institute are related to the capacity building which allow knowledge generation and improvement of practices, for example the development of modules for use in TEIs.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	knowledge and practices on teacher issues **T CAP 2014-2015:**		
	PI: Number of policy-makers, teacher educators, teachers and school leaders who benefited from the new knowledge and practices **B:** Limited number of policy-makers and practitioners involved in innovative and evidence-based approaches on teacher issues **T 2014-2015:** At least 15% policy-makers and teacher education practitioners per country participate in the process **T CAP 2014-2015:**	As indicated in this reporting period, policy makers and teacher educators are being benefited from the work done by the Institute	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies	IICBA a participé à une réunion préparatoire du guide sur l'élaboration des politiques enseignantes. Des consultants internationaux sont recrutés par le Secrétariat de la TASK Force pour les enseignants pour l'EPT. Ce document est en cours de préparation par les consultants et sera soumis en octobre 2014 pour validation. IICBA est en discussion avec le secteur de l'éducation à Paris qui a entrepris de faire lui aussi une étude sur les pratiques de gestion. Une fois qu'une stratégie conjointe pour conduire l'étude sur le terrain sera établie, IICBA s'occupera d'un certain nombre de pays sur certaines questions de la gestion des enseignants.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Nombre de matériels de formation des enseignants intégrant les facteurs linguistiques et culturels développés et testés **B:** Les facteurs linguistiques et culturels sontrès peu pris en compte dans la formation des enseignants en Afrique.Une étude intitulée "Culture and language mainstreaming in teacher education in Africa" est entreprise et devrait être poursuivie **T 2014-2015:** Des stratégies et des matériels de formation intégrant la	Il est encore tôt de parler d'utilisation des matériels et stratégies par les institutions de formation. L'état de la situation sur l'utilisation des langues et de la culture africaines a pris du temps à cause de manque d'information sur la question	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	culture et les langues africaines dans la formation des enseignants sont testés dans au moins deux CER **T CAP 2014-2015:**		
	PI: Nombre de pays ayant adopté le guide pour élaborer leur politique nationale **B:** aucun **T 2014-2015:** au moins 5 pays **T CAP 2014-2015:**	Plusieurs entités de l'UNESCO se sont entendu de travailler ensemble sur le Guide. Des consultants mènent le travail qui sera présenté en Octobre. IICBA donnera sa contribution.	
	PI: Nombre de publications diffusées **B:** Deux fascicules sont diffusés sur la profession enseignante **T 2014-2015:** Au moins 3 publications sont diffusées **T CAP 2014-2015:**	Deux fascicules sont en cours de validation avant leurs diffusion.	
	PI: Nombre de pays pour lesquels les bonnes pratiques de gestion et de leadership ont été étudiées **B:** Les pratiques de gestion et de leadership des écoles sont très peu documentées **T 2014-2015:** Au moins deux pays ont été étudiées par CER **T CAP 2014-2015:**	Une première intégration de la dimension genre est faite dans certains modules. Un plan de travail permettant aux spécialistes de diverses disciplines est mis en place pour mettre à jour les modules. En même temps des échanges se font avec le Secteur de l'éducation qui mène une étude sur les pratiques de gestion pour harmoniser le travail sur la gestion et le leadership	

Note: : No information yet; : Not on track; : Partly on track; : On track.

UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ED MLA 1 ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability		Through the INFOACES system, IESALC is supporting Member States in the assessment of their higher education policies, particularly in the area of quality assurance. The indicators used evaluate policies on aspects of and challenges to equity, quality, expansion and mobility. More than 100 regional universities participate in the system. Furthermore, the network of UNESCO Chairs in the LAC region has been revitalized, producing greater coordination and improved outcome results.
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies		The second Caribbean Conference on Higher Education (Jamaica, May 2014) raised awareness to the higher education situation in the Caribbean, especially to issues of quality assurance, the value of research and financing of higher education. IESALC's publication "Public and Private Higher Education in LAC: Internationalization Context and Public Policies Foresight" has contributed to advancing the debate on how to improve HE institutions and systems in the Latin American and Caribbean Region.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 1 ER 4: National capacities strengthened to develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion and mobility and accountability	IESALC has been fostering intraregional alliances with various actors and provided intellectual support and technical assistance to Member States. Within its strategic focus, the Institute is currently implementing the “INFOACES” system for quality assurance of higher education which comprises 44 indicators. In the area of capacity building, IESALC has created a roster of specialists and experts (currently 4442) to assist Member States and higher education institutions for accreditation, evaluation and design of higher education policies. During the first semester of 2014, IESALC has concentrated on international aspects of higher education, knowledge production and management of higher education institutions. Special attention has been placed on the follow-up to the 1974 UNESCO Regional Convention on recognition of studies, titles and degrees, with a gradual agreement on a regional position. In this connection, proposals for students and mobility of academic staff have been formulated to assist higher education institutions in the region. Discussions and dialogue with the Higher Education Section at HQ have strengthened alignment of efforts to achieve UNESCO’s programmatic mandate during a period characterized by adjusting organizational structures and budgetary scarcity. IESALC has been reactivating links with Member States and highlighting its role as a regional laboratory of ideas along strategic lines, and improving its relationships with regional stakeholders and other agencies to reach convergence and strategic alliances in meeting its programmatic goals. Diverse topics have been analyzed, such as technical higher education; multicultural higher education; quality assurance and recognition of studies; accreditation; open educational resources. A key challenge is reinforcing the Institute’s communication activities given the high cost of professional assistance in this area. This is a key issue to allow more public visibility and dissemination of Institute’s performance. So far, IESALC has been using open access virtual tools and social networks and other measures to work with the resources available. During this period, counterparts and stakeholders have shown an open disposition to support the Institute´s activities through

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	financial contributions.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: * Number of countries in the region adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments * Roadmap developed for updating the regional normative instrument **B:** 13 countries **T 2014-2015:** * 5-8 additional countries to be adhered to the regional convention and/or supported in their implementation **T CAP 2014-2015:**	One road map designed. Data update of recognition issues for 17 LAC countries (out of 33) Preparation of one report . IESALC Web delivery.	
	PI: * Increased cooperation between UNESCO chairs on higher education in the region **B:** N/A **T 2014-2015:** One network among UNESCO Chairs on LAC Higher Education management and development established **T CAP 2014-2015:**	One coordination meeting of 12 regional UNESCO Chairs on higher education in San Juan, Puerto Rico. Preparation of second 2014 meeting in November (Santiago /Mexico City). UNESCO Chairs network on regional higher education implemented.	
	PI: * Good practices on OERs identified and disseminated in the region **B:** N/A **T 2014-2015:** * 4 publications and web platforms **T CAP 2014-2015:**	One presentation at international meeting in Peru.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on	The region has established 12 UNESCO chairs on higher education policies and management. IESALC has strengthened its institutional role by supporting these chairs, and fostering policy debates in line with ER 4 (Internationalization of Higher

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>UNESCO's and other relevant research and foresight studies</td><td colspan="3">Education), and ER 11 (Foresight and Research).
The second Caribbean Conference on Higher Education (Kingston, Jamaica, May 2014) was supported by IESALC (this Caribbean initiative was launched in Paramaribo in 2010). One key objective of this second conference was to improve understanding of the complexities of higher education issues in the Caribbean sub-region. The resulting “Plan of Action” emphasizes quality assurance and recognition of degrees, the value of research, management of higher education institutions, and the financing of higher education. Results of Plan of Action will be evaluated in 2 years. IESALC will continue to support the Caribbean sub-region in meeting the objectives as set out in the plan of action.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Regional conferences organized with UNESCO's support on key policy issues in higher education, including on technology-driven teaching and learning models
B: LAC is a diverse region with a multitude of HE institutions, systems and concepts. At regional level many stakeholders are involved, but all lacking a strategic and operational coordination as well as articulation. IESALC started in 2013 to pool the different initiatives and policies, to ensure transparency and interchange of information and knowledge gained in the region.
T 2014-2015: - Presentation of updated report on Regional Convention on Recognition at Regional Ministerial Meeting "Education for All in LAC: Assessment and Post-2015 challenges" -VI meeting of University Networks and Councils of Rectors, Oct. 14-17, 2014 in Bogota, Colombia. - II Caribbean Conference on Higher Education, Kingston Jamaica May 5-7, 2014
T CAP 2014-2015:</td><td>- II Caribbean Conference on Higher Education held in Kingston, Jamaica on May 5-7, 2014</td><td> </td></tr>
</table>

Note: : No information yet; : Not on track; : Partly on track; : On track.

Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies		MGIEP is progressing steadily towards full-operationalization and implementation of activities. The first meeting of the Governing Board took place in March 2014 which resulted in the endorsement of the Institute's strategy, flagship programmes and biennial budget; workplans and activities were developed, such as MGIEP's logical framework for the next 4-year programme cycle; and appointment of key staff, including the Director, was completed. Reporting on planned activities will ensue.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ED MLA 3 ER 11: The future education agenda and global education policies shaped, drawing on	During this monitoring period (January – June 2014), the following events and achievements have taken place in MGIEP: - First meeting of the Institute's Governing Board (March 2014), where members elected the Board's Chair and Executive

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>UNESCO's and other relevant research and foresight studies</td><td colspan="3">Committee and defined its rules of procedure. The Board endorsed MGIEP’s programme strategy and proposed flagship programmes, and also approved the Institute’s budget for 2014-2015 amounting to US $3.062 million;
- Appointment of fully-fledged Director (June 2014) and national staff;
- Design and development of activities and implementation of measures to lay foundation for full operationalization of the Institute;
- The completion of the Institute’s LFA (logical framework) for the next 4-year programme of work (2014-2017);
- Support provided to the work of the Inclusive Wealth Report 2014.

In addition, the Theoretical Framework project was conceptualized and planned during the month of June, and work has already begun in getting the Group of Experts for a first workshop in early 2015.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: No: of papers produced on the theoretical link between peace and sustainable development
B: 0
T 2014-2015: 2
T CAP 2014-2015: 0</td><td>Concept note developed, and a preliminary group of experts has been invited to the first workshop.</td><td></td></tr>
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Part II.A. Major Programme II - Natural sciences

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples		ER1 is on track. This ER covers a wide variety of issues on science policy, the science-policy-society interface, UNESCO's action in SIDS and the integration of indigenous knowledge into developing approaches to sustainable development. Challenges include the resource constraints in view of the ambitions of this ER.
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs		ER 2 is on track.
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied		Implementation of most specific activities in the regions is on track. However, the low budget expenditure indicates in part how reliant ER 3 is on partners for implementation, and flags the need for greater human resources in house, perhaps from secondments.
ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean		The work towards achieving this ER4 are progressing as per workplan. IPPI workplan endorsed, technical workshops on environmental indicators & the new group IGMETS very successful. High participation of MS (63) in 2nd International Ocean Research Conference, high level of interest of the ocean science community in joining the IODE network.
ER 5: Risks and impacts of ocean-related hazard reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States		ER delivery on track as per workplans. Among highlights: a tsunami warning exercise was carried out in Caribbean (26 March 2014) -220 000 people signed up (175,000 more than in 2013). Portugal & Italy will be ready to act as candidate Tsunami Watch providers for the region in 2014. NEAMWAVE 14 exercise planned for October 2014. New tsunami warning products are developed in the Pacific.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		Initiation of the Global HAB Status Report with Flanders funding.
ER 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources		In June a first draft was released of the IOC Strategic Plan for Capacity Development. This plan will be further developed for submission to the 2015 Assembly. Member States were invited to participate in the intersessional working group on this subject through circular letter no. 2531.
ER 7: Global cooperation in the ecological and geological sciences expanded		Considerable progress has been made on IGCP projects, the African Earth Science Education Initiative and towards a formalization of UNESCO's cooperation with the Global Geoparks Network. UNESCO's participation in IPBES has been active in all areas for which it has a support role.
ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced		This expected result is on track, with most activities to demonstrate results by the end of 2014.
ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened		ER 9 in on track with progress made in the expansion of the WNBR, the development of a new strategy for the MAB programme and the implementation of a variety of projects to strengthen the knowledge base for sustainable development.
ER 10: Responses to local, regional and global water security challenges strengthened		All critical activities to implement IHP-VIII are on track, but 10% are partially on track, mainly in Field Offices. Due to lack of sufficient staff resources, expected results may need to be further adjusted downwards.
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation		The Expected Result ER 11 is on track and the basis for water security has been consolidated by strengthening international cooperation in mobilizing knowledge, innovation, assessments, and human and institutional capacity building through the UNESCO Water family. Some of the expected results including the benefits from a stronger strategy for mobilizing the network of category 2 centres in water for the benefit of Member States will not be reaped until later in the quadrennium.

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Main Line of Action 1: Strengthening STI policies, governance and the science-policy-society interface

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples	During the first six months of this year, UNESCO continued its work in **STI policy** with Members States, notably with African countries. Through the contribution of the government of Spain, STI policies and action plans have been developed and adopted by a number of countries including Botswana, Gambia, Zimbabwe, Swaziland and Malawi, Togo, Zambia and Senegal. Other countries have finalized national inventories of their STI systems following UNESCO's GOSPIN methodology (Burkina Faso, Burundi, Ivory Coast, Gabon, Senegal, Zambia) but more assistance is needed to complete this exercise following the methodology for the surveys. As part of the broad cooperation for STI in Africa, UNESCO is collaborating with the African Development Bank, UNECA and the African Union Commission, to organize the Second African Forum in STI to be held in Rabat, Morocco, as follow-up of the Nairobi STI Forum in 2012. To sustain the process, new project documents for the support in STI policy are being developed further to official requests by countries (Republic of Congo (self-funded) , Rwanda (funded by the Swedish SIDA), Guinea Equatorial and Nigeria), but also at sub-regional and international levels (e.g. STI and Parliaments). STI policy project outlines have been submitted for discussion to regional partners such as the African Development Bank and the Islamic Development Bank. In other regions, such as South East Europe, UNESCO is elaborating a proposal on international cooperation policy on STI infrastructures in order to develop regional strategy and collaboration. The proposal will be submitted within the framework of the EU programme Horizon 2020 (H2020) and preliminary meetings were held during the first semester of 2014 and a first draft was elaborated. The submission of the proposal is expected in September 2014. In Latin America and the Caribbean, progress has

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	been made for the update, consolidation and expansion of the Science Policy Information Platform in Latin America and the Caribbean (SPIN). UNESCO has started work on developing a proposal for creating a network of universities and reinforcing universities offering **STI policy training** as the lack of capacities in STI policy and governance is a main challenge in developing countries. A side event on this theme has been proposed during the Rabat Forum. Other capacity-building activities were focused on **STI and parliaments** and training sessions were organized in Burkina Faso and Senegal (both in February 2014) to enable key policy makers ensure a better STI legislation process. Preparations are also under way at the International Research and Training Center for Science and Technology Strategy (CISTRAT) in Beijing, China (a UNESCO Category 2 Centre), for the organization of the international training workshop "Strategic Research and Formulation Methods for S&T Development Plans: Reinforcing National Capacity on STI Assessment" to be held during 1 to 19 September 2014. In the field of **innovation** specifically, UNESCO has conducted this first semester a series of preparatory meetings and consultations in view of the holding of the First **Global Innovation Forum** that will take place in Danjeaon, Korea, in November 2014. Progress has been made also towards achieving the goal of forming sub-regional network of business incubators and science parks in the Mekong Basin countries and the first sub-regional network workshop is planned in the second half of 2014. Preparatory work has started also for the **Science Report 2015** for which two thirds of the author reports have been commissioned and peer reviewers have been identified. The first of the 25 chapters have been drafted. Work has been undertaken also for the preparation of the **World Science Forum (WSF)** in 2015 with its first Steering Committee Meeting held in June 2014, Budapest, Hungary. The theme of the 2015 WSF will be “The Enabling Powers of Science”, and it will be held in Budapest, Hungary. in November 2015. In addressing the energy access in developing countries and promoting concreate and practical measures/initiatives that respond to local needs and help improving the related energy governance and policy, the extra budgetary project on “Solar Electrification of Rural Schools” was launched in five Sub-Saharan countries: Benin, Madagascar, Mauritania, Niger and Togo. Seventy five schools (15 per country) will benefit from this initiative. The project includes a solar powered ICT component as well. The initial

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	phase consisted of identifying the beneficiary schools in the five concerned countries and responding to a specific set of criteria. To ensure the local coordination and implementation of the project, a training programme was provided to ten governmental representatives and experts from the five concerned countries (2 per country). Concurrently, under UNESCO patronage and in cooperation with UNEP and UNIDO, on 5 June 2014, the Energy Globe Foundation launched the “Global Sustainable Energy Day”. This initiative which contributes to improving the global sustainability and the deriving policy aims at promoting practical solutions addressing sustainable activities at local level in the respective countries. UNESCO is also contributing substantially to the International Year on SIDs and making preparations for the Third International Conference on SIDS to be held in Apia, Samoa, from 1-4 September. Dedicated websites have been established for the International Year and for the Samoa Conference. A number of side and parallel events are in preparation on Education for Sustainable Development, Culture and Development, Underwater Cultural Heritage, Young Scientists and Oceans. Furthermore, UNESCO is also mobilizing contributions to the multi-stakeholder SIDS Partnership Dialogues on social development, climate change, oceans and seas and sustainable economic development. To strengthen links between science, policy and society, UNESCO engaged with several intergovernmental processes to reinforce recognition and mobilization of indigenous knowledge in scientific assessments. In the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC), UNESCO successfully reinforced recognition of the role of indigenous and local knowledge in climate change assessment and adaptation. UNESCO also contributed to the UNFCCC workshop on tools to bring indigenous and traditional knowledge into climate change adaptation (Bonn, 1-4 April 2014). In the framework of the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), a UN to UN agreement was established for UNESCO to serve as the Technical Support Unit (TSU)for the IPBES Task Force on Indigenous and Local Knowledge Systems. UNESCO organized the first meeting of that Task Force in UNESCO HQ (16-20 June), that launched work on draft procedures and approaches for working with ILK in the context of IPBES, on a participatory mechanism and other IPBES deliverables. A statistical analysis of the indicator of linguistic diversity as an Aichi Target indicator was carried out and the results included in the Convention on Biological Diversity's flagship publication, Global Biodiversity Outlook-4. Mayangna preschool teachers were trained in the use of UNESCO's mother language pedagogical materials and the materials were piloted in 14 Mayangna schools. The Mayangna project was also presented at an international conference on indigenous education hosted by the EU-funded,

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	international research project, "Scales of Governance: Indigenous Peoples and the UN-System (SOGIP). A Learner's Resource Pack for UNESCO's Canoe Is the People web-based resource was launched at the Pacific Education Ministers Meeting in the Cook Islands to reinforce transmission of Pacific Islander knowledge of the ocean environment. Most of the activities for this Expected Result are implemented on tight budgets and rely on extrabudgetary projects. Cost efficiency measures include involving UNESCO's Networks and Partners for pooling resources, piggy-backing on other activities to hold meetings, minimising staff missions and stepped up efforts for fundraising.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems **B:** More than 22 Member States during the last biennium **T 2014-2015:** At least 8 **T CAP 2014-2015:** 8 additional Member States	3 countries adopted STI policies this first Semester as follow-up to UNESCO's assistance(Senegal, Gambia, Togo)	
	PI: Number of concrete approaches in action among the ones recognized and commonly pursued in the UN and in relation to which UNESCO provides a clear and value-adding contribution demonstrating and contributing to the strengthening of the science-policy interface at multiple levels **B:** The baseline of scientific assessments and related lessons learned in which UNESCO was actively involved prior to the Rio+20 call to strengthen the science-policy interface, starting with the 2001 Millennium Ecosystem Assessment **T 2014-2015:** At least two work streams of the UNSG Scientific Advisory Board (SAB) launched and the related outputs delivered At least two	SC participated in and contribution to the UN SG SAB. Full operationalizion of IPBS and Future Earth. A dedicated activity within the grouping has allowed a new stream of work to develop in UNESCO in relation to sustainability science, as called for in the 37 C/4 and C/5.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	substantive IPBES meetings organized or co-organized by UNESCO in the context of the IPBES programme of work 2014-2018 The Future Earth governing board, science committee and engagement committee fully in place and its science agenda developed and agreed At least two meetings of the STI Alliance for Global Sustainability co-organized and co-hosted by UNESCO One scientific paper illustrating UNESCO's contribution to sustainability science published A report compiling relevant case studies relying on UNESCO's ISPs and networks of sites developed, published and disseminated online At least two global events on the contribution of STI to sustainable development organized in the context of relevant high-level meetings such as ECOSOC and the UN Commission on Science and Technology for Development **T CAP 2014-2015:** The outcomes of the UNSG SAB work reproduced in a glossy version and widely disseminated to at least five international high-level events UNESCO's expert work in support of the IPBES programme of work 2014-2018 further expanded to encompass one expert workshop on values of biodiversity and ecosystem services and one expert workshop on narrative storylines At least 10 scientists from developing countries in Africa and Latin America trained in global change research and the co-design approach of Future Earth A pilot project on UNESCO's role and value-added to the sustainability science approach designed and implemented		
	PI: Number of actions at multiple levels promoting sustainable development in SIDS; and mobilizing local and indigenous knowledge systems (LINKS) in environmental assessments **B:** Status of implementation of the Mauritius Strategy Recognition of LINKS in global environmental assessments is emerging	>Contributions to the International Year on SIDS and the Samoa Conference coordinated house-wide, and dedicated websites established. >Role of indigenous and local knowledge in climate change	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: UNESCO activities coordinated in SIDS regions to celebrate the International Year of SIDS. SIDS priorities reviewed in light of Samoa outcomes and UNESCO action plan established Three global processes supported to recognize and promote synergies between LINKS and science in environmental assessments. Two demonstration projects for LINKS transmission reinforced. **T CAP 2014-2015:** Climate change education reinforced in 15 additional SIDS, notably through the Sandwatch Programme. IK-science knowledge co-production networks established in at least two subregions. Technical support on LINKS-science synergies provided to at least one intergovernmental environmental platform. One additional demonstration project reinforced for LINKS transmission.	assessment and adaptation recognized in the Intergovernmental Panel on Climate Change (IPCC) Fifth Assessment Report. >Teachers trained in pedagogical tools for indigenous knowledge transmission in BOSAWAS Biosphere Reserve, Nicaragua. >Learner's Resource Pack launched at the Education Ministers Meeting in the Cook Islands to reinforce transmission of Pacific Islander knowledge of the ocean environment. >Technical Support Unit (TSU) established at UNESCO for the intergovernmental IPBES Task Force on indigenous and local knowledge, and first Task Force meeting held (16-20 June 2014) at UNESCO HQ.	
	PI: Number of supported Member States which have improved the use of renewable energy for energy access and/or national development plans **B:** Three assisted in previous biennium **T 2014-2015:** At least three **T CAP 2014-2015:** An additional two	Work in progress	
	PI: Number of regional and global initiatives on STI for development initiated by or with UNESCO, nurturing the debate and providing best practices for STI policy makers **B:** Two global meetings Two regional meetings **T 2014-2015:** At least three global meetings (such as the World Science Forum) The World Science Report (2015) At least two regional meetings **T CAP 2014-2015:** One additional global or regional meeting	Work in progress	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Building institutional capacities in science and engineering

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	Capacity building and exchange of scientific knowledge and best practices in renewable energy was furthered during the reporting period. The Seventh Asian School on Renewable Energy was organized (in June 2014) jointly with ISESCO, and with the support of the Solar Energy Research Institute of the National University of Malaysia. This initiative benefited 20 participants representing 10 different Asian countries. Preparatory work was also carried out in view of the organization of the Fifth African Solar School to be held in Yaoundé, Cameroon. The “Solar Electrification of Rural Schools” project benefiting from external funding was launched in five Sub-Saharan countries (Benin, Madagascar, Mauritania, Niger and Togo). A related training programme on the use, application and maintenance of the solar systems benefiting 10 national experts/representatives (from the five concerned countries) will be organized by Panasonic (project partner) in Osaka in September 2014. The training programme includes technical visits to local solar manufactures. A culture of innovation and informed policies through the promotion of science education at all levels have been fostered through the planning and preparation of teacher’s training workshops on Microscience kits, namely in Congo, Comoros, Liberia, Burundi and Angola. SC/PCB is also involved in ongoing discussions with Airtel Gabon on a project aiming to train 5000 young people on the use of ICTs for basic science education and entrepreneurship in Gabon. A feasibility study has been conducted for the Microscience centre in Yaounde for its conversion into a UNESCO category 2 centre in January 2014. The proposal will be submitted to the Executive Board and the General Conference in 2015 for their approval. Consultations are ongoing on the re-launch of the Libyan S&T project in view of giving it new focus in keeping with the current needs of Libya. Several discussions have been already held with the Director-General of the National Academy for Scientific Research (NASR) now known as the Libyan Authority for Research in Science and Technology (LARST). Since the beginning of the biennium, we are pursuing our strategy to strengthen our collaboration with Mathematics and Physics organizations, such as ICTP, SPIE, the International Mathematical Union (IMU), the African Mathematical Union (AMU) and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Centre Sciences of Orléans, to contribute efficiently to the development and implementation of novel ways of advanced training for talented young people with particular emphasis on Africa and least developed countries. We supported the implementation of mathematics workshop which will be held from 1-12 September 2014 in Dar es Salaam, Tanzania. A Physics training programme for African talented students has been launched with the support of the Université Catholique of Louvain which already hosts, in this framework, one woman physicist from CEPAMOQ Research Centre in Cameroon. In addition to building capacities, we also keep in mind the need for international cooperation in the field of basic sciences. In addition, two physics workshops for teachers are planned to be organized in September and November 2014. We brought both moral support and expertise to the implementation of Open Laboratories (OpenLabs) in Crystallography in 7 countries, including Ghana, Morocco, South Africa, India, Uruguay, Thailand and Colombia. The OpenLabs are research-oriented educational and training programmes hosted by universities or centres of research providing poster presentations, exhibitions, lectures for students, teachers` training workshops, hands-on experiments and demonstrations of mobile or fixed diffractometers (X-ray diffractometers are used, i.e., for qualitative and quantitative analysis of mineral compositions or ores and surrounding rocks, as well as in mineral processing). They have represented excellent capacity-building opportunities in crystallography and its applications, as well as serving as a platform for scientific exchange and collaboration among promising young scientists. In terms of institutional capacity-building, feasibility studies have been conducted in view of the establishment in Chiapas, Mexico, of a category 2 Regional Centre for Advanced Training and Research in Mathematics, Physics, Energy and Environment, in Chiapas, Mexico; and for the proposed International Training Centre in Astronomy under the auspices of UNESCO in Chiang Mai, Thailand. The proposal will be submitted to the Executive Board and the General Conference in 2015 for their approval. The International Year of Light and Light-based Technologies proclaimed by the UNGA in December 2013 is already under the way of planning and designing of key activities. This Year will provide a tremendous opportunity for educational activities worldwide, especially in Africa. Indeed, it is essential that the importance of the scientific study of light and the application of light-based technologies for global development is fully appreciated by the citizens of the world; since light-based technologies are increasingly providing solutions to global challenges in inter alia energy, education, agriculture, and community health. Applications of light-based technologies improve the quality of life especially in the developing world, through providing access to

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	information (optic fiber transmission), allowing the preservation of cultural heritage and increasing societal health (laser and X-ray technologies); and are key enablers to achieving and going beyond the Millennium Development Goals, notably in ensuring environmental sustainability and education. In addition to extend the scope of the ALOP Programme above, the International Year will also be the occasion to implement in Africa several hands-on experimentation workshops in physics for primary, middle and high-school students. Microkits will be produced in this regard and some pilot countries to host the activities, such as Ghana (who was the leader of the proposal to have such an International Year in UNESCO EXB and GC, and in the UNGA), Cote d'Ivoire, Benin, Tunisia, and Morocco have already been selected. (The list is still open for interested countries). The Mathematics of Planet Earth initiative has been enhanced in 2014, with several conferences and activities all over the world providing to schools, decision-makers and the general public with an opportunity to experience and grasp many aspects of mathematics, including its interdisciplinarity, its applications in life and earth sciences, its relevance to societal and environmental issues, the impact of mathematics research on thematic topics specific to Africa, the involvement of women in mathematics and global trends and perspectives on mathematics for sustainable development. **Challenges/Lessons Learnt:** Addressing the challenge of energy access in the developing countries and meeting the UN initiative on "Sustainable Energy for All" requires practical measures and concrete actions that serve as best practices to address the Energy Access Global Objectives. Close collaboration with scientific and industrial partners ensures an efficient and continued implementation of UNESCO's activities. **Cost-effectiveness/efficiency measures:** Activities benefiting from external funding and external support **Contribution to C/5 result(s):** Contribute to ER2 of the MP II by building capacities, promoting scientific exchange and best practices as well as addressing UN energy access targets. Contribution to the UN Decade of "Sustainable Energy for All" is made as well; and to the Global Priority Africa.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Number of beneficiary Member States having contributed to and/or promoted the sustainable use of renewable energy sources including in the context of the 2014-2024 UN Decade of "Sustainable Energy for All" **B:** Three in the past biennium **T 2014-2015:** At least five **T CAP 2014-2015:** At least an additional five	Six Member States (5 in Africa and one in Asia) benefitted of the training and capacity development	
	PI: Interdisciplinary science education initiatives including innovative methods of teaching at all levels introduced in a number of Member States **B:** six **T 2014-2015:** Nine **T CAP 2014-2015:** Sixteen	Ongoing discussion with several African Member States	
	PI: Number of Countries especially in Africa having strengthened capacity to deliver science through collaborative action and networking **B:** Four **T 2014-2015:** Six **T CAP 2014-2015:** Twelve	Five	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied	The activities under ER3 are on track however the implementation rate is the lowest in MP II. The first six months of the biennium have been largely devoted to planning and strategizing with partners for number of upcoming activities. There has been progress on the implementation of engineering education in the Arab and ASEAN countries. The reason for the low implementation of the budget for ER3 is twofold. Many of the activities for the first six months of the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	biennium have been funded by partners and thus the activities have still been implemented but there was no need to use UNESCO funds. Secondly, much of the budget will be used for projects in the second half of the biennium (2015). MOUs are expected to be signed with partners like Airbus and the European Petrochemical Association in late 2014 and thereafter the implementation of the joint projects will take place. The Funds-In-Trust project at the Garyounis University in Libya could not continue due to the security situation in the country but will resume as soon as the situation improves. Engineering education has been strengthened by working with the newly inaugurated Category II Centre in Denmark, the Aalborg Centre for Problem-Based Learning in Engineering Education and Sustainability as well as the upcoming Engineering Week in Africa (1-5 September 2014). There has also been the inauguration of the International Knowledge Centre for Engineering Sciences and Technology (IKCEST) in China, a new category II centre under the auspices of UNESCO. The Centre will be led by the Chinese Academy of Engineering. These Centres as well as the Engineering Week in Africa will help to raise awareness of the need for more engineers around the world and will contribute to, in particular, strengthen new approaches to engineering education. Challenges and lessons learned The main challenge relates to the severe budgetary cuts to engineering activities and the lack of human and financial resources to develop and implement the programme. Another challenge will be engineering accreditation on a global scale. To address this, regional approaches will be necessary in the initial phases in particular in the ASEAN countries as well as continued reliance on external partners.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of universities in Member States which increased their awareness raising and capacity-building of engineering **B:** One university in Nigeria one and Greece.	At least 10 universities in Africa, Aalborg University in Denmark engaged in Problem-based learning and activities in China on	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: At least 1 university in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific **T CAP 2014-2015:** At least 2 additional universities in each of the regions: Arab States, Europe and North America, Latin America and the Caribbean and at least 3 additional universities in Asia and the Pacific and Africa.	promoting engineering.	
	PI: Number of Member States actively involved in gathering engineering data increased **B:** South Africa and Germany **T 2014-2015:** At least 2 countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific **T CAP 2014-2015:** At least 3 additional countries in each of the regions: Arab States, Africa, Europe and North America, Latin America and the Caribbean, Asia and the Pacific	With UIS, data being used is from at least 3 countries in each of 5 UN regions.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 3: Promoting knowledge and capacity for protecting and sustainably managing the ocean and coasts

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean	The IOC activities under this ER4 are progressing as expected, with no significant deviations from the workplan. The IPPI has developed a workplan and it was endorsed by the WMO. Also other results such as the organization of technical workshops on environmental indicators and the new group IGMETS were very successful and fruitful. The deadline for submission of abstracts to the 2nd International Ocean Research Conference is now closed (30th June) and it is encouraging to see that we have received more inscriptions and abstracts than expected (from 63 countries).

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	By 30 June 2014 a total of 82 national oceanographic data centres collaborated in the IODE network. In addition 10 IODE Associate Data Units have applied for (and obtained) registration, demonstrating the interest of the ocean science community in joining the IODE network. By 30 June 2014 a total of 38.5 million records in OBIS (already reached the 1st biennium target). ODP: By 30 June 2014 a total of 7,816 datasets in ODP (far more than the initial target). OceanDocs: on 30 June 2014 OceanDocs contained 5278 records.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of international initiatives reinforcing the links between WCRP and IOC scientific priorities and programmes in activities of the WCRP projects and programmes **B:** baseline: 1 WG in 2009-2012 **T 2014-2015:** Enhance IOC observation activities in Polar regions by supporting WCRP involvement in the International Polar Initiative **T CAP 2014-2015:** Implementation of regional climate downscaling methods to enhance preparedness of SIDS and low lying coastal areas to adapt to climate change impacts	IOC has hosted last IPPI meeting as part of our support to WCRP. The outcome doc - a workplan- was submitted for endorsement to the WMO and to the IOC	
PI: (i) Number of international agreements on standards and methodologies established and implemented. (ii) Increase in data sharing among the international carbon programmes and institutions. **B:** (I) no existing baseline (ii) 6.3 million surface water CO2 data in 2012 **T 2014-2015:** (i) Publication of best practices guides, and implementation of methodologies by at least 10 national research institutions (ii) Increase in ocean carbon data in the Surface Ocean CO2 database (SOCAT) by 15% at the end of 2015	Version 2 of SOCAT with more data (increased from 6.3 million to 10.1 million surface water fCO2 values	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: Ocean Acidification Observing System established and work plan to cover the existing gaps implemented. Time series community of practice established and first global report 'What are the time series telling us' printed'		
	PI: Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather. **B:** -62% of implementation against GCOS/GOOS goals in 2013 -Six Member States made financial contributions to observing network technical coordination for JCOMMOPS through IOC in 2012 **T 2014-2015:** Status of ocean observation implementation goals sustained or improved from 62% Number of Member States contributing to sustained basin-scale ocean observing networks and technical coordination increased by 15% **T CAP 2014-2015:** Strategic planning and defined requirements for an ocean observing system responding to stakeholder needs Scientific research enabled and ocean forecast systems initialized and validated	Statistics show that most in situ basin-scale ocean observing networks are stable due to investment from Member States, with the notable exception of the tropical Pacific Ocean moored arrays, key for prediction of El Nino (which is emerging in 2014). JCOMMOPS member state contributions remain constant, with prospects for increased contributions from the host country (France) and from the European Commission in 2015.	
	PI: Increased number of sustained observing requirements for Essential Ocean Variables (EOV) defined and readiness assessments performed, including for geochemical, biological and ecosystem variables; and new observing networks for sustained observations of these variables integrated into GOOS and/or JCOMM. **B:** -at present geochemical EOVs are defined for ocean carbon but not for ocean acidification, and none for biodiversity/ecosystem EOVs - OceanSITES time series and global GO-SHIP repeat hydrography networks presently address non-physical EOVs **T 2014-2015:** Requirements for five new EOVs defined where feasibility	Nine new potential biogeochemical Essential Ocean Variables were introduced to the scientific community at a town hall in January 2014 and webinar in May 2014. Funding for a ship coordinator is now secured at JCOMMOPS.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and importance of the variable are high One new observing networks for non-physical EOVs coordinating through GOOS and the JCOMM Observations Coordination Group **T CAP 2014-2015:** • Enhanced Member States capability to make science-supported decisions about a series of societal challenges (climate variability and change, marine and coastal hazards, ocean acidification, ecosystem services), through a platform creating a coordinated and enhanced ocean observing system and data exchange standards		
	PI: Number of projects initiated to reinforce developing-country GOOS Regional Alliances with common observing and modelling tools to provide local services from ocean observations **B:** Modelling projects exist in SEAGOOS, MONGOOS and are emerging in IOGOOS **T 2014-2015:** Projects in one additional GOOS Regional Alliances initiated **T CAP 2014-2015:** Improving local outreach with decision-makers on the importance of ocean observations to address societal challenges Assessing and using regionally-available ocean forecast products for local priorities Coastal ocean observing techniques adapted to local technical capacity, in the framework of an ocean information system	An initial extrabudgetary project has allowed a focus on Africa with an African Summer School on application of ocean and modeling products held in April 2014 with a second session to be held in August 2014.	
	PI: (i) Number of institutions sharing data and information through the IODE network of data centres and marine libraries, (ii) number of data records available through OBIS and ODP portals, e-repository OceanDocs, and (iii) number of publications mentioning OBIS **B:** (i) 80 institutions in IODE network (ii) 37 million records in OBIS data sets in ODP; 4000 records in OceanDocs (iii)80 in 2012	(i)By 30 June 2014 a total of 82 national oceanographic data centres collaborated in the IODE network. In addition 10 IODE Associate Data Units have applied for (and obtained) registration, demonstrating the interest of the ocean science community in	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: (i) 90 institutions participating in the IODE network and related portals (ii) records in the OBIS database increased to 38.5M; number of datasets in the OceanDataPortal increased to 200; number of bibliographic records in the OceanDocs e-repository increased to 6000, 200 citations by the end of 2015 **T CAP 2014-2015:** The network of participation institutions increased as well as the number of data records provided to IODE's databases, and the times they have been cited (such as OBIS).	joining the IODE network. (ii) By 30 June 2014 a total of 38.5 million records in OBIS (already reached the 1st biennium target)./ ODP: By 30 June 2014 a total of 7,816 datasets in ODP (far more than the initial target).;/ OceanDocs: on 30 June 2014 OceanDocs contained 5278 records. (iii) information not available yet	
	PI: Information (Indices and trends in global to local species diversity, and community composition as well as shifts in species distribution ranges) suitable for end users and decision makers, available **B:** (i) twice per year **T 2014-2015:** (i) Global species diversity maps (number of species, Hulbert and Shannon index) updated 4 times per year **T CAP 2014-2015:** An increase in our understanding of the dynamics of marine species diversity and distribution through time and space to support global assessments of the state of the marine environment and Member State's reporting obligations	(i) By 30 June 2014, the global species diversity maps of OBIS have been updated twice (26 February 2014 and 26 June 2014).	
	PI: Number of international scientific initiatives focusing on marine ecosystem functioning, and impacts of change and variability on ecosystem services, where national research institutions are participating **B:** 10 in 2012 **T 2014-2015:** At least 15 inter-comparable marine ecosystem assessments produced **T CAP 2014-2015:** Provide at least 3 regional scenarios on climate change effects on marine ecosystem functions and services	A new group -IGMETS (Group for Marine Ecological Time Series)- was created in February 2014 to analyse the results from existing time series (166 TS compiled by the IOC) to look at holistic changes within different ocean regions and to highlight any locations showing large changes that may be of special importance. A new collaboration with the oxygen community was stablished.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: Risks and impacts of ocean-related hazard reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States	The Tsunami Unit has kept the Intergovernmental Coordination Group (ICG) process for the four regional tsunami warning systems going. The 9th session of the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions ICG (ICG/CARIBE-EWS) was held from 13 to 15 May in St Thomas, USA. The Seventh Meeting of the Working Group on Tsunami and other Hazards related to Sea-Level Warning and Mitigation Systems (TOWS-WG) was held on 12–13 February 2014 in Paris, France. The meeting reports are available from UNESDOC A Tsunami warning exercise was carried out in Caribbean (26 March 2014). According to the registrations, over 220,000 people were signed up throughout the Caribbean and Adjacent Regions (175,000 more than in 2013). Participants included 1,700 organizations and families (up from 481 in 2013 and 300 in 2011). During the exercise, the Pacific Tsunami Warning Center (PTWC), the US National Tsunami Warning Center (US NTWC) and the Puerto Rico Seismic Network (PRSN) sent out over 31,500 emails to 2000 subscribers to the special CARIBE WAVE/LANTEX 14 notification service. Portugal and Italy have announced that their national tsunami warning centres will be operational in 2014 and they will be ready to act as candidate Tsunami Watch providers for the North East Atlantic, Mediterranean and connected seas Tsunami Warning System (NEAMTWS) region. Planning is now under way for the NEAMWAVE 14 exercise from 28-20 October 2014. New tsunami warning products are under development in the Pacific in 2014, scheduled to officially commence on 1st October 2014. The Enhanced Products will still conservative but should greatly reduce over-warning by providing estimated level of impact, including graphical as well as text products. Development of such new products have also been possible through the increase there has been over the past 10 years in the number of real time sea level stations in the Pacific. The WMO-IOC Joint Technical Commission on Oceanography and Marine Meteorology (JCOMM) Services and Forecast Systems Programme Area has continued its actions in coordinating the development and standards for marine meteorological and oceanographic services. The Expert Team on Operational Ocean Forecast Systems is working on a guide which will serve as a tool for capacity development for new entrants. It participated in an African Summer School on the application of ocean and coastal data and modeling products, testing a services-oriented approach to building capacity.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The Harmful Algal Bloom activities contribute to maintain IOC UNESCO leadership in formulating the international research agenda on HAB. Extra-budgetary funding from Flanders has allowed to initiate the development of an IOC UNESCO Global HAB Status Report. The development of guidance to decision making on policy and technological options for reduction of nutrient loading to the marine environment is progressing as foreseen. IOC is leading the implementation of the marine components of the Transboundary Water Assessment Programme (TWAP) funded by GEF. The project started in March 2013 with the establishment of an Open Ocean and Large Marine working groups. A meeting of the two working groups took place at IOC in April 2014. The project will provide a number of core ecological, socio-economic and governance indicators for the marine environment (64 Large Marine Ecosystems and Open Ocean areas) using globally available datasets. In order to implement this project, IOC has created a partnership with a number of scientific institutions that are providing technical inputs and indicator-based products (NOAA, GESAMP, International Geosphere-Biosphere Programme (IGBP), University of British Colombia, UNEP, World Conservation Monitoring Center (WCMC), Centre for Resource Management and Environmental Studies (CERMES), amongst others). These assessment products will be available at the end of 2014 in the form of printed report and through the One-Shared-Ocean portal which is being developed. IOC continues to follow closely the preparation of the World Ocean Assessment (WOA) report under the UN Regular Process. As requested by the UN General Assembly, the first World Ocean Assessment is to be completed by the end of 2014. It will provide a sound, scientific basis for decisions at the global level on the world's ocean and seas, and a framework for national and regional assessments and management decisions. As an observer, IOC provides technical information and resources to the Group of Experts and attended its meeting in May 2014. IOC has the development of the web-based clearing house mechanism of the WOA (through UNEP/GRID-Arendal). IOC will also provide some resources to assist the UN Division for Ocean Affairs and the Law of the Sea (DOALOS) with the editorial process of the report. Selected chapters of the report will be made available to Member States in July and in September 2014 for comments. Overall the results delivered are as expected.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: (i) Harmonized and standardized monitoring and warning systems for coastal hazards in all four regions. (ii) Harmonized mitigation and adaptation plans in most vulnerable countries impacted by coastal hazards. **B:** (i) only sea level detection component is harmonised across all regional tsunami warning systems by end of 2013 (ii)1 workshop held by end of 2013 **T 2014-2015:** (i) Sea level and seismic detection components harmonised across all regional tsunami warning systems. (ii) at least 2 workshops on coastal hazard assessments within an overall risk assessment, management and mitigation framework implemented **T CAP 2014-2015:** At least one tsunami wave exercise coordinated and implemented for the NEAM region Tsunami awareness and preparedness improved in at least one region	Inventories of seismic and sea level stations have been compiled for Indian Ocean tsunami warning System and Caribbean tsunami and Other Coastal Hazards Warning System. Grant of 150K Euro has been secured from European Union to coordinate tsunami warning exercise in NE Atlantic, Mediterranean and connected seas. The tsunami warning exercise NEAMWAVE 14 is under planning for the NE Atlantic, Mediterranean and connected seas for 28-30 October 2014. One Workshop on coastal hazard assessment is under planning for the Indian Ocean	
PI: Number of international scientific and capacity enhancing initiatives on improved monitoring and management of (i) harmful algal bloom events and their impacts, (ii) nutrient loading, and where national research institutions are participating. **B:** •capacity enhancing activities implemented [baseline: 10 activities 2010-2013] •national research institutions participating in the implementation of IOC science projects. [baseline: >25 institutions involved 2010-2013] • expert/science workshops advancing international cooperative research [baseline: 7 workshops 2010-2013] **T 2014-2015:** - at least 6 capacity enhancing activities implemented - at least 35 national research institutions participating in the implementation	2 regional capacity enhancing activities on Harmful Algal Bloom (HAB) observational capabilities have been implemented in South East Asia and the Gulf respectively. 4 additional activities are under planning. The number of national research institutions participating directly in science activities on HABs and nutrients is stable around 35. 1 expert meeting was held jointly with ICES and advancing international research, the Working Group on the Dynamics of Harmful	

of IOC Science activities -at least 4 expert/science workshops advancing international research **T CAP 2014-2015:** - At least 6 capacity enhancing activities targeted at enhanced HAB management in LDC and Africa implemented per biennium; - An IOC UNESCO Global HAB Status Report published - Training module on Nutrient management developed in in OceanTeacher and implemented in at least 4 regions • Guidance to decision making on policy and technological options for reduction of nutrient loading to the marine environment published and at least 4 regional training workshops held	Algal Blooms.	
PI: Number of Member States benefiting from improved capacity for operational ocean forecast systems. **B:** Member States participate in the JCOMM-ETOOFS team on an active basis in 2013 **T 2014-2015:** One additional Member State actively participating in operational ocean forecase system coordination through JCOMM **T CAP 2014-2015:** Capacity of Member States to address local ocean-related hazards and management problems improved through the use of globally-available information and ocean forecast products Improved local understanding of the role of the ocean in human well-being	Students from nine African Member States participated in the first session of an extrabudgetary-funded African Summer School on the application of ocean and coastal data and modeling outputs	
PI: Course (training) materials used in capacity enhancing activities related to early warning systems, mitigation and adaptation made available to Member States through OceanTeacher. **B:** 1 course available in the OceanTeacher training platform **T 2014-2015:** 5 courses entered in OceanTeacher for use during training courses. **T CAP 2014-2015:** An increase in training material available for Member States to enhance the capacity to contribute to IOC's programs in ocean related risk mitigation measures	no additional courses entered by 30 June 2014	

	PI: (i) Number of World Ocean Assessment (WOA) Regional workshops and training courses organized with the assistance of IOC (ii) First report of the WOA delivered with IOC's technical and scientific support. (iii) Number of regional marine ecosystem assessments conducted, and contributing to the WOA. **B:** • At least 3 WOA regional workshops/training courses organized with the assistance of IOC [baseline: 3 in 2011-2013] • The first edition of WOA report delivered by the beginning of 2015 [baseline: N/A] • At least 64 inter-comparable marine ecosystem assessments produced at regional/LME level [baseline: 10 in 2012] **T 2014-2015:** - At least 3 WOA regional workshops training courses organized with the assistance of IOC -The first ediction of WOA report delivered by the beginning of 2015 -at least 64 inter-comparable marine ecosystem assessments produced at regional/LME level **T CAP 2014-2015:** - One training module on the WOA developed and available through Ocean Teacher. - At least 5 regional training courses organized in all major ocean basins.	Consultation underway with UNEP, GRID-Arendal (15/16 April) focusing on the development of a training programme to support WOA objectives to be implemented in regions. First draft chapters of WOA available and disseminated to Member States and IGOs for comments, with IOC technical support provided through WOA Group of Expert and provision of editorial support. 66 LME/regional assessments partly completed.	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources	The impact of the IOC's programme activities must be measured by the engagement of its member states and this at the national (through institutional involvement in IOC's programme activities), regional (through participation in coordination activities of the sub-commissions) and international (through involvement in global programmes). An effective capacity development programme will ensure equitable participation between developed and developing member states. The number of member states and number of individuals in these countries that have been involved in IOC training activities are a measure of the short-term impact of our CD activities. The results of deliverable 1show a steady progress. For deliverables 2 and 3 no information is available yet. The delivery of deliverable 4 is on track. Circular letter no 2531 was sent to Member States inviting them to participate in work of the intersessional working group.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)	
Programmed	**Validated assessment of Progress against**

	Target/Benchmark as at 30/06/2014	
PI: Number of scientists using expertise acquired, through OceanTeacher, in their work. **B:** no data available **T 2014-2015:** 10% of the experts trained through OceanTeacher will report that they use the expertise acquired in their daily work **T CAP 2014-2015:** An increase in number of scientists using the skills acquired through Ocean Teacher training for improved curation of data and information for ocean management	Information will become available as from end of 2014 through survey	
PI: Number of countries participating in and contributing to the review of the Global Ocean Science Report proposal **B:** N/A **T 2014-2015:** • At least 30 countries providing • Results of the review presented to the IOC Executive Council in 2014 **T CAP 2014-2015:** CAP goal will be determined based on the decision of the IOC Executive Council at June 2014 session.	The 47 IOC Executive Council has supported the GOSR and the questionnaire to compile the information was reviewed by an Interssesional open ended Working Group. The questionnaire will be submitted to the member states by the end of 2014.	
PI: Number of countries using IOC's ecosystem based management guidelines and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes **B:** 12 countries reported and 15 counties involved in regional projects **T 2014-2015:** - At least 20 countries reported to implement IOC guidelines and 20 countries involved in regional projects. -One international conference on the state of the art in Marine Spatial Planning **T CAP 2014-2015:** - A dedicated Marine Spatial Planning course developed and implemented in 5 regions (5 training courses) - An international conference on MSP organized - 2 regional projects on coastal hazards mitigation / marine assessment initiated	At least 18 countries in North, South America, Europe, Asia are reported using the 2009 Marine Spatial Planning project. New MSP guidelines on Evaluation and Monitoring have been finalised and are being disseminated.	
PI: Number of UN inter-agency collaborative activities with IOC participation in support of Sustainable Development, SIDS, Ocean	Active participation in UN-Oceans (IOC Chaired 1st meeting, Feb 2014), SDG	

	knowledge and capacity development **B:** N/A **T 2014-2015:** At least 5 events/joint publications produced contributing to UN major events **T CAP 2014-2015:** - At least 5 side events/meetings organized to promote SIDS participation in IOC programmes and 2 outreach publications published. - One or two inter-agency initiative (side event, technical meeting) to promote oceans in SDG process	process (IOC co-leading UN Task Force), UN SIDS Conference, and collaboration with UN Division on Ocean Affairs and Law of the Sea on World Ocean Assessment and Transfer of Marine Technology	

Note: ⚪: No information yet; 🟥: Not on track; 🟡: Partly on track; 🟢: On track.

Main Line of Action 4: Fostering international science collaboration for earth systems, biodiversity, and disaster risk reduction

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
🟢 ER 7: Global cooperation in the ecological and geological sciences expanded	The annual statutory meeting of the IGCP Scientific Board took place in February, assessing new IGCP project proposals and annual reports of existing projects plus distributing the agreed fund allocation to each project. Part of the overall aim for IGCP is to increase the level of participation by scientists from the developing world. As part of this aim during the meeting, 30 annual reports were discussed and five project proposals assessed. The Board accepted 15 IGCP projects for funding in 2014 according to merit, and two on extended-term (for one additional year without funding but with the right to use the IGCP logo). Eleven of the projects deal with questions of geological research related to Global Change, three on Geodynamics, two on Hydrogeology, and one on Geohazards. In terms of participants from developed / developing countries, for the new project IGCP 630 (Permian-Triassic climatic & environmental extremes & biotic response) the breakdown is 21:6 (i.e. 16% coming from the developing world), for IGCP 632 (Continental Crises of the Jurassic) the breakdown is 30:16 (i.e. 35% from the developing world) and for the continuing projects combined it is 43:79 (i.e. 65% from the developing world). The UNESCO field office in Montevideo is funding two projects, IGCP 604 (Groundwater and Wetlands in Ibero-America) and IGCP 628 (Gondwana Map) while the Jakarta office is funding one project, IGCP 608 (Asia-Pacific Cretaceous Ecosystems). IGCP 608 has started out well, with a large and diverse membership, a successful inaugural meeting in Lucknow, India, and 22 scientific papers in peer-reviewed international journals. A statistical analysis of various trends within IGCP projects was undertaken demonstrating, amongst other things, an increasing focus on multi-national collaboration, a doubling of female geoscientists taking part in projects over the last 10 years and a trend

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	towards increasing participation from geoscientists in Africa. All of these developments were reported to the open session of the IGCP board meeting at which38 Member States were represented. The presentations given at the open session are available for download on the Earth Sciences pages of the UNESCO website. As part of the aim to increase representation in the IGCP by scientists from developing countries, the Swedish International Development Cooperation Agency released extra funds to IGCP in order for a capacity building workshop for Latin America, with a special focus on scientists from Bolivia, to be hosted by the Montevideo field office in June 2014. This workshop was facilitated by three renowned IGCP project leaders from Argentina, Colombia and Uruguay, and attended by 21 geoscientists and high level representatives from the Geological Societies, Geological Surveys and University from Argentina, Bolivia (8), Brasil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay (5), Venezuela. In the context of the Organisation's contribution to Global Geopark meetings and conferences, including meetings of the Global Geoparks Bureau, the Secretariat was represented at the spring meeting of the European Geoparks in Spain, March 2014 and at an extraordinary meeting of the Global Geoparks Bureau in Greece, June 2014. At both meetings, but especially the latter, the ongoing discussions on formalising the links between UNESCO and Global Geoparks were extensively discussed. This year the Secretariat is coordinating applications from 15 areas, including one transnational application: France, Japan, Italy, China (x2), Austria, Indonesia (x2), Denmark, Estonia, Portugal, Canada, France/Italy plus a first application from Africa: Morocco. In addition, 23 revalidations are being coordinated this year. Two meetings of the Working Group on Geoparks have been held (February 10 and May 23) aimed at progressing a possible formal link between UNESCO and Global Geoparks. Chaired by the Ambassador of the United Kingdom and the science officer of the National Commission of Germany to UNESCO, sixty and forty-five Member States were represented at each meeting respectively. The Working Group has agreed a modality for a possible formal link through an International Geoscience and Geoparks Programme and has discussed draft operational guidelines for the Geoparks element of this proposed programme. The Global Geoparks Network at its extraordinary bureau meeting in June 2014 has agreed to ask its members to endorse its proposal to seek legal status as part of these discussions. In the Venice Office preliminary arrangements have been taken with the representatives of the UNESCO NatCom of Slovenia, particularly of the National Committee for IGCP programme to organize a regional meeting with the relevant representatives of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the South East Europe National commissions for UNESCO aiming to share experience and develop a common strategy for the implementation of the IGCP programme, particularly aiming to strengthen the Geoparks networks. We agreed the joint organization with the IGCP Committee of the Slovenian National Commission for UNESCO of a regional initiative aiming to promote of the programme in the South East Europe region in autumn 2014. The Earth Science Education Initiative is getting momentum in Africa and there are great expectations from the part of institutions to see ANESI fully operational. Although ANESI is not yet completely set up, the initiative is supported by many institutions in Africa (about 80) and a few outside Africa. Significant achievements have been recorded for all the activities of this thematic grouping in term of direct implementation in the field and in term of raising additional partners for the implementation. Seventeen African countries benefited from this Initiative; 10 countries with scientists trained in field geophysical mapping. Nine countries benefiting the environmental assessment of the impacts of mining activities. The training course on field geophysics just completed in South Africa is a typical example of what ANESI can achieve in promoting cooperation and exchange between African universities and research institutions. Bringing earth sciences to high school teachers as also took off with an important training workshop in Port Elizabeth (South Africa) for the southern region. All these activities were undertaken with partners providing complementary financial support to the activities; the case of European Geoscience Union (EGU), the Society of Geophysical Exploration (SEG) and the University of Witwatersrand (South Africa) can be highlighted. It has emerged that governments hesitate to undertake a long and often complex change in curricula therefore a shift may be necessary for this performance indicator No 3 under this expected result, to focus on proportion of trained teachers who have brought changes in the way they teach natural sciences and geography: by introducing more examples from Earth sciences in the lessons. Another indicator would be the support they get from their hierarchy to operate this change. In addition, fund raising activities and building new partnerships have also been successfully conducted during the first six months so as to give more impetus to the implementation of the Earth Science Education Initiative in Africa. Twelve African countries have benefited from various training courses in the framework of the Earth Science Education Initiative in Africa, thus contributing to build their human capacity in crucial areas of geological/geophysical field mapping and teacher training. They include Egypt, Ghana, Madagascar, Malawi, Namibia, Nigeria, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe. The project on mining is now benefiting to 10 countries including Burkina Faso, Cameroon, Democratic Republic of Congo, Kenya, Namibia, Nigeria, Senegal, South Africa, Zambia, and Zimbabwe. The project is building capacity of the benefiting

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	countries not only by developing local skills in this specific field, by providing these countries with science evidence-based knowledge to address the negative environmental legacies of mining activities. Challenges during these six months have largely been related to the reduced levels of funding for the activities under this expected result. However, additional appropriations from members of the Global Geoparks Network, International Union of Geological Sciences and the Chinese Academy of Geological Sciences, together with further cost-saving measures related to hosting the annual meeting of IGCP Scientific Board has helped offset the full impact of the cuts. Additionally, UNESCO is actively perusing partnerships that will help fund some of the deliverables of ER 7. The UNESCO Secretariat has worked very closely with the Secretariat, Bureau and Multidisciplinary Expert Panel of IPBES in the pursuance of an IPBES strategy on Knowledge and Data; identification of capacity needs and resources in this area on a regional basis and expert work on ILK; the development of a draft methodology on BES. To this end, UNESCO co-organized a workshop on Knowledge & Data ROK (June), 1 workshop on ILK (June). Preliminary talks in relation to the possible establishment of category 2 centres on BES have started with one Member State. UNESCO has contributed to work related to at least four areas of the CBD Programme of Work in preparation to the CBD COP 12 (ROK, October 2014), at which UNESCO programmes and activities in this area will be presented. UNESCO has continuously contributed to the Network of Sub-Global Assessments (SGA) on BES including joining new sub-global assessments involving UNESCO-designated sites, which will be formalized at the next annual SGA meeting.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Percentage of developing Member States who have scientists actively engaged in N-S and S-S cooperation through IGCP projects focused on key thematic areas of geohazards, use of mineral resources and climate change. **B:** 33% of Member States that have participating scientists in IGCP project in 2012 are developing countries.	65% of participating Member States are from developing countries.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: 40% of Member States that have participating scientists in IGCP project are developing countries. **T CAP 2014-2015:** A significant increase in the actual number of participating scientists (as opposed to percentage), including those acting as project leaders, from developing countries contributing to larger and more numerous projects		
	PI: The number of Member States that have institutes contributing to the Earth Science Initiative in Africa developed through the Africa Network of Earth Science Institutes (ANESI) **B:** 20 **T 2014-2015:** At least 10 additional Member States. **T CAP 2014-2015:** At least 25 additional Member States, more frequent workshops for the ANESI.	17 African countries	
	PI: Number of Member States which have integrated Earth Science in school curricula. **B:** Zero **T 2014-2015:** Zero for this biennium **T CAP 2014-2015:** At least 7 new countries	Zero (see PA)	
	PI: The number of Member States with Global Geoparks **B:** 30 (including 4 transnational) **T 2014-2015:** At least 10 Member States with new Global Geoparks created with targeted development of new Global Geoparks in regions of the world currently under-represented. **T CAP 2014-2015:** At least an additional 10 Member States with new Global Geoparks, two of them transnational, created with targeted development of new Global Geoparks in regions of the world currently under-represented. Hosting a series of capacity building workshops for	Decisions are not due until September 2014.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Global Geoparks targeted to those regions of the world currently under-represented and a series of advisory missions to Global Geopark projects.		
	PI: Number of supported Member States which have improved management of UNSECO-designated and affiliated sites and the environment through accessing Earth observation data. **B:** One in progress in 2013 (Cambodia) **T 2014-2015:** At least 2 developing countries **T CAP 2014-2015:** At least 20 developing countries. Earth Observation technology is of enormous potential benefit to UNSECO designated and affiliated places especially in the context of site monitoring, management and natural hazard risk reduction and response. Funds needed to create a new post to undertake this important work which had been previously undertaken through the "Open Initiative."	Two	
	PI: Advancement of international cooperation in biodiversity sciences to address biodiversity loss and to bridge the gap between science and policy in Member States (MS) through international mechanisms, including the establishment of category 2 centres and the contribution of UNESCO programmes involving biodiversity and ecosystem services (BES) **B:** Needs assessment in specific thematic and cross-cutting areas of the CBD Programme of Work as per national reports on implementation of CBD National Biodiversity Strategy Actin Plans (NBSAPs) as of December 2013 No relevant category 2 centres on BES as reflected in the IPBS review of capacity building needs **T 2014-2015:** Consideration by MS of a comprehensive analysis of knowledge and data gaps in relation to BES. Consideration by MS of the	Progress on knowledge and data gaps, ILK. Preliminary requests for new category 2 centre received. Prepared inputs for CBD COP 12 (October 2014).	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	UNESCO-IPBES procedure to recognize relevant indigenous and local knowledge (ILK) on BES. At least 2 new sub-global assessments on BES in MS. At least 2 category 2 centres on BES established in MS. At least 10 MS refer to UNESCO's technical contribution in relation to areas of the CBD Programme of Work. **T CAP 2014-2015:** Two additional feasibility studies for UNESCO-related centres, institutes and initiatives.		
ER 8: Risk reduction improved, early warning of natural hazards strengthened and disaster preparedness and resilience enhanced	Research and technical capacity-building for disaster preparedness and mitigation activities have been promoted during the period covering 01.01.14 to 30.06.14 in line with the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (HFA) and the UN plan of Action on Disaster Risk Reduction for Resilience. UNESCO has continued strengthening regional networks on knowledge exchange and management and on capacity-building for disaster preparedness and mitigation, mainly through the UNESCO-International Platform for Reducing Earthquake Disasters (IPRED), the Working Group of geophysics for the compilation of the seismotectonic map of Africa, and the International Consortium of Landslides (ICL). Member States have been assisted to assess risk from natural hazards via the development of early warning systems and hazard mapping exercises, such as those implemented in the Cluster Countries of the Teharan office through the development of the Seismic Risk Map of UTCO, the compilation of the seismotectonic map of Africa, the promotion of early warning systems in the framework of the ICL, and the strengthening of technical and operational capacities of the National Emergency System in Uruguay, among others. Furthermore, Member States have been supported to develop tools such as disaster risk reduction strategies and standard operating procedures such as the development of a school assessment methodology (VISUS) which serves as resource for policy makers to decide where to focus their risk reduction efforts and interventions. Capacity-building exercises have been strengthening the human capital of the Member States in order to enable them to anticipate and respond optimally to hazards. A strong gender component has been part of the programme by involving women in the preparation, development and		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	implementation of activities related to the reinforcement of networks, capacity building and tools for reducing the risk of countries to natural hazards. Among the challenges identified, is that a number of some countries still haven't integrated a gender approach for natural disaster mitigation. Even though women are progressively occupying major decision making posts in scientific institution in their countries, their participation in activities at local, regional and international level remains low. Therefore the developments of strategies which allow further involvement of women in DRR activities remains a challenge for UNESCO. International cooperation has shown that the exchange of experiences and lessons resulting from major disasters, such as the great earthquake and tsunami of Japan, and recent earthquakes in Chile, Turkey and Indonesia, are important in order to design and implement local, regional and international strategies, such as building code implementations, use of new technologies and improved methodologies for education for disaster reduction. In this sense UNESCO continues contributing to building a culture of disaster resilience. Operational actions in Headquarters and the Field, aimed at reducing vulnerability to natural disasters through capacity building in sciences, education and raising public awareness, have capitalized on, and have been enhanced through the mobilization of limited regular programme funds and extrabudgetary resources. It is expected that the DRR actions focused on mobilizing increased extrabudgetary funding and on stimulating further cooperation with DRR stakeholders at international, national and local levels will soon produce results, and that extrabudgetary funds will be soon obtained in order to strengthen the DRR programme at UNESCO.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of new partnerships established by supported Member States to advocate the importance of DRR **B:** 4 partnerships has been supported in 2013: ICL, RELSAR, RELEMR	At least 2 new partnerships were established at regional levels, mainly in Africa and Latin America.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and IPRED **T 2014-2015:** At least 2 new partnerships established at global and regional levels **T CAP 2014-2015:** If sufficient funds are received we are working in shaping a partnership to promote Earthquake Early Warning Systems		
	PI: Number of supported Members States which have enhanced resilience and increased capacity in DRR **B:** 30 Member States supported in 2013 **T 2014-2015:** At least 20 countries, out of which at least four in Africa **T CAP 2014-2015:** At least 4 additional countries have enhanced resilience and capacity in DRR	At least 20 countries have been supported to enhance resilience and increase their capacities in DRR, out of which at least four were in Africa	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 5: Strengthening the role of ecological sciences and biosphere reserves

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened	All planned statutory meetings were held: International Support Group (ISG), International Advisory Committee for Biosphere Reserves (IACBR) in March 2014 and the 26th session of MAB - International Coordinating Council (ICC) in June 2014 in Jönköping, Sweden. With the addition of 13 new biosphere reserves (BR), including two new transboundary sites, the WNBR counts to date 631 sites in 117 countries, including 14 transboundary BR, thus increasing the number of learning sites for sustainable development. The implementation of an exit strategy resulted in an increase in the periodic review reports; recommendations of the ICC will support countries to improve management of BR. The evaluation of the Madrid Action Plan has been completed and presented to the MAB Council which approved it. Its results are important assets to inform the future MAB strategy, the zero draft of which has been approved by the Council. In the field of communication, preliminary discussions took place to establish a MAB open access strategy while tools have been developed (leaflets) or improved (website information). With regards to research and capacity building activities, winners of the MAB young scientists award (MAB YSA) and the winner

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	of the Michel Batisse Award were selected. The SUMAMAD project ended successfully and a report of the project was launched and welcomed during the ICC. Island and costal BR and Euromab organized technical meetings respectively in the Philippines and Sweden. UNESCO MAB platform is now fully operational and used by Euromab thematic groups. A new project has been approved for island and marine BR network activities in LAC and several project proposals have been developed for funding within all regional networks. Preparations for the conference "Botanists of 21st century" got underway. A webpage has been created; 282 participants have registered as of 30 June. The Scientific Committee is comprised of ten members from all regions of the world and has selected 45 abstracts which will be presented and discussed during the conference. In addition to France co-financing, we have been able to raise additional appropriation funds. However, we were not able to raise all the budget needed resulting on logistical constraints. BR are increasingly recognized as learning sites for sustainable development, in particular within international platforms such as IPBES or research initiatives like Future Earth; two new countries joined the network. The preparation of the future MAB strategy which is one of the most important tasks ahead is benefitting from this global connections and networks. The WNBR and other partners are very much engaged in contributing to the new strategy. The MAB Secretariat participated in many global or regional meetings increasing the visibility of the programme and expanding partnerships. The organization of MAB ICC was supported by Sweden and it was very helpful with regards to the financial constraints. Some countries expressed their readiness to make direct contributions to the MAB programme: Austria will support two additional MAB YSA; Peru offered to host the next World Congress of Biosphere Reserves in 2016. With many activities related to biodiversity and BR in the region, ER 9 is contributing to Priority Africa, ER 4. Most of activities are gender sensitive as appropriate. With regard to the evaluation of the Madrid Action Plan, there was 45% of MAB national committees and 61% of BRs did not respond to the survey. Non-response is not random (the group of non-respondents in many aspects is not similar to the group of respondents). An important reason for non-participation in the survey is the level of activity under the banner of the BR concept in

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">a particular country or BR and/or the value attributed to the BR designation. Despite this low level of responses, the evaluation had produced valuable insights, which would inform development of the new MAB Strategy.

The implementation of the exit strategy has proven to be very effective. An important number of countries take the requested actions after receiving letters from the Secretariat. Implementation of recommendations done by ICC will improve management of individual BRs and thus , the quality of the network.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of new biosphere reserves (BR) joining the UNESCO World Network of BR (WNBR), a network of sustainable development learning sites.
B: 621 BRs with a number of pre -seville managed sites and 12 transboundary sites
T 2014-2015: At least 25 new (BR) created, three of them transboundary, particularly in developing countries or LDCs
T CAP 2014-2015: At least ten new additional BRs including three new Transboundary BRs</td><td>13 new BRs including 2 TBR have been approved; 2 withdrawals. Two new countries joined the network. In June 2014, WNBR counts 631 BRs including 14 TBR in 119 countries.</td><td> </td></tr>
<tr><td></td><td>PI: Percentage of supported BR that have implemented the recommendations of the Madrid Action Plan and function according to Seville strategy principles and statutory framework criteria.
B: Results of mid term evaluation in 2010 ; 117 countries/621 BRs
T 2014-2015: At least 40% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal
T CAP 2014-2015: at least 30% of BR in LAC are compliant with Seville strategy</td><td>The MAP evaluation is completed and shared with Member states. Following the implementation of Exit strategy, there is an increase of periodic review reports which will help countries to improve management of BRs</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Percentage of supported Member States which have developed and implemented an action plan in support of the MAB strategy (2014-2021) **B:** NIL **T 2014-2015:** N/A **T CAP 2014-2015:** At least 10% more with additional resources.	Strategy not yet completed but a preliminary document has been approved by the MAB ICC.	
	PI: Number of research programmes/projects conducted in BR promoting sustainability science and sustainable development **B:** NIL **T 2014-2015:** At least one research programme/ project by region or thematic network **T CAP 2014-2015:** At least a total of eight additional projects programme in East asia, Africa , LAC and island and coastal BR networks	A project for Island and Coastal BR in LAC has been approved. Other projects are under development.	
	PI: A new strategy document for the MAB Programme and its WNBR (2015-2025) approved by the MAB International Coordinating Council (ICC) in 2015 **B:** NIL **T 2014-2015:** - Approval of draft strategy document by the MAB ICC at its 27th Session (2015) **T CAP 2014-2015:** At least one activity in support to the development/implementation of MAB strategy.	A preliminary document aggregating inputs from member states on the content of the strategy has been adopted by the MAB ICC as the first step towards a strategy.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 6: Strengthening freshwater security

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 10: Responses to local, regional and global	IHP-VIII implementation is on track, due to the prioritization of results and outputs in order to adjust to the limited human and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
water security challenges strengthened	financial regular resources and recurring to extrabudgetary resources. Main results and output include, inter alia: 1. A Rainfall-Runoff-Inundation model was established in the Lower Indus region to support the analysis of the link between the spatial extent of flood hazards and flow predictions. Support was provided for sharing transboundary data via a web based tool. In order to support the capacity development for flood forecasting and hazard mapping, six Pakistan staff members from PMD, SCUPARCO and FFC received Master's Degree training at ICHARM in Japan. In Europe, UNESCO facilitated the networking activities which targeted end users of Veneto-Italy and Albania workshops and helped to create an interface between them and other project partners, emergency responders and environmental monitoring authorities. As a result two reports were issued by UNESCO in cooperation with NDA Consult: Synthesis of the User requirement for Albania and Veneto (Italy), and Technical User requirements for Albanian and Veneto (Italy). 2. global assessments of transboundary aquifers, with the participation of about 135 countries and including socio-economic, gender and institutional aspects. 3. The reinforcement of the G-WADI GeoServer to address floods and droughts situations, For example, Namibia produces daily flood and drought bulletins based on the information generated by the GeoServer tools. The IHP co-led Theme on Water Quality and Wastewater management during the 5th Africa Water Week (May 2014) and organized five thematic sessions on relevant themes for Africa. The 8th Water Digest Water Awards 2013-14 was organized jointly with Water Digest (New Delhi on 22 March 2014); the event was telecast by the ET Now TV channel; and the Times of India. 4. In Water for Urban settlements IHP has set collaboration with the Network of Academies for Sciences for the Americas (IANAS) and Africa (NASAC). To promote South-South cooperation. As first activities the publication of a book on urban water is foreseen. 5. The establishment of the Ecohydrology Scientific Advisory Committee, with participants from 17 countries, including representatives of UNESCO Category 1 and 2 Water Centres and Chairs, and international experts, among which a winner of the World Water Prize. 6. The reinforcement of human capacity through water education courses, workshops and material notably in Africa. Through PCCP, training materials on water cooperation building were made available in French and English; two training courses were conducted (LAC web-based and US) in collaboration with academic and NGO partners targeting

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	young professionals; planning under way for training courses for trainers and decision makers in Central Asia, LAC and Africa. A PCCP initiative on water ethics was launched with a call for experts' inputs circulated to experts worldwide. A workshop on education for water security at the school level for PALOP countries was held in Sao Tome and Principe and a manual for francophone African countries is under preparation. In LAC, in collaboration with UNESCO centres ICIWarM and CEHICA, as well as with the UNESCO Chair on Sustainable Water Management in Guatemala a series of courses on hydrological modelling were organized. They were based on the priorities of the specific sub-regions and on prior experience in the South American regions. Overall, several lessons were learned through the external evaluation of IHP-VII and actions to implement the recommendations of the evaluators were initiated (additional information available in document IHP/IC-XXI/Inf.5). Cost effectiveness measures include to provide more focus on high-impact activities, and to increase collaboration and cooperation with the UNESCO Water Family. Detailed information is presented below for all IHP 8 themes. On water-related disasters and hydrological change (IHP-VIII theme 1), a project proposal for Drought Monitoring in Southern Africa has been prepared as a contribution to the objectives on water-related disasters and hydrological changes. An upgrade of this proposal and a training workshop will take place later in 2014, in Nairobi. In order to accomplish the project upgrading successfully, there were continuous discussions with the University of Princeton, particularly on the seasonal forecast component. A workshop for the implementation of Drought Monitoring in the Asian Pacific Region is planned for November 2014 in Pakistan at NUST. A joint G-WADI and IDI meeting was held in Irvine to liaise between different programmes and to identify various drought monitoring methodologies in Latin America and Africa. The development of training tools in English and French on flood forecasting for Africa and the Asian Pacific regions has been initiated and the outputs will be available by the end of 2014. A partnership between UNESCO and ICPAC resulted in the introduction of a seasonal discharge forecast to strengthen the climate outlook for the Horn of Africa. This partnership will focus particularly on strengthening the capacity of ICPAC by training in AGRHYMET, organizing a pre-forum to train hydrologists of pertinent countries and producing the seasonal forecast. The upgrade of the regional training workshop on assessing climate change impacts in Arab States took place (29 April-3 May, 2014, Yemen) in collaboration with MAB and BR program. The LAC group with 13 country representatives from the region discussed

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the characterization of maxima flood events. They focused particularly on agreements, assessment and progress. The results of these discussions will be presented at the International Flood Conference (September 2014) and FRIEND International Conference (October 2014). In the Andean region, a follow-up was provided to the Science Policy workshop ”Impacts of Global Climate Change on Snow, Glaciers and Water Resources in the Andes: Policy recommendations for Adaptation Strategies” (November 2013). This follow-up enhanced four draft policy briefs: (1) “Mapping of vulnerability of water resources to global changes in the Andean Region”; (2) “Policy needs for adaptation strategies in water resources management”; (3) ‘Education and curriculum needs’ on water resources, and snow and glacier aspects; and (4)”Climate Change Adaptation local practices in the Andean Region”. A regional assessment of the vulnerability of Andean natural resources (water and environmental resources) to glacier melt was also finalized. This event led to the identification of areas with higher vulnerability to glacier retreat, which would be focal areas for follow-up activities targeting the development of adaptation strategies in those regions. The project contributed to The World Mountain Forum (May 2014) which aimed to promote sustainable mountain development and enhance the collaborative action and political dialogue at different levels of government, institutions and society. In partnership with DNPI, UNITAR and the Climate Change Working Group, UNESCO developed three proposals on capacity in climate change mitigation and adaptation for agriculture, agro-forestry and energy areas. In relation to the establishment of Indus IFAS model in Pakistan, the customization of the GS-MaP, Indus IFAS and RRI models for Flood Forecasting Division (FFD) of Pakistan Meteorological Department (PMD) were completed by ICHARM in coordination with the JAXA, PMD, SUPARCO and the Pakistan Council of Research in Water Resources (PCRWR). A Rainfall-Runoff-Inundation model was established in the Lower Indus region to support the analysis of the link between the spatial extent of flood hazards and flow predictions by the Indus-IFAS model. Support was provided for sharing transboundary data via a web based tool. In order to support the capacity development for flood forecasting and hazard mapping, six Pakistan staff members from PMD, SCUPARCO and FFC received Master’s Degree training at ICHARM in Japan. In Europe, UNESCO facilitated the networking activities which targeted end users of Veneto-Italy and Albania workshops and helped to create an interface between them and other project partners, emergency responders and environmental monitoring authorities. As a result two reports were issued by UNESCO in cooperation with NDA Consult: Synthesis of the User requirement for Albania and Veneto (Italy), and Technical User requirements for Albanian and Veneto (Italy). On groundwater in a changing environment (IHP-VIII theme 2), about 135 countries are participating in the global assessment of transboundary aquifers. The assessment is looking at 10 core indicators, including socio-economic, gender and institutional

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	aspects, aimed at creating a critical mass of information for transboundary aquifers, reinforcing monitoring networks and providing thematic guidelines to the Member States for improved groundwater management. Three detailed assessments of transboundary aquifers were carried out. The foundations for multi-country consultative mechanisms are under development. The assessment includes the formulation of new gender indicators. Transboundary Diagnostic Analyses were carried out in four countries: Albania, Montenegro Bosnia and Herzegovina and Croatia - the process leads to the finalization of the Management Strategic Action Plan for sustainable management of transboundary aquifers shared among mentioned Member States. On water scarcity and quality (IHP-VIII theme 3), IHP, ICIWaRM (category 2 centre) and CHRS organized a working meeting (April 2014) to discuss the G-WADI-IDI Data and Product focusing on features of G-WADI GeoServer, the drought atlas and drought monitoring systems. The meeting reviewed features of the G-WADI GeoServer and its use in addressing floods and drought situations in member states, as well as hydrologic modelling applications. Several case studies from different regions were presented to identify the gaps in the GeoServer and meet the needs of member states. As an outcome of this discussion, the G-WADI GeoServer tools are being used in Africa, Asia and LAC to address water resources data challenges in those regions. For example, Namibia produces daily flood and drought bulletins based on the information generated by the GeoServer tools .The GeoServer offered a near real-time look into the immense rainfall delivered by Super Typhoon Haiyan in 2013 when ground-based observation networks were being damaged or destroyed; Chile has started using precipitation data available from G-WADI GeoServer and has evaluated this as the best available real-time rainfall estimate. Specifically on water quality: (1) Five specific technical sessions on water quality and wastewater management in Africa were organized to raise awareness on water quality and wastewater issues in the region and promote sustainable and integrated approaches to address these issues. To this end, IHP co-led Theme on Water Quality and Wastewater management during the 5th Africa Water Week (May 2014) and organised five thematic sessions.; (2) Project on water quality (nexus approach) which aims to analyse the nexus between water quality, energy, food, waste and soil. A concept note on the water quality dimension of the water-waste-soil nexus has been prepared and further developed through experts' workshops and technical sessions. (3) Project on new and innovative novel technologies for clean water which developed the outline of a technical and policy guidelines document on nanotechnologies for clean water. It also identified some technical and policy case-studies relevant to these technologies and related policy issues. In ASPAC, advocacy was provided towards conservation and use of Qanat systems as a sustainable means for groundwater extraction. A concept note was developed for a national workshop in Iran on "Pros and cons of inter-basin water transfer", technical support was provided to the Iran IHP National Committee and policy advice was provided to the bureau of trans-

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	boundary waters of Ministry of Energy of Iran on the capacity building need identification for shared aquifers among different provinces in Iran. IHP and the UNESCO Category 2 Centre IRTCES are preparing the Steering Committee meeting of the International Sedimentation Initiative (ISI), to be held at IRTCES in Beijing during 5-6 August 2014. Cooperation was initiated with the Mongolian National Commission for UNESCO and the UNESCO Category 2 Centre ICIWaRM and its host institution, the Institute for Water Resources (IWR) of the US Army Corps of Engineers, on the delivery of capacity-building for integrated water resources management in Mongolia. UNESCO joined an IWR-organized national training workshop on the application of modelling tools for the development of Shared Vision Planning in the management of basins, with particular focus on the Tui and Selenge rivers in June 2014 in Ulaanbaatar. In India, UNESCO partnered with the Government of Madhya Pradesh (State Knowledge Management Centre on Climate Change), Environmental Planning and Coordination Organization (EPCO) and Department of Housing & Environment in organising the International Conference on Lakes & Wetlands in Bhopal as part of the Bhopal Lake Festival (February 2014). The major suggestions which emerged from this partnership are: (1) connecting people with conservation efforts, (2) taking up pilot projects to showcase best practices and new technologies, (3) promoting Lake Basin Management Practices, and (4) building capacities of stakeholders. It was also suggested to organize similar conferences and events every year. UNESCO is in discussions with the EPCO and the Indian Institute of Forest management (IIFM) to organise a follow-up South Asian Regional workshop on “Ensuring water security in changing environment scenario with focus on climate change and sustainable livelihoods”, which will involve professionals of south Asian countries. The 8th Water Digest Water Awards 2013-14 was organized jointly by Water Digest in association with UNESCO on the occasion of the World Water Day at Hotel Jaypee Vasant Continental (New Delhi on 22 March 2014). The event was telecast by the ET Now TV channel; and Times of India published a special one page coloured feature on Awards. In Arab States, communication was initiated with ISESCO, IHP National Committees and the Arab G-Wadi Secretariat to implement and organise a regional workshop on Climate Change Mainstreaming Capacity Building for Water Resources Management Strategies and Action Plans Formulation (October 2014). This communication aimed to enhance knowledge about the Arab region gaps and priorities and to build Arab capacities for formulating water strategies and action plans at national level. In LAC, IHP in collaboration with ICIWarM, contributed to capacity building for a hydrological modelling in Central American and Caribbean regions. While the first training activity was held in collaboration with the Chair on Sustainable Management of Water Resources in Guatemala, the second one was organized at the national level by CEHICA Category II Centre. Collaboration with the MWAR-LAC project is continuing. It involves IHP National Committees in the work on climate variability funded by the project. The evaluation and planning meeting for this FUST-funded project took place in February 2014.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	On Water and human settlements of the future (IHP-VIII theme 4), in Africa, a special session on hydrometeorological observations was organized along with the 5th regional meeting of the IHP National committees in coordination with the Economic Community of Central African States. Unforeseen administrative reasons resulted in the postponement of this activity. UNESCO is collaborating with the Global Water Partnership (GWP) on formalizing a sub-regional group of experts for the ECCAS Water Climate and Development (WACDEP). Activities WACDEP 2014 focused on the development of a subregional hydrometeorological strategy. In LAC, UNESCO in cooperation with the Interamerican Network of Academies of Science, are finalizing a co-publication with IANAS on urban water management in the Americas. This publication is a compilation of national efforts to characterize the status and challenges of the management of urban waters. In the Arab States, UNESCO is collaboration with the UNESCO-Chair on Water, Women and Decision Power in Morocco, initiating a comprehensive study on Gender mainstreaming in the implementation of Integrated Water Resources management in rural areas of Morocco. UNESCO also prepared case-studies on gender mainstreaming in IWRM for presentation at the 3rd Arab Water Forum. With reference to Ecohydrology, engineering harmony for a sustainable world (IHP-VIII theme 5), 12 ecohydrology demonstration sites are operating and have sent information on their current status and progress, including monitoring and data collection, modelling and tool development, engineering technology development, problem solving by policy and stakeholders involvement as well as education. The first inception expert meeting was organized (UNESCO Paris, 21-22 May 2014) and composed of an Ecohydrology Workshop and Scientific Advisory Committee to the Programme. Participants from 17 countries attended, with the inclusion of UNESCO Category 1 and 2 Water Centres and Chairs, with the following objectives: reactivate the Ecohydrology programme within UNESCO IHP; re-establish/reinforce the Scientific Advisory Committee (SAC), represented so far by UNESCO Centres and Chairs; include other members and associate members in the committee to be chosen among the different scientists/researchers joining the meeting; revitalize the UNESCO Ecohydrology demonstration sites; discuss and plan the activities within the Ecohydrology Theme 5 of the new IHP Phase 8; seek partnerships and synergies to implement projects on topics of common interests with other organizations/partners (Ramsar, IAH, EU, IGRAC, etc.) to join efforts in addressing common issues (e.g. natural/constructed wetlands regulation processes, etc.) using ecohydrology as a transdisciplinary, scientific approach to achieve water security (quality improvement, biodiversity enhancement, social interactions, etc.), at all scales. The report of the meeting has been finalized.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In relation to Water Education, the Key for Water Security (IHP-VIII theme 6), the following results and outputs were achieved in the reporting period. Improved tools for the teaching of water issues in the K-12 curriculum were advanced with the workshop “Strengthening Water Education at the School level” (April 2014) which targeted seven countries. A manual for francophone African countries to be piloted in Cameroon was revised in collaboration with a local NGO. As a result of earlier work on water education at the school level in PALOP, a donation (additional appropriation) was received from Brazil for the reinforcement of water education in Cape Verde and the provision of drinking water at the school level. A contract was signed with the National Commission for the implementation of this activity. Initial discussions with experts at the University de Anta Cheikh Diop was undertaken to prepare capacity building activities on water policy in Sahel. In Arab States a water education manual for teachers, three main themes of the teacher guide and twenty four activities were identified. In LAC, in collaboration with UNESCO centres ICIWarM and CEHICA, as well as with the UNESCO Chair on Sustainable Water Management in Guatemala a series of courses on hydrological modelling were organized. They were based on the priorities of the specific sub-regions and on prior experience in the South American regions. The results were considered very successful by both organizers and attendees. Preparations for a collaborative advanced course on water security, conducted by universities of different Member States with a particular focus on Africa were initiated Preparations for a course on water and with the support of the UNESCO Chairs on the same topic in Morocco, Togo, Cote d’Ivore, Dominican Republic and Brazil are the process. Preparations were initiated for water education sessions at the upcoming 3rd World Conference on SIDS (September 2014), the UNESCO World Conference on Education for Sustainable Development (November 2015) and the 7th World Water Forum (March 2015), with UNESCO also integrating the design group for the water education theme of the Forum. Proposals for three new water-related chairs are under assessment and support was provided to additional new potential university proponents. “A technical document on Water and Education: General Guide for Teachers of the Arab Countries” is being developed. The document is conceived as an educational tool which includes a general guide and teaching materials for teachers concentrating on: (a) promoting responsible water use, culture of water conservation, best management and practices, and improving awareness and understanding of water challenges in the Arab region; (b) encouraging critical thinking skills, active participation, problem solving, and conflict resolution; (c) linking water education to real-world scenarios and investigations through science-based interdisciplinary framework. In Africa, the terms of reference for the mapping and assessment exercise of water related courses within various Universities in the region were drafted and the terms of references for training for SIDS countries belonging to Nairobi office were also prepared. Discussions were initiated with the Ministry of Water Resources, UNESCO centre RC-IRBM, ECOWAS and AU ISARM- regional water dialogue platform to promote learning on transboundary water cooperation and security through effective water management

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	education programmes in Africa. A meeting was held with the Federal Ministry of Water Resources in Abuja and UNESCO centre RC-IRBM to organize a regional capacity building workshop which will foster effective management of transboundary water and target members of the IHP National Committees and other experts in the region. Preparations have advanced for a workshop on Education for Water, to be held in Havana in 2015. With UNESCO as a member of the Water Web Consortium, the 15th Water Information Summit is being organized together with Category II CIH in Itaipu, GLOWS-USAID and PTI under the theme “Water Information for Sustainable Water Management”. The Planeta Azul initiative, implemented already for more than 4 years, has been supported in order to further disseminate this initiative among secondary school teachers in Uruguay. As an additional contribution to this initiative, a joint UNESCO - Project WET methodology is being implemented in the La Plata Basin project transboundary pilot site in Cuareim-Quarai. Through PCCP, training materials on water cooperation building were made available in French and English; two training courses were conducted (LAC web-based and US) in collaboration with academic and NGO partners targeting young professionals; planning under way for training courses for trainers and decision makers in Central Asia, LAC and Africa. A PCCP initiative on water ethics was launched with a call for experts’ inputs circulated to experts worldwide. Challenges and lessons learnt: Overall, several lessons were learned through the external evaluation of IHP-VII and actions to implement the recommendations of the evaluators were initiated (additional information available in document IHP/IC-XXI/Inf.5). In addition, Member States indicated a lack of trained experts making it difficult to use available data and tools provided by G-WADI and IDI networks. Training, education and capacity building are needed. Improving data quality plays an important role in improving the performance of satellite-based precipitation products. There is a need to strengthen cooperation between G-WADI and IDI networks and align especially the African Drought Monitor with IDI activities, particularly for the exchange of scientific information and products which are useful to Member States. After three years in which the ecohydrology programme did not actively pursue activities, the main challenges are contacting the demonstration sites, their current assessment and related reconnection to the programme. A proposed corrective measure will be the establishment of a shared common platform with direct access for the demonstration sites to upload their relative results obtained. The re-orientation of water education at all levels from archaic but still widely prevalent perspectives based on mono-disciplinary, natural resources or environmental sciences/engineering frameworks into the frameworks of education for sustainable development and water security (with direct response to the educational needs on water for the achievement of the post-2015 Development Agenda) requires a paradigm shift with all the challenges associated with the process of such change-processes. In addition, the revision of the water elements in the formal curricula is entirely within the scope of national policy and presents challenges in terms of competition with other

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	topics and will to improve the current situation. More time, financial resources and effort are needed for the full development of the General Guide for Teachers in Water Education in the Arab States. More coordination with NGOs, Ministries of education and water resources, and IHP National Committees of the Arab States and key organizations is needed. In Africa, a setback to the commencement of the project activities was the postponement of the proposed Abuja Regional Office retreat in June 2014 where the project activities would have been discussed and finalized by UNESCO staff from the 8 countries in the sub-region prior to the commencement the implementation of the project activities. A higher level of resources is required for serious support of gender mainstreaming in IWRM in Africa. In addition, there are occasional unforeseen risks in partnerships concerning the cancellation of programmes that may negatively affect the implementation of activities at regional scale. Cost effectiveness measures include the involvement of partners, reliance on contributions from Member States (e.g. volunteer expertise, interns, additional appropriations, in-kind contributions) and approaches to reduce costs (much reduced DSA provided to workshop participants; contracting of junior consultant). For instance, the flights of most international participants and UNESCO staff at the water education workshop in Sao Tome and Principe were directly provided by the National Commission of an African Country, which also demonstrates their commitment to the success of the activity. Efficiency is also ensured by a focus on high-impact activities (e.g. activities impacting the formal curricula have the potential to impact the entire school population of a country). In addition, this approach also ensures long-term sustainability of the activity and its results. More financial resources are needed to finalize the development of the teacher guide in water education in the Arab States; joint collaboration and cooperation with other key organization in the region is investigated. In Africa, the involvement of experts from the Ministries of Water Resources, UNESCO category 2 centre RC-IRBM, ECOWAS and AU ISARM as well as other UN Agencies will make the implementation process efficient and cost-effective. Contribution to C/5: The activity directly contributes to 37 C/5 MPII, MLA6.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of supported institutions which have developed research and training programmes on floods and drought risk management related to	Planning for event in 2014 involving eight institutions in one region.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	climatic extremes **B:** 8 institutions in 2 regions **T 2014-2015:** At least 14 institutions in 2 regions **T CAP 2014-2015:** At least 18 institutions in 2 regions in 2014-2015		
	PI: Member States have improved groundwater governance at local, national and transboundary levels **B:** Member States capacity for groundwater governance limited due to lack of adequate data and information, monitoring networks and thematic guidelines for improved groundwater management **T 2014-2015:** - 5 Member States participating in the groundwater monitoring network - 15 Member States applied the methodology for the transboundary aquifers assessment **T CAP 2014-2015:** - 8 Member States participating in the groundwater monitoring network - 20 Member States applied the methodology for the transboundary aquifers assessment	About 135 countries are participating in the global assessment of transboundary aquifers.	
	PI: Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality **B:** Most Member States lack access to relevant scientific research and knowledge **T 2014-2015:** At least 30 Member States in all regions **T CAP 2014-2015:** 6 additional Member States involved in case-studies on water quality	5 Member States.	
	PI: Number of supported urban areas which have developed innovative and integrated approaches to water management **B:** The current model of urban water management and the corresponding infrastructure dates back to the late 19th century, and is dominated by public health concerns without due consideration for sustainability.	10 urban areas in LAC.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Recent technical, institutional, as well as financial innovations may hold promise for transitioning into sustainable water supply and sanitation systems in urban areas. **T 2014-2015:** At least 20 urban areas **T CAP 2014-2015:** One set of public information materials on water and sanitation developed for rural communities.		
	PI: Number of supported Member States which have applied guidelines of and contributed to the Integrated Water and Ecosystems Resource Management **B:** 2 Member States **T 2014-2015:** At least 2 Member States **T CAP 2014-2015:** At least 3 Member States	Work initiated with the Ecohydrology Scientific Advisory Committee, which integrates members of 30 countries.	
	PI: Number of supported Member States which have strengthened water education approaches at all levels for water security **B:** 10 Member States 0 network **T 2014-2015:** - At least 10 Member States, particularly in Africa - 0 network **T CAP 2014-2015:** At least 15 Member States, particularly in Africa	14 Member States.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation	Overall, this activity is on track, with the adoption of 8 resolutions at the 21st session of the Intergovernmental Council of IHP, the training of over 500 people and the launching of the 2014 World Water Development Report, among several other outputs and results as reported below. IHP overall achievements: The 21st session of the Intergovernmental Council of the International Hydrological Programme was held at UNESCO Headquarters from 18 to 20 June 2014. The Council adopted eight resolutions, on the finance of the programme, the implementation of a communication strategy, the establishment of the World's Large Rivers Initiative, the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	endorsement of the proposal of 6 new category 2 centers and the component for a proposal for a category 1 center, the role of IHP on the post 2015 Development Agenda, including the need for the secretariat to be involved in its monitoring and assessment and the reviewing and monitoring of IHP's programmes. As an example of the involvement of IHP in main international water event, currently the Programme is leading or actively contributing to seven themes for the World Water Forum, on Enough Safe Water for All; Adapting to Change: Managing Risk and Uncertainty for Resilience and Disaster Preparedness; Ensuring Water Quality from Ridge to Reef; SMART Implementation of IWRM; Cooperation for Reducing Conflict and Improving Transboundary Water Management; Water Cultures, Justice and Equity; and Enhancing Education and Capacity Building. From the five proposed water targets made by IHP for SDGs almost all the text for four targets was retained for the final proposal from the Open Working Group to the UNGA. More detail on the participation of IHP to the process can be consulted on the IHP/IC-XXI/8 and in IHP/IC-XXI/Inf.6 documents. In Africa and also as a contribution to the expected result on "Awareness raised, knowledge shared and governance of IHP and partnership strengthened in Africa", UNESCO partnered with ECCAS and the Government of DRC to organize the 5th regional meeting of National IHP committees in Sub-Sahara Africa in June 2014. At this event 22 countries were represented, submitted reports and made presentations. In addition, UNESCO was greatly involved in the 5th Africa Water Week (May 2014) in Dakar where UNESCO-IHP was co-convener of three of the four sub-themes of the week. In total IHP had seven oral presentations and was involved in 12 sessions. UNESCO-IHP was also partner to the organization of the Africa water forum held by 2iE in Ouagadougou in June 2014. The regional hydrologist for Africa and the Executive Secretary of AMCOW provided the opening conference of the forum on challenges and opportunities for water security in Africa. An Africa IHP Africa water platform was been put in place (www.africawaterportal.org) and is currently been uploaded with appropriate data and information including database of water related institutions and water experts in Africa. In the ASPAC region, an Online Live Lectures was organized in collaboration with the Atmajaya University with a total of 110 participants including teachers, students, the Indonesia National Commission for UNESCO, the Ministry of Public Works and the media. Other universities accessed and participated through video conference (Tribhuvan University, Nepal; Hasanuddin University, Makassar, South Sulawesi - Indonesia, Brawijaya University, Malang, East Java - Indonesia and Udayana University, Denpasar - Indonesia).In collaboration with Jakarta Disaster Mitigation Agency (BPBD Jakarta) a training for facilitators and developing contingency plan guidelines to support the Contingency Plan activities for 10 flood prone villages in Jakarta Province was held at BPBD Office in 2014 which 90 participants (BPBD staffs, NGOs, Jakarta Tourism Ambassador, college students, and communities). Seminars and workshops started to be

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	organized in collaboration with Institute of Irrigation and National University of Uzbekistan for improvement the management of fresh water for local rural and domestic use in Uzbekistan. In the Arab States, in order to enhance cooperation among the IHP National Committees, share experience, reports and activities announcements, communication and coordination is ongoing with the IHP National Committee of Sudan for the establishment of the Arab IHP Nat Com coordination facility. An additional appropriation was received to conduct a formal review and evaluation for the Regional Center for Training and Water Studies of Arid and Semi- Arid Zones (RCTWS) of Egypt. In Latin America and the Caribbean, a coordination meeting on SC was made in the offices in which water was considered as part of the themes. Enhancing communication activities of IHP: The water website was core-maintained online. An IHP Communication and Outreach Committee was created as a subsidiary body of the IHP Intergovernmental Council to reformulate the communication plan of IHP to promote wider reach of IHP to all stakeholders, water professionals, and the public. Water Family Training Courses - The UNESCO Water Family now comprises IHP, WWAP, UNESCO-IHE, 25 category 2 centres and 35 UNESCO Chairs and UNITWIN networks on water, several of which are involved in education and training. An estimated 550 course attendance certificates and diplomas were awarded in this period (390 confirmed, 44% women; exact figures will be provided in future reports, as 68 institutions need to provide data). World Water Development Report - the 2014 edition of WWDR (Water and Energy) bundled with case studies volume (featuring 13 case studies from 5 UNESCO regions) was launched on 21 March 2014 on the World Water Day in Tokyo, Japan. WWDR 2014 has been reported in almost 500 articles since its launch. 2015 edition of WWDR (Water in a sustainable World) is in 2nd draft which is circulated to UN-Water members in July 2014 and feedback is received. WWDR2015 is on track for release in March 2015. The inception meeting for 2016 edition (Water for Jobs) is organized in May 2014. Final annotated table of contents is prepared to proceed with the drafting of WWDR2016. Challenges and lessons learnt: - The lack of human and financial capacities at the IHP Secretariat remain a key challenge for the implementation of freshwater activities. -The reduced 3-days format of the IHP Council implied a much condensed agenda, reducing detailed discussions on several items. The lack of funds limited the translation of some documents into the six UN working languages which raised concerns in

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	some member states In the context of low budget the UNESCO water family is becoming increasingly important to implement IHP, nevertheless relevant activities remain difficult to implement and as well for some IHP themes lack of resources motivate a lack of capacity even for fundraising. - In Africa the main lesson learnt was that bureaucracy is a risk to obtain visas for participants to attain to events. Therefore there is need to plan more in advance meetings. - For Arab States, the social and political situation demand more time to full develop the Arab IHP Nat Com coordination facility. - For Africa, but as well for all regions, strategic partnerships are key players to raise the visibility and implement IHP activities in Africa. Cost-effectiveness: Several cost effectiveness and efficiency measures were introduced, including:-Reduced duration of the IHP council, from 5/6 days to 4 days in 2012 and a further reduction to 3 days in 2014.-Reduced number and length of IHP Council and Bureau documents, including final report. In LAC, the organization of joint meeting with other programmes to coordinate regional activities was performed. Contribution to C/5: This activity directly contributes to the implementation of MPII, MLA6.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of resolutions aimed at supporting Member States to enhance water governance through cooperation mechanisms at the national, regional and international levels. **B:** 8 resolutions in 2012 **T 2014-2015:** At least 5 Intergovernmental resolutions issued by the IHP Council. **T CAP 2014-2015:** Support to strengthened the mechanisms of cooperation among scientist, policy makers, water category 2 centers and chairs	The 21st session of the Intergovernmental Council of IHP adopted eight resolutions, on the: (1) Financial support to IHP, inviting Member States to contribute to the programme; (2) Implementation of a communication strategy;(3) Establishment of the World's Large Rivers Initiative; (4) Proposed establishment of six new category 2 water-related centres; (5) Endorsement of	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		the programme components of the proposed establishment of HIDROEX International Institute for Education, Capacity Building and Applied Research as a category 1 Institute; (6) call upon the IHP National Committees to promote national discussion on the post 2015 Development Agenda and the invitation to IHP Secretariat to cooperate with other relevant UN Organizations to develop potential indicators and monitoring for the Future SDG; (7) Cooperation with UN-Water members and partners to develop components for monitoring and assessment of the post 2015 Agenda; and, (8) Reviewing and monitoring of IHP's programmes.	
	PI: Number of students graduated or professionals trained through the UNESCO water family at the primary, secondary bachelor, master and Ph.D. levels or postgraduate or non formal courses with skills to address water security challenges and number of technicians trained to assist in water services and infrastructure. **B:** Estimated at 500 in 2012/13 **T 2014-2015:** At least 750 notably from developing countries, at least 20% of them being women **T CAP 2014-2015:** Support to increase the participation of women in formal and non formal courses to be trained on water security issues developing countries in 2014-2015	550 students (estimated number, with 390 confirmed, 44% of which were women).	
	PI: Number of water-related global assessments with data relevant for	2014 edition of WWDR (Water and Energy)	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	policy makers. **B:** 1 report **T 2014-2015:** At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes **T CAP 2014-2015:** At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes, including side publications	bundled with case studies volume (featuring 13 case studies from 5 UNESCO regions) was launched on 21 March 2014 on the World Water Day in Tokyo, Japan.	
	PI: Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation. **B:** 0 (no formalized stable framework is in place) **T 2014-2015:** (not applicable; this activity is scheduled to start in 2016-2017) **T CAP 2014-2015:** At least 45 institutions.	This activity is scheduled to start in 2016-2017. For this year the development of the strategy for a better coordination was due and it was finalized as planned	
	PI: Number of experts contributing to improve the analysing and synthesising of scientific and technological information to support decisions by policy-makers and the curricular content. **B:** 0 (no system is in place) **T 2014-2015:** (not applicable; this activity is scheduled to start in 2016-2017) **T CAP 2014-2015:** 200 experts reviewing literature to produce policy relevant information.	This activity is scheduled to start in 2016-2017. An extrabudgetary proposal was prepared, and submitted to a potential donor and will be also sent to donors willing to lead a water policy science and innovation initiative	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Africa

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 1, ER 4: Cross-border cooperation frameworks, providing for agreed and appropriate management tools, are established for the main hydrological basins in Africa and for the sustainable use of ecosystems shared by States. Special attention will be paid to establish joint initiatives among indigenous and scientific knowledge holders to coproduce knowledge to meet the challenges of global climate change (through the contribution of MP II)		Partnership between UNESCO and the Commission of Lake Chad Basin continues to establish a transboundary sustainable management framework in Lake Chad Basin. A major donor's meeting was held Bologna, Italy in March 2014 The Stampriet aquifer in southern Africa is undergoing a multidisciplinary assessment. The case study will bring countries to agree on key issues and to lay the foundation for a cooperative management of the system.
Flagship 3, ER 1: Establishment of national innovation systems undertaken and linked to STI policies and related governance and monitoring structures (through the contribution of MP II)		Technical assistance and policy advice provided to several African countries. Togo adopted in May 2014 its new STI policy. Gambia and Senegal held national workshops on their STI policies. Zambia adopted a new implementation plan of its STI policy. Zimbabwe's SETI country profile was completed following GO-SPIN methodology. Several more countries are currently pursuing follow-up to their GO-SPIN workshops.
Flagship 3, ER 2: UNESCO-affiliated networks, and networks of African institutions strengthened to provide leadership and guidelines on pertinent and strategic issues in all the areas of UNESCO's mandate in science (through the contribution of MP II)		Two important networks were initiated: UNESCO/ANSTI-TWAS/Sida partnership for research on gender in science, innovation, technology and engineering (GenderinSITE) was formed to map gender equality and its implications for STI policy, and the African Network of Scientific and Technological Institutions implemented travel grants, received applications for the various fellowships it manages, and worked with UNESCO And AAAS for the Africa-American Diaspora partnership.
Flagship 3, ER 3: Institutional and human capacities strengthened to build skills in technological forecasting, evaluation, negotiation, acquisition, transfer, distribution, internalization and basic knowledge in the management of STI systems (through the contribution of MP II)		NS and SS partnerships addressing various SETI fields have been developed through CERN and several member states. Improved renewable energy access through national development plans have been initiated in Benin, Madagascar, Mauritania, Niger and Togo.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 3, ER 4: South-South and North-South cooperation in STI policy and capacity-building among African and other developed and developing countries enhanced (through the contribution of MP II)		Together with IBSP, ICTP is working with Member States who wish to have ICTP's partner institutes nominated as UNESCO C2C, with Mexico and Rwanda having requested so far. ICTP held three workshops and 18 activities. Grants have been given to African young scientists by TWAS. The IYCr Pan-African Summit Meeting has been organized for later in 2014. Côte d'Ivoire completed in June a national inventory of its science and innovation system following UNESCO's GO-SPIN methodology.
Flagship 3, ER 5: Mathematics and physics hubs created for African young talent with an emphasis on women scientists (through the contribution of MP II)		OpenLabs created in Ghana and Morocco. MOOC tool produced with the UNESCO Chair in Marrakech and a new UNESCO Chair created within a mathematics Centre in Abuja, Nigeria. >200 women joined IBSP's new network for women in mathematics in Africa. The different programmes of IYCr2014 build capacity in crystallography, and create an African community of crystallographers. In Lesotho, six project schools have become model schools for gender-sensitive teaching and learning of mathematics and sciences.
Flagship 3, ER 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources (through the contribution of MP II)		Work focused on preparation of a training workshop and technical assistance taking place later in 2014. African participants were mobilized for training workshops in other regions. Cooperation was facilitated between the Regional Center for the Development of Science Parks and Technology Business Incubator in Isfahan, Iran with the Abuja Technology Village FZ Co who in February 2014, jointly organized a training workshop in Abuja at with 30 Nigerian officers trained.
Flagship 4, ER 1: African Member States' needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed (through the contribution of MP II)		The approval of the structure and timelines for the GOSR by the 47th session of the IOC Executive Council will enable African Member States to commence work on their contribution to the review. We will be able to achieve more than the four countries indicated in the target. Fifty-two African participants attended Ocean Teacher training workshops.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 4, ER 2: Capacity in Africa improved to manage geological resources (through the contribution of MP II)		Capacity building in Earth sciences is on good track in Africa following the launch of the African Network of Earth Science Institutions (ANESI). Achievements include a training course on field geophysics, a training workshop for high school teachers, the development of Geology On-line Courses – West Africa (GEOLOOC-WA), progress on Global Geopark projects and contributions from IGCP projects to the health impacts of mining activities and data for seismic networks for warning systems.
Flagship 4, ER 3: UNESCO network of internationally designated sites expanded to foster sustainable socio-economic development including transboundary sites which successfully manage shared water and/or ecosystem resources		African Member State concerns were sought in the development of the future MAB Strategy and by the contributions of delegates during the MAB-ICC. Concrete MAB projects in Africa include: the Green Economy in BR (GEBR) project in Tanzania, Ghana, and Nigeria; support to the nomination of Lake Bosomtwe in Ghana as a BR; new national BR initiatives in Ghana, Rwanda and Ethiopia; a transboundary project for Lake Chad and a publication on BR in sub - Saharan Africa and sustainable development.
Flagship 4, Expected result 4: African management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization (through the contribution of MP II)		Assistance provided on management of transboundary aquifers, floods and drought monitoring, water and climate change studies as requested by AMCOW. A new methodology for the assessment and characterization of transboundary aquifers and indicators has been prepared by IGRAC with SC/HYD. A multi-country expert team was established to study the Stampriet Aquifer to give advice to Member States on a joint consultative mechanism for its sustainable management.
Flagship 4, Expected result 5: African Member States with enhanced capacity in assessing risk and providing early warning of natural hazards and integrating DRR into national plans, in particular into educational plans and programmes (through the contribution of MP II)		IOC Guidelines on Tsunami Risk Assessment are being revised and expanded. Seven submissions have been received. The work is largely supported through the activities of the extrabudgetary project on Enhancing Tsunami Risk Assessment and Management and Strengthening Policy Support, expected to be completed at

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		the end of 2014.
Flagship 4, Expected result 6: Joint initiatives among indigenous and scientific knowledge holders established to co-produce knowledge to meet the challenges of global climate change (through the contribution of MP II)		UNESCO reinforced recognition of indigenous knowledge as a resource for climate change adaptation and flagged its inconsistent use in adaptation in the IPCC AR5, and contributed to the UNFCCC workshop on tools to bring indigenous and traditional knowledge into climate change adaptation (Bonn, April 2014). Technical expertise was provided to the government of Mauritius to analyse evidence based data to review the Mauritius National STI Policy and Strategy 2014-2015, in March 2014.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 1, ER 4: Cross-border cooperation frameworks, providing for agreed and appropriate management tools, are established for the main hydrological basins in Africa and for the sustainable use of ecosystems shared by States. Special attention	Partnership between UNESCO and the Commission of Lake Chad Basin continues to be active in order to establish a transboundary sustainable management framework in Lake Chad basin. UNESCO, represented by Dir/Yaounde was invited and participated in a major donor meeting held in Bologna, Italy in March 2014, the objective of which was to obtain pledges to support actions in favor of the conservation of Lake Chad. This Conference was organised by the Lake Chad Basin Commission with the support of African Development Bank (AfDB).

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>will be paid to establish joint initiatives among indigenous and scientific knowledge holders to coproduce knowledge to meet the challenges of global climate change (through the contribution of MP II)</td><td colspan="3">The shortage of financial and human resources remains the most serious challenge.

Following a regional workshop on the Stampriet aquifer shared by South Africa, Botsowana and Namibia, international and national experts have been working on the multidisciplinary assessment of the aquifer system. The case study will bring countries to agree on key issues and to lay the foundation for a cooperative management of the system.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of hydrographical or hydrogeological basins or cooperation frameworks established.
B: None supported followed with the establishment of cooperative framework
T 2014-2015: At least one hydrgraphical or hydrogeological basin approved enabling the establishment of cooperation frameworks.</td><td>The Stampriet aquifer shared by South Africa, Botswana and Nambia is being considered.</td><td></td></tr>
<tr><td></td><td>PI: Number of cross-border initiatives for biosphere reserves, World Heritage sites and Global Geoparks supported by consultation and coordination within an appropriate cooperation and management framework.
B: None new
T 2014-2015: At least one cross-border initiative at the consultation and coordination phase for biosphere reserves, World Heritage sites and Global Geoparks.</td><td>Lake Chad basin has been identified.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>Flagship 3, ER 1: Establishment of national innovation systems undertaken and linked to STI</td><td colspan="3">During this first semester, UNESCO has provided technical assistance and policy advice to several African countries. Action plans are being discussed with Botswana, Zimbabwe, Swaziland and Malawi as follow-up technical cooperation after the</td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
policies and related governance and monitoring structures (through the contribution of MP II)	approval of their new STI policies. Togo adopted in May 2014 its new STI policy as a follow-up to the capacity-building workshop organized with UNESCO's technical assistance in December 2013. Gambia and Senegal also held national workshops for the discussion and validation of their STI policies with the support of UNESCO. Zambia adopted a new implementation plan of its STI policy based on two wide stakeholders consultations organised by UNESCO and the Government of Zambia. Zambia is yet to complete its national inventory of its science and innovation system following UNESCO's GOSPIN methodology. Concerning the expansion of GO-SPIN to African countries, the second SETI country profile was published (Zimbabwe) to be followed by Malawi's SETI profile in August/September 2014. Côte d'Ivoire completed its national STI following GOSPIN methodology in June 2014 and Burundi, Burkina Faso, Gabon, Niger and Senegal are completing it in the following months, with UNESCO and AOSTI's support. In order to strengthen the national innovation systems and STI governance in Africa, training sessions have been organized for parliamentarians in Burkina Faso and Senegal (both in February 2014) to enable these key policy makers ensure a better science and technology legislation process. Training materials in STI governance have been prepared for parliamentarians in Burundi, Niger and Zambia. To ensure sustainability, two new project documents for the support in STI policy have been prepared and discussed with the national authorities in the Republic of Congo, Nigeria and Rwanda and STI policy project outlines have been submitted for discussion to regional partners such as the African Development Bank, the Islamic Development Bank and the Swedish International Development Agency (Sida).

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of supported countries which have STI policies and strategies formulated and implemented **B:** 2 **T 2014-2015:** At least 5 countries	Three countries adopted their STI policies as follow-up to UNESCO's assistance (Senegal, Gambia, Togo) and action plans	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Number of African countries participating in STIGAP and GO-SPIN initiatives **B:** 2 **T 2014-2015:** At least 5 new African countries participating in the GO-SPIN Platform	One SETI country profile based on GO-SPIN methodology published for Zimbabwe, to be followed by Malawi in August/September. Eight countries with first draft of their GO-SPIN surveys (Burundi, Burkina Faso, Gabon, Ivory Coast, Mozambique, Niger, Senegal, Zambia)	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 2: UNESCO-affiliated networks, and networks of African institutions strengthened to provide leadership and guidelines on pertinent and strategic issues in all the areas of UNESCO's mandate in science (through the contribution of MP II)	**ER2 Institutional Capacity building in science and engineering for sustainable development** There was a number human and institutional capacity building activities in Africa in the last six months with many more planned for July to December, 2014. These activities were in capacity development in STI Policy system and governance, science and engineering, establishment of Science Park, Business Incubation Centres and Geo-parks. Capacity building workshops were also undertaken in promotion of access to water, renewable energy and award of prizes to enhance quality of research in SETI. Science and technology networks were strengthened through varied workshops and conferences to forge partnerships and enhance research collaborations. The following are summaries of activities implemented in achieving expected results in building human and institutional capacities in science, technology and engineering for sustainable development of Africa. 1. **Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs** Partnerships have been a key strategy for the implementation of the activity to develop an online course for the geosciences in West Africa called the Geology Open On-line Courses – West Africa (GEOLOOC-WA). This strategy has proved effective due to the joint partnership agreement in the development of the course as well as to build capacities of university staff who shall be the main implementers. The results achieved so far include: A Project Document with cost estimates has been prepared and has been successfully used to engage potential donors. UNESCO and its key partners the IRD Dakar, IFAN of the University de

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Cheikh Anta Diop have been able to engage the following partners (i) TIKA, (ii) The University of Toulouse in France, and (iii) the International Mining for Development Center, Australia (IM4DC). All these partners have accepted to contribute funds and technical expertise. Further partnerships are being discussed with the UNESCO-UEMOA PADTICE Platform for the hosting of all or part of the online courses. The University de Cheikh Anta Diop Online MOOCS platform has essentially also agreed to participate in the collaboration however its scope will be limited online to Senegal. So far from the estimated total of cost of US$ 451,697, UNESCO is providing US$50,000, IM4DC is bringing $50,000, TIKA $130,000 and the remaining resources involve staff time of experts who have agreed to prepare the training manuals to be put online. The launch of the GEOLOC-WA will take place on 25 September in Dakar at a workshop to be organized by the partners. The challenges have been on ensuring that enough funds and expertise are available. This project is a laudable and it is hoped to secure adequate funds for implementation. 2 **Strengthening institutional capacity in research and innovation in emerging science and engineering in collaboration with Regional Networks** **A number of partnership agreements have been forged for joint programmes to be undertaken for the next four years. Notable are the following:** 1. **UNESCO/ANSTI-TWAS/SIDA partnership for research on gender in science, innovation, technology and engineering (GenderinSITE)** In recognition of the role of the UNESCO project, the Africa Network of Scientific and Technological Institution (ANSTI), the World Academt of Sciences (TWAS) and the Swedish International Development Agency (SIDA), UNESCO/ANSTI are participating in a joint UNESCO/ANSTI-TWAS partnership research on gender in science, innovation, technology and engineering (GenderINSTE). This joint partnership research between Europe, Africa and Latin America (LAC) aims to make the connections between data and policy and using data to convince policy makers, as well as making up to date and accurate data available for enhancing the promotion of women in SITE. This partnership agreement comes with the award of US$ 100,000

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	grants to ANSTI to conduct a study on Mapping Gender Issues in STEM to inform STI policy design and strategies in Africa 2014 with an additional US$80,000 a year for four years. Some of the *main activities include gender SITE mapping with SMART* indicators to track gender equality and SITE development. GenderInSITE strategic alliances and partners will be strengthened to address “SITE for women” and to encourage African governments to investment in women in STEM to respond to emerging areas of the socio-and economic development of Africa. This contributes to UNESCO’s main line of action II.1.2; support to activities to improve research through reinforcing capacity building in science and strengthening science education especially in Africa, assisting Member States to strengthen the university sector, with a focus on innovative approaches to integrating research and education and mobilising broad based participation in STI with a focus on programmes for women and girls in science and engineering; and Priority Gender. 1. **UNESCO/ANSTI-AAAS Collaboration** UNESCO at the invitation of the American Association for Advancement of Science (AAAS) attended the AAAS annual meeting in February, 2014, Chicago, USA under the theme Meeting Global Challenges: Discovery and Innovation. UNESCO through its ANSTI project presented two papers on i) STI Communicating ‘SITE’ for Sustainability in Africa: Need for Partnership’ and ii) Communicating Science. UNESCO’s participation at this annual meeting which was attended by over 3,000 scientists and engineers from all over the world increased UNESCO’s visibility enhanced collaboration between AAAS, UNESCO and ANSTI for Africa-American Diaspora partnership in capacity development in new and emerging science and engineering education, training and research. Partnerships arrangements between universities in Africa and the US were discussed for follow up action. 1. **UNESCO-ANSTI-University of Michigan STEMIII Africa Partnership** UNESCO through its ANSTI project, at the invitation of the University of Michigan, USA attended a consultative and strategic meeting on Science, Technology, Engineering and Mathematics (STEM) African partnership conference, UM STEM-AFRICA III

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Conference in Ann Arbor, Michigan, in April, 2014. The conference was attended by over twenty universities in the USA, Africa and Europe, the World Bank Vice President and team, the USA State Department, the African Development bank, private sector among others. UNESCO presented its 2014-2017 priority Africa Flagship projects 1-6. One of the key outputs of the conference was the development of an Africa charter which called for the following to enhance research collaboration between Africa and the Diaspora: a) Identification of existing relevant well-established networks in Africa and in the USA to partner together STEM scientists for initiatives and funding; b) Establishment of a funding base to support seed grants for collaborative research in the basic and applied sciences; c) Identification of flagship STEM projects, both short-term (low-hanging fruit) and long-term efforts requiring advanced planning and collaboration with African scientists; d) Forging of sustainable linkages between STEM institutions and collaborators in Africa and STEM institutions and partners outside Africa. *Cost effectiveness* These partnerships were cost effective ways of leveraging funding for capacity development in STEM as well as enhancing North-South, South-South partnership in science, engineering technology and innovation (SETI) for sustainable development. 1. **The UNESCO-Equatorial Guinea International Prize for Research in Life Sciences** The process for implementation of the Prize started in December 2013. The jury was established and the call for candidates was advertised. 35 applications were received after a further extension of 1 month for the call for candidates. The Prize will be awarded in Malabo on the 15 September 2014. **4 Capacity development in Effective STI Policy System and Governance for SIDS Substantiality Post 2015** As a follow up to the Mauritius National STI Policy and Strategy for 2014-2015 and previous outcomes from the meeting in Seychelles in 2013, it was apparent that Small Island States in the Indian Ocean must be assisted to develop knowledge and skills to build capacity in STI systems and governance of SIDS and strengthen their policy analyses, design, implementation and monitoring and evaluation. A three day capacity building training workshop in *Effective STI Policy System and Governance for SIDS Substantiality Post 2015* is planned for 12-15 August, 2014 in Port Louis, Mauritius for 30 stakeholders from Mauritius, Seychelles, Comoros and Madagascar. The aim of the capacity development training workshop is to enhance skills and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	knowledge with evidence based data to contribute effectively towards the High level event in 2014, in Samoa in September, 2014. The workshop is expected to enhance the capacity of stakeholders of SIDS including the youth with the knowledge and skills to reshape international priorities influencing post-2015 development agenda. Working with stakeholders, and governments from SIDS member states is an effective way of leveraging funding for common activities and building institutional and human resource capacities of SIDS in STI Policy system and governance for sustainability and; contributing to UNESCO's 2014-2017 strategic priority in science. **5. Enhanced knowledge base in renewable energy and promotion of 2014-2024 UN Decade of "Sustainable Energy for All"** These capacity development activities aim to enhance the knowledge base in renewable energy and promotion of 2014-2024 UN Decade of "Sustainable Energy for All" in African countries. Plans are underway to implement the project this year. 1. **UNESCO' project the African Network of Scientific and technological institutions (ANSTI)** UNESCO's ANSTI Network has over the last 34 years continued to facilitate active collaboration among African Scientific institutions for the purpose of training and research in science, engineering and technology with the ultimate goal of building high-level human resource capacity to undertake research and training in science and technology. The specific objectives are: 1) To facilitate exchange of human resource and material resources for the purpose of training. 2) To disseminate information on scientific activities, results of scientific research and promote discussion of major scientific issues. 3) To harness resources to support post-graduate training. 4) To develop and promote standards and quality assurance systems in science and technology education. 5) To provide advice on important issues of S&T and to engage in other activities that will strengthen Science and Engineering education. The ANSTI Network in the last six months implemented the following: 1. **Awards of Travel grants:** ANSTI received a total of 2,400 applications for conference grants from members of staff of its

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	member institutions. All applications were screened, evaluated and the following members of staff from five (5) member institutions in five (5) countries were awarded grants of USD 2,500 each. The recipients were from the following countries and ANSTI member institutions a). Botswana College of Agriculture, **Botswana**, to attend and present a scientific paper at the International Conference on Environmental Science and Technology held in Houston, Texas, USA, from USA, from 9-13 June 2014. b). Kwame Nkrumah University of Science and Technology, **Ghana**, to attend and present a paper at the GeoAT2014 conference in Johannesburg, South Africa, from 01-03 July 2014. c) Federal University of Technology, **Nigeria** to participate and present a paper at the 5th International Conference of the Organization of Women in Science to be held in Curernavaca, Morelos, Mexico from 17-20 September 2014. d). University of Benin, **Nigeria** to attend the 54th FSASP International Congress - Unifying Pathology and Laboratory Medicine in the era of P4 Medicine in Pretoria, South Africa from 19-21 September 2014. e). Kenyatta University, Nairobi, **Kenya**, to participate and present a paper at the 29th International Horticultural Congress in Brisbane Australia from 17-22 August 2014. 1. **UNESCO/ANSTI-DAAD Postgraduate Fellowships Award**: ANSTI received 3,000 Applications for the ANSTI/DAAD fellowship. The applications were evaluated and a total number of 37 were pre-selected and submitted to the German Academic Exchange Service for final selection out of which 10 PhD/MSc scholarships will be awarded. 1. **UNESCO-L'Oreal Fellowships Award for Women in Science in Africa**. Call for application is underway. So far over 70 young women pursuing PhD and Post-doctoral research have applied. Applications close in August. An eminent Jury consisting of laureates and distinguished scientists has been set up. Successful candidates will be honoured and awarded 5 PhD and 5 Post-doctoral awards in November, 2014.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	1. *ANSTI-University of Michigan Collaboration*: Partnership was forged between UNESCO/ANSTI and the University of Michigan in enhancing university-industry partnership in research and manufacturing. A follow up visit to Makarere University in Uganda has been finalised in August, 2014. 1. *University of Malawi Professorial Lecture*: UNESCO/ANSTI was invited by the Vice Chancellor of the University of Malawi and the Ministries of Science and Technology and Health to participate in the Professorial Lectures at the University of Malawi where two distinguished women scientists from the University of Malawi were conferred Full Professorship in Medical Sciences for their outstanding contribution to Nursing were honoured in June, 2014 in Lilongwe, Malawi. This is an important event in the annals of the University. Participation in this distinguished award was in recognition of the many years partnership between UNESCO-ANSTI and the University of Malawi in support of post graduate training and exchange. **Cost effectiveness**: These activities contributed to MLA 1 and 2 ER 1, 2, 4 and 5 and were cost effective ways of leveraging funds for delivering and in enhancing STEM capacity in Africa through South-South and North-South collaboration. These activities also enhanced UNESCO's visibility in Africa and internationally.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of supported networks engaged in policy dialogue at regional level **B:** One **T 2014-2015:** Two regional networks actively engaged in policy dialogue	Two regional networks, ANSTI and GEOLOOC-WA are actively engaged in dialogues with other partners.	
PI: Number of policy briefs prepared by supported African-based	Three policy briefs have been produced for	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	networks on knowledge production and knowledge-related policies for Africa **B:** None **T 2014-2015:** At least two policy briefs produced per year and disseminated in Africa	finalisation in Rwanda, Mauritius and Malawi.	
	PI: Number of countries and/or regional entities developing and implementing renewable energy policies **B:** One **T 2014-2015:** At least two Member States or regional entities	Five Member States are engaged in the rural solar electirfication project to be launched in October 2014	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 3: Institutional and human capacities strengthened to build skills in technological forecasting, evaluation, negotiation, acquisition, transfer, distribution, internalization and basic knowledge in the management of STI systems (through the contribution of MP II)	**1. Partnerships developed in training research and technology transfer in new and emerging SETI** A number of N-S, S-S partnerships have been developed between UNESCO, Governments of China, Seychelles, Nigeria and several European countries through UNESCO-CERN (celebrated the 60th anniversary of the signature of the European Organization for Nuclear Research) projects capacity development projects. These range from Chemistry, Water science, Geology, engineering science and career development of young people in SETI. a). UNESCO has provided technical assistance and policy advice through national consultations and technical advisory missions in several African countries. Action plans are being discussed with Botswana, Zimbabwe, Swaziland and Malawi as follow-up technical cooperation after the approval of their new STI policies. Togo adopted in May 2014 its new STI policy as a follow-up to the capacity building workshop organized with UNESCO's technical assistance in December 2013. Côte d'Ivoire completed in June 2014 its national inventory of its science and innovation system following UNESCO's GOSPIN methodology. Zambia adopted a new implementation plan for its STI policy based on two wide stakeholder consultations organised by UNESCO and the Government of Zambia. Zambia has yet to complete a national inventory of its science and innovation system following UNESCO's GOSPIN methodology.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	b). Preliminary discussion were held with the Federal Ministry of Science and Technology on the completion of the S&T Business Plan prepared in collaboration with UNESCO since 2013. The Nigerian S&T Business plan will be used as a guide to build the capacity of experts in each country within the region to develop their own business plan. Preliminary discussions with the Federal Ministry of Science and Technology on the organisation of the: (i) Regional meeting of STI experts to sensitize regional governments and raise awareness for the establishment of science and technology parks. (ii) Regional workshop for the development of strategic framework and business plans for the establishment of science and technology parks in the each country within the region. c). UNESCO in partnership with the Government of Seychelles submitted a proposal for a side event on 'Career prospects for young people in the sciences including the water sector to ensure sustainable island living' was submitted and approved for the Third International Conference of SIDS that will take place in Apia, Samoa from 1-4 September 2014. The side event will be held on 2 September 2014; 11:00-12:30. The overarching theme of the conference is "The Sustainable Development of Small Island Developing States through Genuine and Durable Partnerships". The panel discussion will give UNESCO the chance to promote the sciences as a lucrative option for career and entrepreneurial opportunities for young women and men in SIDS. The meeting will also allow us to discuss the socio-economic benefits of investing in STEM education and look at emerging careers in the sciences that are needed in SIDS. It will also allow us to connect our network of young scientists, researchers and innovators to the global policy process. UNESCO will sponsor the participation of four young scientists in the panel. d). UNESCO and its key partners, the IRD Dakar and IFAN of the University de Cheikh Anta Diop have been able to get the following into the partnership (i) TIKA, (ii) The University of Toulouse in France, (iii) the International Mining for Development Center, Australia (IM4DC) have developed an online based course for the geosciences in West Africa called the Geology Open On-line Courses – West Africa (GEOLOOC-WA). This strategy has proved effective to develop a course as well as build capacities of university staff who shall be the main implementers. e.) As part of the aim to increase representation in the IGCP by scientists from developing countries, UNESCO hosted an international workshop. The Swedish International Development Cooperation Agency released extra funds to IGCP in order for a capacity building workshop for Latin America, but with a special focus on scientists from Bolivia, to be hosted by the Montevideo

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	field office in June 2014. **2. Enhanced knowledge base in renewable energy and energy efficiency and promotion of 2014-2024 UN Decade of "Sustainable Energy for All"** The "Solar Electrification of Rural Schools" was launched in Benin, Madagascar, Mauritania, Niger and Togo. Seventy five schools (15 per country) will benefit from this initiative. The project includes a solar powered ICT component as well. The initial phase consisted of identifying the beneficiary schools in the five concerned countries and responding to a specific set of criteria. To ensure the local coordination and implementation of the project, a training programme was provided to ten governmental representatives and experts from the five concerned countries (2 per country). Concurrently, under UNESCO patronage and in cooperation with UNEP and UNIDO, on 5 June 2014, the Energy Globe Foundation launched the "Global Sustainable Energy Day". This initiative which contributes to improving the global sustainability and the deriving policy aims at promoting practical solutions addressing sustainable activities at local level in the respective countries. **Outputs:** - Use of application of renewable energy promoted in five African countries: Benin, Madagascar, Mauritania, Niger and Togo - Seventy five Rural School identified and will benefit from the solar electrification initiative - Improved the use of renewable energy for energy access and/or national development plans - Access to energy improved in the five countries and in the 75 beneficiary rural schools - Training of ten governmental representatives and professionals from the five African countries trained on use of renewable energy for decentralised rural electrification; - Project proposals developed and fund raising activities initiated. **Results:** - Improved use of renewable energy for energy access in five African countries: Benin, Madagascar, Mauritania, Niger and Togo - Improved national development plans in the five African countries - Ten governmental representatives and professionals from the five African countries trained on use of renewable energy for decentralised rural electrification - Awareness raising promoted in the seventy five villages concerned by the solar electrification of the rural schools

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Challenges and lessons learnt Addressing the challenge of energy access in the developing countries and meeting the UN initiative on “Sustainable Energy for All” requires practical measures and concrete actions that serves as best practices to improve the related energy policies national development plans. UNESCO’s action serves as a catalyst in this regard. However, such initiatives will require further resources as they need to be duplicated particularly in the developing countries greatly concerned by the use of the locally available renewable energy resources to respond to the enormous needs in term of energy access. **Cost-effectiveness/efficiency measures:** Activities are implemented under external funding This activity contribute to ER 1 through promotion of concreate and practical measures/initiatives that respond to local needs and help to improve the related energy governance and policy.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of supported African higher education institutions introducing new or improved STI curricula and research programmes for Africa **B:** Two **T 2014-2015:** Five African universities assisted with STI-related curricula development and research programme One university in Africa revising their engineering and ICT activities	Five universities assisted with research dissemination	
	PI: Number of African experts specialized in technology transfer and management of technologies **B:** Two regional conferences **T 2014-2015:** Several workshops held and at least 100 African experts specialized in technology transfer and management of technologies	Four regional conferences being planned	
	PI: Number of supported Member States which have improved the use	Five Countries are will benefit from Rural	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and management of renewable energy sources **B:** None **T 2014-2015:** At least four (4) countries	solar electrification project	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 4: South-South and North-South cooperation in STI policy and capacity-building among African and other developed and developing countries enhanced (through the contribution of MP II)	UNESCO and the IUCr designed the concept of having three Regional Summit Meetings, among them one in Africa, for scientists and STI stakeholders and policy-makers (in Africa, Asia and Latin America), where the future of crystallography in an interdisciplinary context, its connection to technological advancement and its role in sustainable development, will be discussed. (i) The Pan-African Summit Meeting is scheduled to take place in Bloemfontein, South Africa in October 2014. Together with IBSP, ICTP is working with Member States who wish to have ICTP's partner institutes nominated as UNESCO Category II institutes. The Centres in Mexico and in Rwanda have written to the Director-General on this issue. The objective is to bolster SSC through scientific collaborative actions among these Centres and with ICTP. In terms of capacity building, ICTP implemented 3 workshops and a series of interdisciplinary collaborative programmes, comprising 18 activities, since the beginning of the biennium. In addition, the newly create African Review of Physics which triggers collaboration and competition between African researchers continues to receive many papers for publication, enhancing the scientific capacities in the African continent. The TWAS efforts in promoting African research have been strengthened through study and research grants offered to African young scientists to conduct research in other developing countries, thus fighting against brain-drain. A culture of innovation and informed policies through the promotion of science education at all levels is being fostered in Africa through the planning and preparation of teacher’s training collaborative programmes on Microscience kits in Africa, namely in Congo, Comoros, Liberia, Burundi and Angola. A international mathematics workshop bringing together more than 80 scientists from all over the world (including 40 Africans) is to be held in September 2014 in Dar es Salaam, Tanzania. This will add to the NSC strategy that SC is developing in the African continent. SC/PCB is also involved in ongoing discussions with Airtel Gabon on a project aiming to train 5000 young people on the use of ICTs for basic science education and entrepreneurship in Gabon.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">UNESCO has provided technical assistance and policy advice through national consultations and technical advisory missions in several African countries. Action plans are being discussed with Botswana, Zimbabwe, Swaziland and Malawi as follow-up technical cooperation after the approval of their new STI policies. Togo adopted in May 2014 its new STI policy. Côte d'Ivoire completed in June 2014 its national inventory of its science and innovation system following UNESCO's GOSPIN methodology. Zambia adopted a new implementation plan of its STI policy. Zambia is yet to complete its national inventory of its science and innovation system following UNESCO's GO-SPIN methodology. For countries who completed their surveys during the last biennium, there was a clear need for technical assistance to complete the exercise which shows that the three-day sub-regional training workshops for better governance in STI were not sufficient to enable participants to entirely capture the methodology for the survey and how to involve other STI stakeholders in the process.

Contribution to C4 and C/5 objectives
Activities on the development of N-S-S collaborative research and international training programmes in STI in Africa are benefitting for the support of an impressive number and interdisciplinary partner institutions and experts from and outside Africa. Therefore, there is good progress toward expanding N-S-S cooperation in STI, in line with the Strategic Objective 4 and 5 of the Medium-Term Strategy, as well as with the ER1 and ER2 of the MPII.

Challenges/Lessons Learnt:
Close collaboration with scientific and industrial partners ensures an efficient and continued implementation of UNESCO's activities.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of supported African research institutions and African experts involved in collaboration with other developing countries (ICTP, TWAS, etc.)
B: technical support brought to 3 African institutions
T 2014-2015: 8 additional STI institutions in Africa having operational SS</td><td>10 African STI institutions invited to participate to IYCr meetings; 2 additional African science centres in collaboration with ICTP</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and NSS collaborative programmes		
	PI: Number of new joint research projects between Africa and partners from developed countries **B:** One in western africa **T 2014-2015:** At least 5 new joint research projects established	2 are being developed. 3 others are under discussion.	
	PI: At least 10 new research programmes established **B:** preparatory work started. Accurate data not yet available. **T 2014-2015:** At least three training activities developed	One is being finalized. 2 others are under discussion with partners.	
	PI: Number of assisted African Member States with STI policies developed/reviewed **B:** About 3 African countries developed/reviewed their STI policies with the assistance of UNESCO **T 2014-2015:** At least 4 countries in Africa	2 countries adopted STI policies. 4 other countries are on the way.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 5: Mathematics and physics hubs created for African young talent with an emphasis on women scientists (through the contribution of MP II)	Efforts to bolster African human and institutional capacities and skills in mathematics and physics have been pursued through cross-border platforms for training, research and cooperation set up together with regional and international Mathematics and Physics organizations, such as ICTP, IUCr, SPIE, the International Mathematical Union (IMU), the African Mathematical Union (AMU), the UNESCO Chairs in Mathematics and Physics located in Africa and the Centre Sciences of Orléans. These contributed efficiently to the development and implementation of novel ways of advanced training for talented young people such as two OpenLabs in Ghana and Morocco and one mathematics workshop to be held in Tanzania. A Massive Open Online Courses (MOOC) tool has been produced with the support of the UNESCO Chair in Marrakech. The synergy created triggered the request by Rwanda to establish a category II centre in mathematics and physics which will play the role of regional hub for mathematics and physics research and training programmes, and a UNESCO Chair within a mathematics Centre in Abuja, Nigeria. On the creation of mathematics and physics hubs, More than 200 women mathematicians from Africa already registered themselves to IBSP to be part of a new Network dedicated to women in mathematics in Africa. This network should be

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt	
	coordinated by a UNESCO Chair on Women and mathematics located in Africa. Discussions are ongoing with the Science Teachers Association of Nigeria (STAN) and the Mathematical Association of Nigeria (MAN) to establish a multi-partners project under the platform of both organizations pertaining to the implementation and development of STEM resource materials in English and French in the region. This will allow an update of the STEM education curriculum based on best practices, as well as the promotion of the use of Microscience kits enhancing the effective delivery of STEM education in secondary schools in the region. The different research-oriented educational and training programme implemented during the IYCr2014 represented excellent capacity-building opportunities in crystallography and its applications, as well as serving as a platform for scientific exchange and collaboration among promising young scientists. This allowed the creation of an African community of crystallographers adding one more network to UNESCO's set of partners. In Lesotho, 48 teachers and principals were trained; six project schools (3 primary and 3 secondary) have become model schools for gender-sensitive teaching and learning of mathematics and sciences. The total number of school children impacted in Lesotho were 3,240: 1,800 (primary) and 1,440 (secondary). In Kenya, the training of secondary school principals (30) and secondary school teachers (60) and Ministry of Education officials (10) created a critical mass of change agents and master trainers in gender-sensitive teaching and learning of sciences and mathematics; The exposure to gender-sensitive pedagogies and approaches was an important step in the process of changing mind sets and attitudes. Contribution to C4 and C/5 objectives The carried out contribute to the Strategic Objective 4 and 5 of the Medium-Term Strategy, as well as with the ER1 and ER2 of the MP II. Challenges/Lessons Learnt: Close collaboration with scientific and industrial partners ensures an efficient and continued implementation of UNESCO's activities.	
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)	
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: At least six training activities developed **B:** three **T 2014-2015:** One centre and one Chair established	2 trainings implemented, and 4 scheduled; One network almost established. One category II institute in the process of creation.	
	PI: Mathematical model developed for sea level rise in the Gulf of Guinea and regional climate change issues **B:** one **T 2014-2015:** One model developed	Data being collected. The model is being developed.	
	PI: Number of training opportunities developed for talented African students **B:** one **T 2014-2015:** 3 training programmes developed	One training programme already in place. Two others are being designed.	
	PI: Gender parity improved in the training programmes **B:** At least 30 % of women participation **T 2014-2015:** At least 40% of trainees are women	Data are being collected and will be ready in the coming weeks. 6 pilot schools impacted	
	PI: Number of activities with different partners ensuring participation of women and youth **B:** UNESCO Chairs in Morocco and Benin, international commission for mathematical instructions (ICMI) in Tanzania, one workshop for young researchers in Lusaka and one Mathematics and Crystallography competition in Zambia. **T 2014-2015:** At least two activities implemented	Three implemented, and one in progress.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources (through the contribution of MP II)	During the first semester of 2014, most of the work focused on the preparation of an upcoming training workshop and technical assistance. We are mobilizing the African participants for training workshop that we organized in other regions. We also planned to have several African speakers at the Dajeoen Global Innovation Forum, to be take place in Daejeon, Republic of Korea from 11 to 14 November 2014.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	We have bridged the cooperation between the Regional Center for the Development of Science Parks and Technology Business Incubator in Isfahan with the Abuja Technology Village FZ Co. In February 2014, they jointly organized training workshop in Abuja at which 30 Nigerian officers followed the training workshop. This is an example of cost-effectiveness in the use of UNESCO partners to deliver effectively.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of science parks and technology business incubators (TBI) provided with technical assistance **B:** UNESCO has already provided technical assistance to Kenya, The Gambia and Nigeria. **T 2014-2015:** At least 2 science parks or TBIs provided with technical assistance	An official request for technical assistance in the development of a science park was received from Namibia. We are identifying financial resources to support it.	
	PI: Number of training workshop organized **B:** Africa regional training workshop organized in Namibia, national workshop in Kenya and The Gambia, and international workshop in Johanesbourg. **T 2014-2015:** At least 2 initiatives	Preparations for future training workshop on science and technology communication for francophone countries.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 4, ER 1: African Member States' needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed (through the contribution of MP II)	The approval of the structure and timelines for the GOSR by the 47th session of the IOC Executive Council will enable the Member States from the region to commence work on their contribution to the review. We will be able to achieve more than the four countries indicated in the target. **The total number of participants from Africa attending training workshops organized using Ocean Teacher course materials was 52**: Ocean Data portal development (10-*14 March 2014, UNESCO/IOC Project Office for IODE, Oostende, Belgium) - 12*

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">*participants;* Marine Biogeography and Biodiversity (*17-21 March 2014, Oostende, Belgium) - 18 participants;* OBIS Nodes Training Course (5-9 May *2014, UNESCO, Oostende, Belgium) - 1 participant;* Sea DataNet-2 training course (*20-22 May 2014, Oostende, Belgium) - 1 participant; A*pplication of Ocean and Coastal Data and Modeling products (9 – 13 June 2014, Accra, Ghana) - 17 participants; GTSPP Training Course (*23-26 June, Oostende, Belgium) - 2 participants*. **22 of them reported using the expertise acquired during the training**.

Resource and personnel limitations continue to be a challenge, especially in the implementation of long term training programmes as proposed by Member States from the region.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of countries participating in and contributing to the review of the Global Ocean Science Report proposal
B: N/A
T 2014-2015: At least four African countries participating in the review</td><td>We are on course to achieving target as more than 4 countries are actively engaged in the discussions.</td><td></td></tr>
<tr><td></td><td>PI: No of marine scientists in each member state from the region
B: Existing data
T 2014-2015: 2% increase</td><td>Validation of baseline data is ongoing in view of an assessment of the number of additional experts by end 2014.</td><td></td></tr>
<tr><td></td><td>PI: Number of scientists using expertise acquired through Ocean Teacher in their work
B: No data available
T 2014-2015: 10% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work</td><td>42%</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 4, ER 2: Capacity in Africa improved to manage geological resources (through the contribution of MP II)	Outputs Capacity building in Earth sciences is on good track in Africa. After the launch of ANESI, there are great expectations from the part of institutions to see ANESI fully operational. An important step forward is expected to be achieved through the new Programme Cooperation Agreement (PCA) between Sida and UNESCO; a specific project proposal to implement the ANESI Business Plan in included in that PCA. During the first semester of 2014, and thanks the limited funding from the regular programme and involvement of various partnerships, significant achievements have been recorded for most of the activities contributing to the priority Africa (ER-2 of the Flagship-4), both in terms of direct implementation in the field and of raising additional partnerships. The training course on field geophysics just completed in South Africa is a typical example of what ANESI can achieve by bringing African universities together to support each other. Strengthening earth sciences in high school as also took off with an important training workshop for teachers in Port Elizabeth (South Africa) for the southern region. Another important partnership being developed in West Africa is the Geology On-line Courses – West Africa (GEOLOOC-WA) to bring on-line based geoscience courses to West African university stating with the Senegal. Partners include the French Institute for Development (IRD), IFAN of the University Check Anta Diop (Senegal), TIKA, The University of Toulouse, and the International Mining for Development Center (IM4DC). The perspectives of fundraising are very promising. Three Sida-funded IGCP have successfully brought together many scientists from different regions of Africa and from outside the continent: IGCP-594 and IGCP-606 both dealing with the impacts of mining activities closed their activities during a joint meeting in Prague last May, but the thematic is expected to continue in the framework of the new PCA mentioned above. This would give UNESCO better opportunities to contribute to the African Union (AU) efforts to implement the African Mining Vision (AMV), particularly with regard to capacity building at both institutional and expert levels. IGCP-601 is making progress in compiling information on the seismicity of the African continent in a single database, which will constitute a monitoring and mitigation tool, with potential to also serve as basis for implementing seismic and geodetic networks for warning systems. The concept of geopark and the support of Member States are growing in the continent. In this regard, some African countries are taken the lead and 2014 might see the establishment of the first African Global Geopark. Results Although ANESI is not yet fully set up, the initiative is supported by many institutions in Africa (about 80) and a few outside Africa. This has resulted in human capacity building actions in crucial areas of geological/geophysical field mapping and teacher

training, which 12 African countries have benefited; they include Egypt, Ghana, Madagascar, Malawi, Namibia, Nigeria, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe. The launch of DEOLOOC-WA when operational is expected to benefit all West African countries. The project on mining and the associated IGCP projects have developed local skills in this specific field and have provided many countries with preliminary science evidence-based knowledge to address the negative environmental legacies of mining activities; the concerned countries include Burkina Faso, Cameroon, Democratic Republic of Congo, Kenya, Namibia, Nigeria, Senegal, South Africa, Zambia, and Zimbabwe. Moreover, scientists involved in these projects have published the Prague proceedings with 52 extended abstracts highlighting the results of the projects; similarly a Special Issue of the Journal of Geochemical Exploration containing 12 per-reviewed papers is under publication. A quick statistic analyse on the countries of origin of contributors for these articles shows that 67% of co-authors are from the same country, 23% from two countries, 8% from three countries, and 2% from four countries. We see this as a sort of baseline which will serve to monitor the progress in the framework of capacity building activities of ANESI. Finally, continued capacity building though technical assistance and advocacy for the geopark initiative is also benefiting many countries in Africa; three of them are emerging in term of achievement towards establishment of Global Geopark: Morroco, South Africa, and Tanzania.

Challenges, corrective actions and lessons learnt

A major challenge is related to the output/deliverable-2: *Member Sates start introducing the change in curricula to include Earth sciences in schools*. Achieving this needs a complex and long process of curricula change, which governments often hesitate to embark on. In this context we have not be able to start with the Djibouti as initially planned. We have instead taken advantage of lessons learnt in other parts of the world (e.g., Australia) and have focus on teachers training with the expectation that they will served as agents of change. Therefore, a shift is necessary for this expected result; we suggest that focus be on *proportion of trained teachers bringing changes in their natural sciences and geography courses* (by introducing more examples from Earth sciences). An additional indicator would look at the *support teachers get from their hierarchy to implement this change*.

Cost-effectiveness/efficiency measures

To address the shortage of funding, part of the available funds in the RP was used to leverage additional funding and partnerships. For example, there are many initiatives being currently developed to build the capacity of African earth sciences institutions, especially geological surveys and universities. These initiatives can potentially contribute the Earth Science Education in Africa. UNESCO staffs implementing the initiative managed to be present in meetings were these initiatives were discussed and have successfully succeeded influenced the content to align it with UNESCO mandate of the project, therefore positioning UNESCO as key implementing partner (e.g., the Eurogeosurveys Pan-African Project to build the capacity of African

	Geological Surveys). Contribution to C/5 result(s) Activities supporting the Earth Science Education Initiative in Africa have brought together institutions and experts from and outside Africa. Participating institutions and experts were also from fields beyond geological sciences as illustrated by the project on the environmental and health impacts of mining activities in sub-Saharan African countries. Therefore, there is good progress toward expanding global cooperation in the ecological and geological sciences.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of African earth science institutions producing graduates with geology and other earth science expertise including environmental management for the mineral resource sector in Africa **B:** About 120 **T 2014-2015:** At least 10 more African earth science institutions set up.	80 institutions registered with ANESI, many other partnering	
PI: Number of Member States engaged in societal use of Earth sciences knowledge as a tool for sustainable development, including geological heritage **B:** zero **T 2014-2015:** two	3 countries engaged in developing Geoparks	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 4, ER 3: UNESCO network of internationally designated sites expanded to foster sustainable socio-economic development including transboundary sites which successfully manage shared water and/or ecosystem resources	**The MAB program is developing its future MAB strategy**. A draft was circulated to seek member states inputs and comments on the content of the strategy. Less than 25% of African MAB national committee's contributed to the questionnaire. However, delegates from Ghana, Tanzania, Nigeria, Niger, Kenya, Cote d'Ivoire, and South Africa participated to the MAB ICC and contributed to the debate of MAB strategy. **MAB in Africa is active in concrete actions through implementation of projects**. Green economy in BR (GEBR) project, funded by Koica, is implemented in three BRs (Tanzania, Ghana, and Nigeria). It started end of 2013. Identification of green economy

activities and capacity building of communities have been carried out. In Ghana, the project, funded by Spain, supporting the nomination of Lake Bosomtwe as a biosphere reserve is operationally completed.

Several new initiatives to promote MAB programme and to expand the BR network have started:

1) UNESCO Addis has organized a pre-planning excursion to various UNESCO sites in Ethiopia, in order to foster needed synergies towards a “Conference on UNESCO sites in Africa” scheduled in 2015. Kafa BR was visited and cooperation prospects discussed with MoSC and NABU. A letter has been received from Ethiopian authorities, requesting UNESCO to coordinate the conference in November/December 2015; this is also to celebrate UNESCO’s 70s b-day. Cooperation meeting between the three existing BRs in Ethiopia is planned for 15/16 of August, offering an opportunity discussing MoST and Ethiopian stakeholders support for the above conference, as well as the option to have ArabMab taking place simultaneously.

2)The initiative to establish a transboundary BR and World Heritage site in the Lake Chad basin started last biennium and UNESCO pursue its action to this end. A concept note has been developed and is part of 2014/2018 CAP proposals. Following a mission of SC/EES to AfDB HQ in Tunis, together with AFR Department in March 2014, where UNESCO concept note was presented to project AfDB Lake Chad project manager, AfDB invited UNESCO to participate to various meetings in N’Djamena during their mission in Lake Chad region in April 2014 to identify projects to be financed under their 80 million pledge.

3) Following a request from Rwanda Environmental Management Authority, UNESCO prepared a feasibility study for establishing a biosphere reserve in Gishwati-Mukura Forest and a MAB component has been included to the related World Bank/GEF project document aiming at restoring the ecosystem of the area.

With regards to communication, one publication " Biosphere reserves in sub - Saharan Africa: showcasing sustainable development" was produced by MAB Secretariat and with support of Spain and South Africa. This publication provides extensive information about case studies and research offering guidance for practitioners and policy - makers.

Main Challenges: Shortage of human and financial resources remains the main challenges. It has been especially the case in Harare office where the Programme officer in charge of MAB left in February.

Cost effectiveness:

Despite the lack of financial resources, with support of Germany and in close collaboration with MAB Secretariat, support is given

	to African countries to better manage their BR and to African southern countries to nominate new sites. This ER contributes directly to MP II MLA 5.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of UNESCO designated sites (natural World Heritage sites and biosphere reserves [BRs]) and possible future Geoparks that have taken steps towards sustainable development, particularly by formulating and implementing green and blue economic activities **B:** A number of MAB BR have done so in past biennium **T 2014-2015:** At least 15 sites	Promotion of green economy in three BR in Tanzania, Ghana and Nigeria	
	PI: Number of African countries taking steps to create and jointly manage transboundary BRs and natural World Heritage sites **B:** none **T 2014-2015:** At least three countries	A lot of initiatives are already on going. An assessment of their status will be provided end of 2014.	
	PI: Number of transboundary river basins involved in the Water for Peace in Africa Programme **B:** one **T 2014-2015:** at least five transboundary river basins in Africa	identification phase	
37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**		
Flagship 4, Expected result 4: African management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization (through the contribution of MP II)	Regarding the development, upgrading and transfer of tools, guidelines and methodologies for water resources management and addressing water related issues such as DRR and adaptation measures to climate change in Africa various interventions have been initiated. The project proposal submitted to a Swedish Funding (SIDA) will help to implement the Africa drought monitor beyond the scope indicated in Southern Africa after been implemented in Western and Eastern Africa. An upgrade and a training workshop for the African Drought Monitor have been in preparation to be held in Nairobi for the Horn of Africa in partnership with the IGAD Climate Prediction and Application Centre (ICPAC). For capacity development an expert from AGRHYMET, Niger participated in a joint		

	G-WADI and IDI meeting was held in Irvine to liaise the different programmes and to identify the different drought monitoring methodologies in Latin America and Africa. The GeoServer tools provide information based on which countries such as Namibia produces daily floods and drought bulletin. Preparation has been ongoing for a partnership among UNESCO, ICPAC and AGRHYMET to introduce and develop the seasonal forecast of discharge in order to strengthen the climate outlook for the Horn of Africa with new information on floods seasonal forecast. The methodology used in West Africa will be adapted for Eastern Africa. The following is under preparation: the strengthening of the capacity of ICPAC by training in AGRHYMET from 3-9 August, Niamey one expert of ICPAC on the methodology and to organize a pre-forum (18-23 August) to train hydrologists of the Horn of Africa countries and to produce the seasonal forecast to be presented during the 38th session of GHACOF in Addis Ababa 25-27 August. On awareness raising and involvement in Major water related events in Africa, UNESCO was greatly involved in the 5th Africa water week held from 26-30 May 2014 in Dakar where UNESCO-IHP was co-convener of three of the four sub-theme of the week. In total UNESCO-IHP had seven oral presentations and was involved in 12 sessions including sessions on water quality and wastewater management in Africa were organized to raise awareness on water quality, wastewater issues, adaptation to climate change and water cooperation in Africa and promote sustainable and integrated approaches to address these issues. Each of these sessions were attended by 30-50 participants from African countries, including representatives of Ministries of water resources, water utilities, basin commissions, research institutions and universities, and NGOs. UNESCO-IHP was also partner to the organization of the Africa water forum held by 2iE in Ouagadougou from 12-14 June 2014 with the regional hydrologist for Africa participated as member both of the International organizing committee and the scientific committee. The regional hydrologist and the Executive Secretary of AMCOW provided the opening conference of the forum in plenary with more than 500 participants. To contribute to raise awareness on the sustainable management of water resources for socio-economic development in Kenya and particularly in Turkana, a national Water Summit to be held 9-10 October 2014 in Turkana has been in preparation by the Ministry in charge of water, the Mont Kenya University and UNESCO Nairobi Office. Within the framework of the TWAP transboundary groundwater component, workshop was held for SADC and IGAD countries on the methodology of characterization of shared aquifers for a series of indicators to be developed. An Africa IHP Africa water platform has been put in place (www.africawaterportal.org) and is currently been uploaded with appropriate data and information including database of water related institutions and water experts in Africa. The platform was presented during the 5th Regional meeting of national IHP committees and countries were requested to submit appropriate data and information for updating the platform.

Women groups trained in Makweni County have already been given support to establish green houses to facilitate drip irrigation from the harvested rain water for food production. A second County has been selected and a baseline study done to establish the situation on the ground. Needy women groups have been identified in Kajiado County and training is being planned on water resource management and rain water harvesting. It is foreseen that the trained women from Makueni are to conduct the training. Regarding the Africa Capacity Building Programme, seven national studies will be soon completed and latter disseminated in the seven countries in order to raise awareness and to start mobilizing funding at national level.

Challenges and lessons learnt

The limited budget from the regular budget led to the establishment of strategic partnerships in order to share the cost for the implementation of the activity.

Cost-effectiveness

The strategic partnership with ICPAC is expected to be cost effective for sharing part of the cost of the development and training of national experts and the dissemination of the seasonal floods forecast at 38th session of the climate outlook forum to be held in August 2014 in Addis in Ethiopia. The partnership with AMCOW on the 5th Africa water week and with 2iE on the Africa Water Forum 2014 was very cost effective regarding the contribution of UNESCO for regional awareness raising. The partnership with regional economic communities including SADC, IGAD, ECOWAS and ECCAS within the framework of the TWAP groundwater component was also cost effective for been involved in the mobilization of national experts in the different countries.
The Africa Water Capacity Building Programme has been prepared with the strategic partnership with and led by the UNESCO category II centre on Integrated River Basin Management of Kaduna in Nigeria. This was very cost effective with almost half of the budget of the intervention covered by the centre.

Contribution to C/5: This activity directly contributes to the implementation of MPII, MLA6

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of African Member States that have used new tools, standards, or guidelines for addressing global change, water, DRR, and Related challenges	monitoring activities started in 17 countries in Western Africa and in 8 countries in Esteran Africa	

	B: Africa drought Monitor transferred at regional level at ICPAC and AGRHYMET and will need to be operationalized for use at national level **T 2014-2015:** At least 5 countries		
	PI: Number of countries involved in the Africa Water Capacity Building Programme **B:** The Africa Water Capacity Building Programme has been in preparation with the UNESCO centre in Kaduna **T 2014-2015:** at least 5	Seven countries have been involved in the programme	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 4, Expected result 5: African Member States with enhanced capacity in assessing risk and providing early warning of natural hazards and integrating DRR into national plans, in particular into educational plans and programmes (through the contribution of MP II)	IOC Guidelines on Tsunami Risk Assessment are being revised and expanded. Seven submissions have been received. The work is largely supported through the activities of the extrabudgetary project on Enhancing Tsunami Risk Assessment and Management and Strengthening Policy Support, expected to be completed at the end of 2014.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Harmonized and standardized tsunami monitoring systems cover North West African coasts. **B:** None for the East Atlantic **T 2014-2015:** One	one	
PI: Number of supported countries with enhanced resilience and increased capacity in disaster risk reduction through knowledge generation/ dissemination, training, tools and advocacy **B:** Three at the end of 2013 **T 2014-2015:** At least four	one	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 4, Expected result 6: Joint initiatives among indigenous and scientific knowledge holders established to co-produce knowledge to meet the challenges of global climate change (through the contribution of MP II)	The increasing emphasis on the important role of indigenous knowledge in climate change adaptation has been reinforced in this quarter with the following very positive outcomes. In the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC), UNESCO successfully reinforced recognition of indigenous knowledge as a major resource for adapting to climate change and drew attention to its inconsistent use in existing adaptation efforts. UNESCO also contributed to the UNFCCC workshop on tools to bring indigenous and traditional knowledge into climate change adaptation (Bonn, 1-4 April 2014). Work under ER6 is supported in Headquarters through extrabudgetary financing. In 2014, a project on Building capacities of pastoralists in LDCs in Africa: Reinforcing indigenous knowledge in climate change adaptation planning (Climate Frontlines in Africa) (55RAF2001) was approved for implementation through the support of the Government of Japan. Currently in implementation, the project activities in 2015 are focused on partnership building, assessment and preparation for a call for proposals that is scheduled to be launched in conjunction with the UNSG Summit on Climate Change (September 2014). The internet portal is being designed for the dissemination of the call for proposals. **Results** The above outputs have contributed to increasing awareness of the importance and relevance of indigenous and local knowledge in environmental assessments, global processes and policy-making. For instance, UNESCO's work on the important role of indigenous knowledge in climate change adaptation was acknowledged repeatedly in the IPCC Fifth Assessment Report in which the Climate Frontlines publication "Weathering Uncertainty" was cited at least 13 times. The UNFCCC also recognized the importance of indigenous and traditional knowledge and practices, with a proposal to undertake a stream of work to develop recommendations on the ‘use of indigenous and traditional knowledge and practices for adaptation.’ **Challenges** One of the major challenges for working on climate change adaptation with pastoral communities in African LDCs will be finding experienced implementing partners and appropriate national policy contexts. To this end, an assessment is being undertaken involving existing literature on national adaptation frameworks in Africa, pastoralism and major adaptation initiatives. This review is being undertaken to analyze possible entry points for the reinforcement and inclusion of indigenous knowledge. The project is very ambitious and currently available resources will only allow for partial attainment of climate change adaptation

	and indigenous knowledge objectives. Consequently, to further reinforce the work under ER6, in the first quarter of 2015, a full project proposal was prepared for consideration by the Swedish International Development Agency. Initial response has been positive, and more in-depth feedback from the potential donor will soon be available. **STI and SIDS** UNESCO provided technical expertise to the government of Mauritius in the analysis of the evidence based data to review the Mauritius National STI Policy and Strategy 2014-2015 in Port Louis Mauritius in March, 2014. The Capacity building workshop brought together stakeholders and experts to review existing STI Policy document to address the new vision of the country with the objective to use Science, Technology and Innovation as key drivers to achieve a knowledge-based economy and promote economic growth while enhancing quality of life of the nation. ***The following outputs were made:*** i) Framework for formulation of STI policy, strategy and best practices developed for implementation ii) Overall outline developed to enhance orientation of the policy and strategy. iii) The draft documents and guide the working group validated and; iv) Over 50 Key stakeholders trained in STI Policy review and strategic implementation. v) Road map for finalisation of the STI policy document developed for implementation. vi) A draft Mauritius National STI Policy was developed for finalisation. ***Recommendations for follow-up action*** The Government of Mauritius has a long term vision of transforming the country into a knowledge based economy with the objective to promote higher education strengthen research in ST&I and to attract further foreign investment, encourage new avenues of economic development and increase its competitiveness through innovation and creativity. However as a small island state the country faces human capacity resource and environmental challenges and must develop strategies and policies for sustainable development which requires special attention in the context of globilisation. It is recommended for UNESCO to continue to assist Mauritius to design long-term effective STI policy system and governance to enhance sustainable development of the Island.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of SIDS countries with climate adaptation STI Policies for sustainability **B:** None **T 2014-2015:** At least two SIDS countries	Mauritius has a revised STI policy in place. Comoros, and Seychelles have signed the SADC STI Policy Medium-Term Strategy 2014-2017 which will use UNESCO GO-SPIN instrument.	
PI: Number of indigenous pastoralist communities able to document and share their knowledge related to climate change adaptation **B:** None new **T 2014-2015:** 2 communities selected and initial training provided	Extrabudgetary funding approved and preparations underway to identify project partners in African LDCs.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Women's capacities in UNESCO's scientific domains strengthened including through women scientists as role models and mentors to female students and young scientists promoted		Good progress was made by the L'Oreal-UNESCO For Women in Science partnership and the Organisation for Women in Science for the Developing World, hosted by TWAS, on setting role models, mentoring and awarding fellowships; and 130 reported secondary school girls receiving encouragement in science.
ER 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs		Good progress to improve the involvement of UNESCO Chairs in gender in science both their own dedicated network, and their interaction with other networks for women in science have been made. OWSD and GenderInSITE have been strengthened. Events that may lead to new networks in engineering and climatology have been planned.
ER 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken		A decision on donor funding for the main project anticipated in this area will be made later in 2014. Meanwhile progress is on track in sex-disaggregated data science, technology and innovation policy in both Africa and LAC; on engineering; and through the World Water Assessment Programme and Gender InSCITE at TWAS. A number of activities promise to have relevant information in future, but had nothing to report so far.
ER 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted		This early in the quadrennium few high level processes have been convened. Future reporting will include data on a wider selection of science programmes; to that end GEFP will work with divisions to ensure data is captured on women's participation. The TWAS-OWSD Advisory Panel has recommended surveying national science academies to ensure more women among future TWAS Fellows.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the

responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Women's capacities in UNESCO's scientific domains strengthened including through women scientists as role models and mentors to female students and young scientists promoted	The following results have been achieved under this expected result in the context of the C/5 in the first six months of 2014: Outputs and Results: i. Secondary schools have been made aware of the need to enhance girls participation in STEM by nominating 90 secondary school girls for mentoring during the Africa Engineering Week in September and an additional 50 girls to be hosted at a one week scientific camp of excellence in November; ii. Ten women scientists and engineers have been identified as role models and mentors in STEM for girls. iii. Partnerships have been created at different levels to ensure support and ownership for the mentoring in STEM activities. iv. Ability for women scientists to be involved in and continue with further scientific research has been increased with supported 44 PhD fellowships supported by the Organisation for Women in Science for the Developing World, hosted by TWAS, and by the L'Oreal-UNESCO For Women in Science partnership, which named five laureates and 15 international fellows on 19 March. v. A mapping tool for Gender in STI is being developed for implementation in at least six African countries. vi. Young female scientists in the marine sciences have been made aware of their ability to succeed in a male dominated world by the award of the WESTPAC Best Young Scientists Award in April to two young women marine scientists. vii. Fourteen women out of 34 participants supported to participate in a UNESCO Conference in South Africa within the context of Supporting African Network of Earth Science Institutions (ANESI). viii. Within the context of strengthening institutional capacity in research and innovation in emerging science and engineering in collaboration with regional networks, a study in mapping gender equality in STEM to inform STI policy design and strategies in Africa is being supported and indicators to track gender equality and ISITE for and SITE for national policy makers are targeted to build on the work of the National Assessments on Gender and STI. A National Assessments project is expected to serve as a macro-index and indicator framework for GenderInSITE.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	ix. Training has been provided to staff of the newly developed National Gender Research and Documentation Centre on the most relevant software programmes for information management to enhance research on gender equality interventions, especially gender-based violence and peace building in Kenya and the staff is now more aware of the best software for the success of the National Gender Documentation Centre. x. The Organisation for Women in Science for the Developing World (OWSD), hosted at TWAS, held a course on science diplomacy jointly run by AAAS in June; additional activities were planned for later in 2014. xi. OWSD named five Elsevier Foundation Awards for Early Career Women Scientists in the Developing World at the AAAS annual meeting in Chicago in February. Challenges • Many of the UNESCO activities do not reflect women as direct targets in the reports. Even where the indicators show clear gender disaggregation, the reports give a generalized representation which makes it very difficult to tell whether the activity actually benefitted women and or girls. • Women and girls as direct beneficiaries have not been expressly mentioned in three quarters of the reports, hence making it difficult to identify the extent to which their capacities have been built. • Some of the activities merely support participation in conferences but do not show any substantive follow-up activities for capacity building. Sustainability Where the activities target women and girls, it is good to note that partnerships have been established with relevant national institutions, NGOs, local and international partners. This not only ensures ownership but future sustainability of the activities at the country and regional levels. Cost-effectiveness/efficiency measures With the limited funds available for the activities, the establishment of partnerships has ensured leverage on cost-effectiveness through use of stakeholder comparative advantage and in-kind contributions. The involvement of respective national institutions has also ensured that the activities are not just owned by the relevant institutions such as Ministries but that they also capture

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt	
	them as important activities with a budget component in their work plans.	
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)	
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**
	PI: Number of female students and young scientists receiving mentoring as a result of UNESCO activities **B:** 250 **T 2014-2015:** At least 250	90 secondary school students targeted for mentoring in STEM in early September and another 40 earmarked for mentoring camp in November.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt	
ER 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs	In the first six months of the biennium, work has been done to support existing networks of women in water sciences through the creation of the Kenyan National Gender Research and Documentation Centre; work is ongoing by five UNESCO Chairs on Water and Gender to create a new course that should be launched in the Dominican Republic later in 2014; in engineering in LAC, a major conference to this end is also scheduled for later in the year; and through the Organisation for Women in Science for the Developing World, hosted by TWAS, and its partner programme GenderInSITE, which in February 2014 established regional focal points at FLACSO in Argentina, with a UNESCO Chair, and with ANSTI in Kenya. A session on careers for women in the fields of climatology, hydrology and meteorology is being co-organized with WMO during the international conference on the Gender Perspectives of Weather and Climate Services. It will be a careful-structured networking opportunity for women from all regions in these sciences and may lead to a new network but it is too early to be certain. One UNESCO Water and Gender Chair will also speak at the conference.	
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)	
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**
	PI: Number of existing networks of women in science strengthened **B:** 2	At least two have reported progress.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: at least 4		
	PI: Number of new networks working on women in science **B:** 0 **T 2014-2015:** at least 1	Efforts to create two new networks are underway.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken	In order to advance in the achievement of ER3: "Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken", the main contributions come from the following activities: **Activity n°1657**: Implementation of the Regional Action Plan on STI Policy in LAC **Activity n°1525**: Guidance and Capacity-Building in STI policies and governance **Special Account n°5451**: 447RAF2040 - ANSTI MEMBERSHIP FEES **Institute Activity n°2508**: Data Collection and Processing Other activities with results in the same line, although not necessarily reflecting the outputs/deliverables as defined here, are: **Activity n°1525**: Guidance and Capacity-Building in STI policies and governance **Activity n°1479**: Global assessment of data in engineering disciplines and policy recommendations to increase engineering capacity **Activity n°1808**: Women in engineering in LAC **Special Account n°6838**: 665GLO2000 - The United Nations World Water Assessment Programme The remaining activities don´t show for the moment clear pertinence or advances in this area. In terms of direct involvement, activities in LAC and Africa have advanced in terms of establishing an inventory of STI policy instruments for gender equality and collection of gender indicators in STI. Worldwide, gender indicators in STI have been collected by UIS. In terms of gender indicators related to water, the World Water Assessment Programme WWAP has shown advances in terms of data collection and definition of indicators. ANSTI raised funds to conduct a study in Mapping Gender issues in STEM to inform STI policy design and strategies in Africa. In LAC, STEM policy instruments to promote gender equality are being surveyed by UNESCO Montevideo.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">The ER is on track, since while most of the work plans that selected this GE ER in actuality did not contribute to it, those that were assessed as relevant have made the expected level of progress.

Challenges: since reporting is prepared by R.O.s without knowledge of the specific outputs as presented in this template, assessing the results vis-a-vis these outputs results difficult and with a high degree of uncertainty.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Inventory and gap analysis of STEM policy instruments and gender indicators
B: none exists
T 2014-2015: one</td><td>A first inventory of STI policy instruments for gender equality has been carried out in LAC. Policy instruments are being incorporated into SPIN. Gender indicators are collected in various projects by UIS and in LAC and Africa.</td><td></td></tr>
<tr><td></td><td>PI: Number of Member States which undertake surveys on STEM policy instruments to promote gender equality
B: 4
T 2014-2015: 8 countries (pilot)</td><td>ANSTI raised funds to conduct a study in Mapping Gender issues in STEM to inform STI policy design and strategies in Africa. In LAC, STEM policy instruments to promote gender equality are being surveyed by UNESCO Montevideo.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted</td><td colspan="3">This early in the quadrennium, few high level processes have been convened. The UN Secretary-General's Scientific Advisory Board sent an excellent signal by naming 46% women members. The SAB has issued its first recommendations for the post-2015 development agenda. First IPBES process managed by UNESCO, the task force on Indigenous and Local Knowledge, had 36% women experts.</td></tr>
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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">Several activities were begun to ensure greater number of women will participate in the future, for example a request was received from SADC Ministers for UNESCO to support career mentoring and development of innovation-hubs and networks with emphasis on empowering women in science and engineering and enabling the creation of an entrepreneurial culture, and a fundraising meeting was held to consider approval for a joint UNESCO/ANSTI-TWAS partnership for research on gender in science, innovation, technology and engineering (GenderInSITE). The TWAS-OWSD Advisory Panel recommended to put in place systems to increase representation of women among TWAS fellows, by surveying national science academies together with the Global Network of Science Academies (IAP), as TWAS fellows must belong to national academies which currently have low (below 12%) numbers of women. Finally, for the upcoming Second Ministerial Forum on STI in Africa (Rabat, October 2014) UNESCO proposed eminent women scientists for the two sessions dealing with women in science.

One challenge is to ensure that all high-level processes do report sex-disaggregated data in SISTER so as to be captured.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Percentage of women participants in UNESCO-led scientific conferences, meetings and in science policy workshops
B: 30%
T 2014-2015: 35%</td><td>- IPBES Task Force on Indigenous and Local Knowledge had 45% women prior to the addition of members of the Multidisciplinary Expert Panel, which brought it down to 36%</td><td>●</td></tr>
<tr><td></td><td>PI: Percentage of women named by UNESCO to high level scientific committees
B: 2011 UNESCO High Panel on S&T for Development 33%
T 2014-2015: 35%</td><td>UNSG's Scientific Advisory Board has 46% women members.</td><td>●</td></tr>
</table>

Note: ⚪: No information yet; 🟥: Not on track; 🟡: Partly on track; 🟢: On track.

UNESCO-IHE Institute for Water Education (UNESCO-IHE)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Sustainable development enhanced through water education and training, primarily in developing countries		One hundred-sixty five M.Sc. degrees were awarded, of which 45% were to women. There are now 18 partner institutions in developing countries partnering in the provision of such M.Sc. degrees. Approximately one thousand applications were received for these internationally-acclaimed water education programmes
ER 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries		UNESCO-IHE works towards the general goal of UNESCO IHP to facilitate an interdisciplinary and integrated approach to watershed and aquifer management, and to promote and develop international research in hydrological and freshwater sciences. Eight Ph.D.s in water for development were awarded, and 165 M.Sc., of which 75 were women. Seventeen research and development projects have been submitted to donors.
ER 3: Capacity to support local water-related organizations increased		Twelve capacity development proposals have been submitted to donors. UNESCO-IHE is working on 16 projects with partner organisations to increase capacity in higher education in countries such as Kenya, Ethiopia, Indonesia and Bangladesh, while also leading a consortium to strengthen the African Sanitation Network.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

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<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 1: Sustainable development enhanced through water education and training, primarily in developing countries</td><td colspan="3">The main goals of reforming/improving the educational component of the decadal strategy are being achieved as foreseen also in this biennium. In general it can be said that the Institute is an international leading institution when it comes to design and implementation of international joint (degree) education programmes in the field of water. Working in partnership is now fully embedded within the organisation. Great interest continues to be shown in the Institute's programmes and the number of professionals trained is on track.

Significant progress has been made in the field of on-line/distance education and open course ware, however, strategic decisions will have to be made, such as type of courses, extent of distance education programme, blended learning curricula, among others. Similarly, strategic decisions will be made for the Continuous Professional Development programme. Finally, the Academic Quality Assurance system should be further developed to be made more complete and more explicit. These are all education related issues the Institute is currently working on in order to improve its impact.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of professionals trained
B: 14,500 MSc alumni and 3000 participants since 2003
T 2014-2015: over 200 water sector professionals from developing countries trained at MSc level and over 1000 trained in short courses, of which one third are women
T CAP 2014-2015:</td><td>165 professionals have successfully completed their MSc out of which 45% were female participants. The Institute has trained 194 regular short course participants out of which 43% were female participants.</td><td></td></tr>
<tr><td></td><td>PI: Number of university partnerships established with universities in the South
B: 6 joint programmes with partner universities in the South
T 2014-2015: more than 7 partner universities in the South delivering joint MSc programmes with UNESCO-IHE
T CAP 2014-2015:</td><td>The Institute now offers MSc specializations in collaboration with 18 different international partner institutes.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 2: Research capacity in the water sector increased, focusing on MDG-related topics and primarily aimed at solving problems in developing countries</td><td colspan="3">The Institute’s research activities contribute to the knowledge base concerning the water environment, and complement its education and capacity development activities. During this biennium the Institute has increased its research portfolio through successful PhD and Master of Science research results, through staff members' excellent publication records and through externally sponsored research and development projects. Highlights of direct impact to beneficiaries is research that has begun on strengthening the Delta planning processes in Bangladesh as well as the now running Chair program in the field of climate change impacts and coastal risks.

Through its different research themes, the Institute works towards the general goal of UNESCO’s International Hydrological</td></tr>
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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">Programme’s (IHP) to facilitate an interdisciplinary and integrated approach to watershed, aquifer management and water resources, and to promote and develop international research in hydrological and freshwater sciences. Linkages and coordination between IHP and IHE have recently been further strengthened after the joint IHE-IHP meeting where several action points for collaboration have been agreed on. Challenges currently face are regarding the state and capacity of research facilities. Continuous investments are needed particularly in the laboratory, the (new) Hydroinformatics Lab and to less extent the library which are being incorporated in the workplan exercise for the next year.</td></tr>
<tr><td rowspan="2"></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of research degrees completed and peer-reviewed publications with particular relevance to developing countries
B: 14,500 MSc theses completed
145 PhD theses completed
135 peer reviewed journal publications in 2013
T 2014-2015: - A minimum of 180 M.Sc. theses written, out of which one third will be written by female students, all addressing water issues relevant for development
- A minimum of 15 PhD theses completed by research fellows at UNESCO-IHE, all addressing water issues relevant for development
- A minimum of 150 scientific publications in peer-reviewed journals, of which at least 15% will be written by female professors
T CAP 2014-2015:</td><td>165 M.Sc theses have been successfully written and defended out of which 75 were written by female students, all addressing water issues relevant for development
- 8 PhD theses have been completed by research fellows at UNESCO-IHE all addressing water issues relevant for development
- During this biennium there have been 125 publications to peer-reviewed journals out of which approximately 23% include female authors</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 3: Capacity to support local water-related organizations increased</td><td colspan="3">The main modality of implementation in building the capacity of water sector institutions and local universities are through externally funded projects. In this regard, UNESCO-IHE continues to be very successful in the acquisition of projects. The direct benefit for the beneficiaries of such projects are an increase in capacity to manage complex water issues specifically relevant for their local needs. This ranges from curriculum development to training of trainers. By concentrating on projects that are demand driven and have a sustainable development focus, the Institute contributes directly to the C/5 results by "promoting the interface between science, policy and society..."
Many of these donors require more and more a co-financing contribution from the Institute. UNESCO-IHE has an internal committee now in place which is responsible for scrutinizing the cost benefit of investing in a certain project opportunity from the baseline subsidy or by combining existing activities.
UNESCO-IHE has become a key player in global fora, contributing to shaping the water and development agenda for the next decade by co-organizing and playing an active role in key high level policy-oriented meetings. In this manner, the Institute hopes to place the need for capacity development in water and the environment high on the international agenda. At the moment the Institute has secured contracts for the establishment or strengthening of two regional capacity development networks. UNESCO-IHE is taking the lead in a project consortium working towards the strengthening of the African Sanitation Network (ASKnet) with</td></tr>
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<tr><th>37 C/5 Expected Result
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<tr><td></td><td colspan="3">a view towards contributing to sustainable sanitation solutions by creating a networking platform where experiences are shared, training courses are improved and developed via innovative learning approaches,
directed to increase the problem solving capacity of its students and graduates. UNESCO-IHE is part of a consortium of partners in 16 different projects that build capacity in higher education in a variety of countries such as Kenya, Ethiopia, Indonesia and Bangladesh. Activities include curriculum development and tailor made training.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: UNESCO-IHE works with collaborating partners in different regions and a network of local knowledge partners
B: -two regional capacity development networks running in 2013
-55 capacity development projects running at the end of 2013
T 2014-2015: - At least one new regional capacity development networks supported
- At least ten education projects established with partner universities in the South
T CAP 2014-2015:</td><td>- UNESCO-IHE is leading a consortium to strengthen the African Sanitation Network (ASKnet), and is a member of a consortium working on 16 different projects building capacity in higher education in several regions world-wide.</td><td></td></tr>
</table>

Note: : No information yet; : Not on track; : Partly on track; : On track.

Abdus Salam International Centre for Theoretical Physics (ICTP)

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: ICTP scientific expertise in new research areas expanded through the promotion of interdisciplinary research and consolidation of the programmes in new research fields (Renewable Energy, Quantitative Biology, High-Performance Computing)		In line with the current ICTP strategy, 12 new scientific staff were hired in the new research areas; three workshops were conducted, such as Materials Challenges in Devices for Fuel Solar Production and Employment; and 18 interdisciplinary activities were undertaken. In terms of evidence of quality research outcomes, there have been 156 scientific papers published and over 6,700 citations to ICTP publications so far this year.
ER 2: Capacity in basic sciences, in particular physics and mathematics, enhanced in developing countries through education and training of scientists		The number of students enrolled in the programmes is in line with the targets as are the number of activities on the ICTP calendar. Notably 24% of students are women, an increase over past years. More qualified students have applied than could receive scholarship funding, demonstrating the popularity and need of ICTP's programmes, and the need for increased funding for students from the developing countries.
ER 3: ICTP's and UNESCO's impact expanded through enhanced outreach activities and ICTP regional partner institutes created, regional activities funded by local institutions, and improved internet-based techniques for scientific education and access to knowledge		One regional partnership has formally been requested as a category 2 centre by the government of Mexico, with a feasibility study planned; and eight new regional outreach activities have been undertaken with partner institutions. ICTP was selected to host the secretariat for the UN International Year of Light and is working with the IBSP at UNESCO Headquarters to plan this Year.

Notes:

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: No information yet;

: Not on track;

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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: ICTP scientific expertise in new research areas expanded through the promotion of interdisciplinary research and consolidation of the programmes in new research fields (Renewable Energy, Quantitative Biology, High-Performance Computing)	The implementation strategy remains unchanged. Brainstorming sessions with all the scientific staff have been held to discuss what ICTP should be doing in the next five years in preparation for the new strategic plan which would be presented at the 50th anniversary conference in October 2014. The share of the scientific activities that are interdisciplinary is progressing in line with the strategy. The activities in the new research areas are building up. Renewable Energy has appointed one staff member, one senior postdoc, one postdoc. Quantitative Biology has appointed one staff member, one postdoc, four staff associates. High Performance Computing has appointed one staff member, one fellow and one SSA. In the new research areas, ICTP organized a workshop on "Materials Challenges in Devices for Fuel Solar Production and Employment" 19-23 May, studying and designing materials to convert sunlight into chemical fuel. It also organized a workshop on the Economy of a Cell: Resource Allocation, Trade-Offs and Efficiency in Living Systems. And in the HPC area a workshop on Advanced Techniques for Scientific Programming Management of Open Source Software Packages and a LAMMPS Users and Developers Workshop and Symposium. The quality of the research, as expressed by the number of publications in peer reviewed journals and the number of citations of ICTP papers, remains at world class level. The level is also confirmed by the various honors that former students obtain. LatinAmericanScience.org has compiled a list of up-and-coming scientists under the age of 40: Among those listed are ICTP Junior Associate John Fredy Barrera and Maria Florencia Pascual Winter who were recipients of the 014 ICO/ICTP Gallieno Denardo Award. The Humboldt Foundation has awarded the AGNES (Agrican-German Network of Excellence in Science) grant for Junior Researchers to Cameroonian researcher Antoine Celestin Kengni Jotsa, an ICTP Diploma student from the 2007-8 class. ICTP Associate Mourad Sghal has been named a Fellow of SPIE, the international society for optics and photonics, thus joining the ranks of the world's most prominent optics scientists. The Salam Distinguished Lectures are an annual series of talks by renowned, active scientists to provide a review of important research developments as well as a visionary forward view. The 2014 lectures were given by Professor Subir Sachdev from the Harvard University. A condensed matter physicist, Sachdev talked about the properties of material at the microscopic level and other quantum-related topics during the week-long event.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: New long-term staff members hired in new research fields. **B:** Three long-term staff in new fields hired. **T 2014-2015:** Six long-term staff in new research fields hired. **T CAP 2014-2015:**	Three staff members, four postdocs, five staff associates.	
PI: Workshops and Schools in new research fields organized. **B:** Six activities per year. **T 2014-2015:** Nine activities per year. **T CAP 2014-2015:**	Three activities held	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Interdisciplinary activities organized. **B:** 10% **T 2014-2015:** 10% **T CAP 2014-2015:**	18 interdisciplinary activities held	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Capacity in basic sciences, in particular physics and mathematics, enhanced in developing countries through education and training of scientists	The rigorous training activities as set out in the implementation strategy are on track. Of the 1824 participants to the ICTP activities, 844 (46%) came from developing countries including 121 (6,6%) from LDCs. 438 (24%) of the participants were female. 8 of the activities were held in developing countries. Per date ICTP has 27 STEP students, 13 visits in 2014 as of June. 40 Diploma students are enrolled in the 2013-2014 academic year. ICTP has 54 TRIL fellows in 2014, and 40 fellows in the ICTP Elettra Users program. 4 students are enrolled in the Laurea Magistralis program and 3 new students will join this autumn. The Joint ICTP-SISSA PhD program has 14 students currently enrolled, and 7 new students admitted for the autumn. The Jointe PhD Environmental Fluid Mechanics program has 20 students enrolled per date. In collaboration with the University of Trieste, and co-sponsored by TWAS, ICTP launched in February 2014 a two-year Master in Medical Physics programme. 13 students are attending the Master: 1 from Vietnam, 1 from Iran, 2 from Qatar, 1 from Madagascar, 1 from Togo, 1 from Nigeria, 1 from Ghana, 1 from Ecuador, 1 from Guatemala, 1 from Montenegro. The programme received a very high number of applications, demonstrating the need of it, but some expected funding did not materialize. To improve the funding remains a high priority. Preparations for the launch in October 2014 of the Master in High-Performance Computing are on-going, some preparatory training sessions have been held early in 2014. The International Master on Physics of Complex Systems (ICTP/SISSA/Politecnico Torino) has 17 students enrolled.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of PhD students enrolled in joint ICTP PhD programmes. **B:** 8 **T 2014-2015:** 8 **T CAP 2014-2015:**	38 PhD students enrolled	
PI: Number of STEP and Diploma students at ICTP **B:** 30 STEP students and 40 Diploma students. **T 2014-2015:** 30 STEP students and 40 Diploma students. **T CAP 2014-2015:**	27 STEP students and 40 Diploma students	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: ICTP's and UNESCO's impact expanded through enhanced outreach activities and ICTP regional partner institutes created, regional activities funded by local institutions, and improved internet-based techniques for scientific education and access to knowledge	The implementation strategy is followed and remains valid. Per date in 2014, ICTP has signed an Agreement with COMSATS Institute of Information Technology (CIIT, Department of Meteorology, Pakistan. The Agreement with the Ministry of Science, Research and Technology of the Islamic Republic of Iran as been revised and signed. The Office of External Activities supported financially 26 scientific events. ICTP has 3 affiliated Centres. 7 scientific networks are coordinated by ICTP. The number of visiting scholars/consultants supported is 28. 6 projects in developing countries supported. ICTP has 407 Associates per dates. 95 is the number of visits to ICTP per date. Regarding ICTP partner institutes, it has been agreed that they should apply for the status of UNESCO Category II institutes. Mexico has already written to the Director-General who responded very favourably, a feasibility study will follow. The cases of Brazil, Turkey, Rwanda and China are still pending but the relevant documentation is being prepared. Other interested countries are Argentina, Kuwait and Iran. On 20 December 2013, the United Nations (UN) General Assembly 68th Session proclaimed 2015 as the International Year of Light and Light-based Technologies (IYL 2015). ICTP will host the IYL global secretariat and is since early 2014 actively preparing and planning the event. This International Year has been the initiative of a large consortium of scientific bodies together with UNESCO, and will bring together many different stakeholders including scientific societies and unions, educational institutions, technology platforms, non-profit organizations and private sector partners. ICTP had been chosen because it was a society neutral place and already had a successful optics programme. The decision is also an important example of common work between the UNESCO Natural Sciences Sector, in particular the International Basic Sciences Programme, and ICTP. ICTP's Science Dissemination Unit (SDU) reports that ICTP has 13.122 recorded hours of Physics and Mathematics Lectures from the ICTP Diploma courses available on-line at http://www.ictp.tv. The number of unique visitors to ictp.tv the first six months of 2014 is 34.636. The number of downloads from i-Tunes U the first six months was 17.483. More than 20% of the downloads were done from developing countries. Over 7000 visitors flocked to the ICTP campus for the first Mini Maker Faire in Italy and Central/East Europe, held on 17 May 2014. The event, organized by ICTP in collaboration with Immaginario Scientifico and Maker Media Inc., showcased the exhibits and innovations of over 300 "makers" (tech enthusiasts, crafters, homesteaders, scientists and even garage tinkerers). Exhibit stands included a wide range of innovations from drones that used open-source hardware to personal 3D printers and kits for children to create their own switch-operated toys. The makers came in from the Triveneto region of Italy, Slovenia, Croatia, Austria and beyond. The event not only provided a platform to celebrate the "Maker movement", but also marked a milestone year for ICTP, which is celebrating its 50th anniversary in 2014.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of regional partnerships established **B:** 1 **T 2014-2015:** 4 **T CAP 2014-2015:**	1	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. Major Programme III - Social and human sciences

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation		The actions contributed to the C/5 and its MLA1/ER 1 by supporting research programmes at the national level, assisting the establishment of the conceptual basis to foster a culture of peace and dialogue for sustainable inclusive societies and enhance local and global citizenship conducive to rapprochement of cultures and peoples, and upgrading mechanisms for consultation and dialogue between researchers, policymakers and other stakeholders through the MOST Programme
ER 2: Initiatives based on Human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue		Actions addressing the challenges regarding the post-2015 agenda, mainstreaming human rights in the programmes and advancing the work towards a framework for human rights-infused intercultural competences are underway. Partnership with the Arab Institute for Human Rights helped advancing implementation in the region. Preparatory work on poverty eradication, inequality and justice issues has also been initiated for delivery in 2015.
ER 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations		Activities are underway to support Member States in developing innovative and inclusive policies that promote and facilitate the concept of “living together” and the rapprochement of cultures, communities and individuals with a view to promoting intercultural dialogue and fostering exchanges between people of multiple cultures
ER 4: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on identification of the ethical, legal and social implications of cutting-edge science, emerging technologies and their application for sustainable development		The actions contributed to the C/5 and its ER 4 (Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics) by building professional capacities of 18 ethics teachers from 10 different Member States, and 115 members of NBCs. Global bioethical reflection was also addressed.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 5: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes		The action contributed to ER 5 by providing a global framework of action for youth policy development, by involving, as much as possible, young people as key actors and providing, as appropriate, capacity building in local contexts. A great deal of achievements is due to fostered partnerships with governmental and non-governmental partners.
ER 6: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping		Good progress was made in the first six months of programme implementation.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

Main Line of Action 1: Mobilizing future-oriented research, knowledge and policy-making to support social transformations, social inclusion and intercultural dialogue

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Future-oriented social science and humanities research on social transformations and intercultural dialogue enhanced through the uses of	Research programmes in the social and human sciences on social transformation and intercultural dialogue were supported through the design of the call for proposals of a “state of the art review” on conceptual and empirical issues relating to intercultural dialogue in the context of social transformations to be completed in 2014 and published in 2015.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
sustainability science as well as fully inclusive human rights-based and gender-sensitive initiatives to strengthen national social science policy and international scientific cooperation	The **reinforcement of capacities at national level to link scientific research to policy-making** included the review of research programme in Guatemala. Given that the application of “systematic review” has no precedent in the context of MOST, frequent exchanges were held with a consultant during the initial stage to ensure that the review process be transparent, replicable, and that it produces a qualitative answer to the research questions. A progress report was delivered in July 2014, including the description of the search and appraisal strategies, format of interviews, coding and categorization criteria, and several preliminary findings. **Improved interdisciplinary social science cooperation through a strengthened MOST programme** was ensured, among others, through the international seminar “Politiques pour l'égalité: carrefours sociaux et discussions sur l'avenir”, (Port au Prince, 16- 21 June 2014), jointly organized by the Latin American Council of Social Sciences (CLACSO), UNESCO and l'Université d'Etat d'Haïti (UEH). Partnerships were enhanced through collaboration with CLACSO, the largest social science network in the Latin America and Caribbean region. Specific opportunities for collaboration between the MOST Programme and several main social science networks were identified, leveraging on CLACSO’s current project with other regional networks, in particular with the Council for the Development of Social Science Research in Africa (CODESRIA), and the International Development Economic Associates (IDEAS). The joint meeting of the **Bureau of the Intergovernmental Council (IGC) and the Scientific Advisory Committee (SAC)** of the MOST Programme was held in Paris (10-11 June 2014). Chaired by Mrs. Alicia Kirchner, Minister of Social Development of Argentina, the meeting reaffirmed the necessity of mobilizing the social and human sciences through the MOST Programme for assisting Member States in the design and implementation of public policies for social development. Participants reiterated the centrality of the Ministerial Fora within the MOST Programme, as well as the positive role that those important events could play in facilitating the contribution of Member States to the construction of the post-2015 development agenda. Ms Beatriz Tola, Ecuadorian Minister of Economic and Social Inclusion presented the status of preparations for the forthcoming 10th Forum of Ministers of Social Development of Latin America to be held in Ecuador, in October 2014. Plans are underway for the presentation of the results of the Forum at the session of the UN Commission for Social Development to be held in New York, in February 2015. Ms Mary Khimulu, IGC MOST Vice-Chair for Africa confirmed the plans to host a Ministerial Forum for Eastern Africa in Nairobi, Kenya, in February 2015. Furthermore, the meeting called attention to the need for the SAC to establish better

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	procedures for sharing information, for achieving a more proactive engagement of the social science networks, and for regularizing exchanges with decision makers. Discussions were held on the effective integration of intercultural dialogue, foresight, and the MOST Programme. Furthermore, the ISSC invited MOST to organize a plenary international ministerial meeting during the 2015 World Social Science Forum (WSSF). A preliminary study on the promotion of intercultural dialogue focused on “schools as a vehicle for peace-building” in South Sudan was prepared. Furthermore, in a view to exchanging good-practices of the Open School Programme focusing on social transformations, youth and intercultural dialogue, preparations for an International Seminar on the Open School programme are underway. Scheduled for November 2014, in Brasilia, it will bring together specialists from 5 countries in Latin America and specialists from all Brazilian 27 Education Secretariats. **Results** Research programmes in the social and human sciences on social transformation and intercultural dialogue were supported through the design of the call for proposals of a “State of the art review” on conceptual and empirical issues relating to intercultural dialogue in the context of social transformation. Capacity building at the national level included the preparation of a review of programmes on intercultural dialogue in Guatemala, based on a “systemic review” approach, to be completed in September 2014. Research programmes were also supported through the establishment of a project of international cooperation with the Latin American Council of Social Sciences (CLACSO) which included UNESCO’s involvement in the organization of the international seminar “*Policies for Equality: Social Crossroads and Discussions about the Future*”, Haiti,(16- 21 June 2014). Four municipalities in Indonesia developed action plans to mitigate the social impacts of deforestation and land degradation through UNESCO´s support. National capabilities for the design and implementation of public policies for social development in Latin America assisted through the organization of the training program of the MOST School in Guatemala, focused on young social scientists and professionals of countries of the LAC region. Mechanisms for consultation and dialogue between researchers, policymakers and other stakeholders aimed at ensuring systematic review of national social science policies and their relevance to policy-making were supported through a

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	comprehensive revision of the MOST Programme during the joint meeting of the Bureau of the IGC and the SAC of the MOST Programme, at UNESCO Headquarters, 10-11 June 2014. **Challenges, corrective actions and lessons learnt**: The first six months of the new biennium provided the initial phase of implementing the integration of intercultural dialogue and foresight in MP III. Coupled with the redeployment exercise which affected staffing positions at the senior level of the programme, the challenge was to ensure the effective incorporation of intercultural dialogue and foresight as new themes that will be supported through social science research –especially in the context of the MOST Programme. Programme specialists are rising to the challenge by build synergies and responding to the need to conceptualize intercultural dialogue as a phenomenon of study by the social sciences. The initial date of the Forum of Ministers in Quito (November 2014) had to be rescheduled by request of the host country (rescheduled for October 2014). Prompt and efficient coordination between UNESCO and the government of Ecuador facilitated a smooth rescheduling of the event and the organization of the Forum is on track. **Cost-effectiveness/efficiency measures:** In the case of Africa, limited budgetary resources have entailed greater reliance on partners (in-kind or financial resource) for programme implementation. Another important issue is related to measuring the effectiveness and efficiency in the context of a programme like MOST which is related to establishing an “enabling environment” for “evidence-informed policy”, a highly complex and non-linear process for which a linear “log-frame” approach (like the “results base management”) may not be suitable being a type of activity not characterized by short-term results but rather subjected to long-term gestation periods. **Contribution to C/5 result(s):** The actions contributed to the C/5 and its MLA1/ER 1 by supporting research programmes at the national level, assisting the establishment of the conceptual basis to foster a culture of peace and dialogue for sustainable inclusive societies and enhance local and global citizenship conducive to rapprochement of cultures and peoples, and upgrading mechanisms for consultation

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and dialogue between researchers, policymakers and other stakeholders through the MOST Programme.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Improved interdisciplinary social science and humanities cooperation through a strengthened MOST programme **B:** **T 2014-2015:** Established MOST Liaison Committees to cover at least 25 countries **T CAP 2014-2015:** Research-policy formulation nexus strengthened in at least 2 countries	Renovated plan adopted during Joint IGC & SAC MOST Meeting of 10-11 June 2014	
	PI: Innovative interdisciplinary research programming at national level in areas related social transformations, social inclusion and intercultural dialogue **B:** **T 2014-2015:** Established partnership with at least one national network through the MOST Liaison committees in each region to foster engagement of national research communities in an integrated and anticipatory manner, aiming to involve at least 4 international research networks under the aegis of MOST with funding from national and international research programmes **T CAP 2014-2015:** Additional strategic cooperations focusing on relevant studies established with institutions such as ISESCO, UNAoC or KAICCID	Scooping of "State of the art review". completed, ToRs prepared and conctract planned for September 2014. Study based on a "Systematic Review" approach conducted on intercultural dialogue and social transformation in Guatemala. The first version of the full review is expected in September 2014	
	PI: Inclusive international dialogue around alternative futures promoted through mobilization of foresight techniques, critical philosophical thinking and social innovation	Activities on Futures Labs carried out. Planning of celebration of World Philosophy Day 2014 on track	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 2 **T 2014-2015:** At least two initiatives including the celebration of World Philosophy Day **T CAP 2014-2015:** At least two initiatives developed.		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Initiatives based on Human rights approach in education, culture, the sciences, communication and information developed that support social transformations for the emergence of more inclusive societies and greater intercultural dialogue	During the first six month of the biennium, human rights were mainstreamed in the workplans and SISTER templates, of the Section for Public Policy and Capacity Development and in two UCPD documents (Cuba and India) and in a number of meetings organized at HQ. Regarding UN human rights monitoring mechanisms, UNESCO submitted consolidated contributions on the 28 countries reviewed during the 20th and 21st sessions of the UPR. UNESCO also contributed to the GMG paper on human rights indicators on migration developed within the context of the post-2015 process. Relevant capacity building work was organised by UNESCO's Brasilia office in elaborating Brazil's national human rights policy on the following areas: 1) human rights education, 2) rights of people with disabilities, and 3) social participation in the Brazilian human rights councils, which all contribute to the country's national human rights plan (PNDH), the human rights education plan (PNEDH) and to the international mechanisms such as the UN World Programme for Human Rights Education Intercultural dialogue, Culture of Peace and Decade for Rapprochement: **The work towards building a framework for human rights-infused intercultural competences is in progress, following the paths initiated last biennium. In order to finalize a portfolio for capacity building in this domain, a three-day seminar will take place in Tunis, Tunisia, in September 2014, in collaboration with the Arab Institute for Human Rights, with a focus on the 3 pilot countries (Mauritania, Morocco and Tunisia).** **Long-term and sustainability of this work is also foreseen for scaling up. Relevant studies for assessing the status of inclusion of intercultural dialogue into policy making will be launched during this biennium, in namely in Jordan, Lebanon, Mali and South Sudan. This will serve the development of context-based training manuals and capacity building action to further promote intercultural competences.** **This will particularly echo the objectives of the International Decade for the Rapprochement of Cultures (2013-2022) and the effective implementation of its Action Plan, which was adopted in April 2014. This Decade is also particularly timely to**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	mainstream human rights through all the fields of competences of UNESCO. The second initiative under this expected result relates to poverty eradication, inequalities and global justice. It is designed both to support UNESCO's contribution to the development of the post-2015 development agenda and to contribute to the successful implementation of the 2015 World Social Science Forum (Durban, South Africa, September 2015, addressing "Transforming Global Relations for a Just World") and 2016 World Social Science Report, through targeted UNESCO events and content. Preliminary work is under way to clarify concepts, establish a stakeholder community, encourage debate through a collaborative workspace and thereby identify key areas on which a programme focus would be appropriate. The first expert meeting within the initiative was held in Paris on 28-29 April 2014. It identified two main areas of concern. First, the possible desirability of prioritizing inequalities as a proxy for the background conditions that entrench poverty as well as promoting other forms of injustice, and secondly the importance of giving voice to the poor in order to elaborate anti-poverty approaches and concepts sensitive to the actual drivers and concrete situations of poverty. Work is currently ongoing to follow up on these initial indications, in particular through the MOST programme. Alongside ongoing work by the MOST Scientific Advisory Committee, the 10th Latin American MOST Ministerial Forum (Quito, Ecuador, October 2014) will focus specifically on inequalities. In view of the preparatory nature of the work undertaken so far, with respect to an initiative that was entirely new in early 2014, it is 2015 that will be decisive in terms of delivering outputs and thereby contributing to C/5 results. Nonetheless, a key challenge already identified is the need for more effective anchoring of issues relating to poverty, inequality and justice within the MOST programme consistently with the existing emphasis on social inclusion. This is being achieved both by the thematic orientation of Ministerial Forums (in Ecuador in 2014, in Kenya in 2015, with several other possibilities for 2015 under discussion) and by the development of new knowledge management tools and a stronger interface with research communities within MOST. However, such approaches will not be formally validated and thereby entrenched until the Intergovernmental Council has approved them in a session scheduled for March 2015. With respect to cost-effectiveness, a particular effort is being made to mobilize new online tools for collaborative work, as promoted by BKI, in order to expand the reach of consultation and discussion processes without incurring extra costs. In addition to the cost savings, this approach is also expected to enhance the inclusiveness of the initiative as a whole.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of initiatives undertaken, preferably addressing the challenges regarding the post- 2015 agenda **B:** **T 2014-2015:** 3 initiatives in coordination with other Major Programmes **T CAP 2014-2015:** 2 additional initiatives	A global initiative has been launched on poverty eradication, inequalities and global justice. In the field, one initiative was launched in Mali and another one is being developed in Timor Leste.	
PI: Human rights mainstreamed across UNESCO programmes with priority given to programming in UNDAF rollout and PCPD countries **B:** 1 **T 2014-2015:** - two Sectors/departments of UNESCO apply HRBA in their workplans and in elaborating UNESCO Country Programming Documents (UCPD) - Increase in the references made to human rights principles and standards in relevant workplans, reports, UCPDs and UPR analytical recommendations - HRBA modules adapted for online use **T CAP 2014-2015:**	Human rights were mainstreamed in all the workplans and SISTER templates of SHS/PPC, as well as in two UCPD documents and in a number of meetings organized at HQ.	
PI: Coordination within UNESCO of contribution to the United Nations Development Group human rights mainstreaming mechanisms enhanced **B:** **T 2014-2015:** 30 UPR analytical submissions to the High Commissioner of Human Rights **T CAP 2014-2015:**	28 submissions provided to UPR mechanisms by 30 June 2014.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Capacities of decision-makers, civil society organizations and other key stakeholders strengthened, to design and implement innovative proposals for the development of public policies in favour of social inclusion and intercultural dialogue, particularly targeting disadvantaged populations	In order to develop appropriate responses to the increasing challenges of social transformations conducive to the universal values of peace, human dignity, non-violence and non-discrimination and in support of social inclusion and cultural pluralism, activities were started this biennium to support Member States in developing innovative and inclusive policies that promote and facilitate the concept of “living together” and the rapprochement of cultures, communities and individuals with a view to promoting intercultural dialogue and fostering exchanges between people of multiple cultures. To this end, a three-pronged strategy was developed to support the capacity development of all key stakeholders that revolves around: 1) creating an enabling policy environment and promoting policy dialogue, 2) knowledge management and capacity development and 3) advocacy and awareness-raising. UNESCO’s intersectoral and interdisciplinary approach is particularly ensured in this context while mainstreaming gender equality and applying a human rights-based approach (HRBA). Relevant work for mobilizing relevant partners and actors for the implementation of the **Action Plan for the International Decade for the rapprochement of cultures** was started aiming at enhanced collaboration, focus and greater impact. Instrumental to this dynamic are activities such as the *project* funded by Denmark for "*Building competences to develop policies and programmes for intercultural dialogue respectful of human rights". T*he development of relevant tools for building human rights-infused intercultural competences and capacity-building activities is underway, with a focus on 3 pilot countries (Mauritania, Morocco and Tunisia). Effective adaptation of relevant training tools is under development to strengthen capacity building that takes into account realities in different geographical settings in Mali, Lebanon, Jordan and South Sudan. Further to the initiative on *“Young women and men as key contributors to social transformations that promote social inclusion, a culture of peace and intercultural dialogue”* the Brasilia Office has embarked on a project entitled *“Good-practices of the Open School Programme focusing on social transformations, youth and intercultural dialogue”*. An International Seminar is proposed to be held in Brazil, with a view to disseminating and replicating the Open Schools concept to other countries. Preparations are underway by the Bujumbura Office for the implementation of a project entitled “Strengthening the empowerment and engagement of young women and men in democratic processes in order to promote intercultural dialogue and social inclusion”, involving the organization of training sessions on citizenship education, conflict resolution, promotion of human rights, gender equality and youth participation in decision-making process, democracy and good governance. In partnership with the

	Ministry of Youth, Sports and Culture, this project would contribute to peaceful elections in Burundi with the active participation of youth in social transformations that promote social inclusion. In collaboration with the Arab Institute of Human Rights and the International Center for Human Sciences, the Rabat and Beirut Offices will jointly implement a project entitled “Education for citizenship and intercultural dialogue in times of transition: towards peaceful social and cultural transformations”. A regional report on the situation of Citizenship and Human Rights Education (CHRE) which will identify experiences and innovative practices will be published. Moreover, an international conference inviting multiple stakeholders will be organized following the completion of the regional report, and will aim to set up a regional advocacy campaign to foster CHRE in the region. Under the **MOST programme**, collaboration was sustained, mainly through decentralized funds, technical backstopping and sharing of information and expertise to promote regional and global cooperation and networking. The work builds on policy assessment work carried out last biennium in several countries. A State of the Art study on SHS work during the last medium term strategy on public policies pertaining to social inclusion and intercultural dialogue was launched in collaboration with the Overseas Development Institute (ODI). In Burkina Faso, Mali and Senegal, UNESCO launched the project “Mainstreaming vulnerability in public policies to promote the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups, including women and men with disabilities, in West Africa”. For Burkina Faso and Senegal, a multi-partner collaboration is setting up loan services and training sessions available to excluded women, as well as an advocacy initiative to raise awareness on, and gather support for, the rehabilitation of women’s livelihoods. In Mali, an evaluation of the level of inclusiveness of public policies applying HRBA with a gender equality perspective has been launched with the National Commission, which includes the organization of workshops and data collection. The initiative on “Support policy intervention in favor of vulnerable groups in Namibia, South Africa, Lesotho and Swaziland” provides policy advice and technical backstopping in the capacity building initiatives for local authorities including through the development and implementation of a Sub-regional Poverty Reduction Strategy to complement national policy efforts in favor of socially excluded and vulnerable groups. In Senegal, UNESCO contributed to the joint programme of the UN system “Eradication of gender-based violence and promotion

	of human rights in the UNDAF-Senegal" by providing technical support to the government and partners for the formulation of a national Action Plan to fight against gender based violence and promote human rights. The initiative on "Mainstreaming vulnerability in public policies to promote the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups, including women and men with disabilities, in West Africa" (Burkina Faso, Mali, Senegal), was launched in close collaboration with the associations "Femmes PALIGWENDE" and "*Inter Institut Ensemble et Avec*" who are providing training to empower disadvantaged women to get access to financial and other pertinent services in order to live a life free of violence and discrimination. In China, UNESCO organized last April an International Expert Round Table on Family Violence Legislation in China, with a specific focus on women, children, the elderly and persons with disabilities. Concrete recommendations arising from the Round Table include the importance of stipulating the State's responsibility to adopt legislation to prevent family violence, the elaboration of a more inclusive definition of family violence, and the establishment of a multi-institution intervention and reporting system to eliminate family violence. Fact Sheets on ending violence against persons with disabilities were developed. In Lebanon, UNESCO supported a three-day training of trainers' workshop within the initiative on "Facilitating policy research and policy linkage to promote social inclusion of vulnerable populations in Lebanon and Palestine" where 27 officials from the Ministry of Education and Higher Education and representatives of NGOs, CSO and UN agencies were trained on how to mainstream issues linked to disability in their development and humanitarian activities. In Palestine, an initiative on participatory assessment of social inclusiveness of public policies, in synergy with other UN initiatives, is being organized. In Morocco, in partnership with Handicap International, UNESCO has conducted an analysis of political and legal frameworks on disabilities and drafted strategic guidelines which have been presented to the government council and relevant ministries. This will contribute to the national plan of action on disabilities which will be elaborated in 2015. In cooperation with the 25-NGO membership "*Coalition Printemps de la Dignité: pour une législation qui protège les femmes contre la discrimination et la violence*", advocacy work, including media sensitization, has been initiated by UNESCO to harmonize the laws that favor the elimination of violence against women. In Indonesia, UNESCO collaborated with the Trinity College Dublin and the University of Melbourne to organize a workshop on "Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia" which was attended by representatives of five governments (Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste).

	The workshop yielded a number of policy-oriented results such as the identification of 1) keys to advancing the goal of building more inclusive societies, including mapping of good practices, 2) data gaps and challenges in developing evidence-based policies, and 3) the importance of making a transition from a service delivery approach to a rights-based approach. In the Russian Federation, and in collaboration with the UNESCO Chair on Culture of Peace and Democracy of Russian State University for the Humanities, the Committee on Education of the Russian State Duma, Council for Consolidation of Women's Movement of Russia, UNESCO launched the research project on the analysis of national policies in the field of social inclusion in the Member States of the CIS, focusing particularly on the social inclusion of national minorities. In Brazil, building on the research project entitled "Underground Sociabilities" UNESCO organized a workshop to advocate for the importance of developing public policies to improve social inclusion through alternative forms of sociability in order to resist exclusion. The workshop focused on issues of relevance to the favelas (relationship between the favelas and the police, the work of the NGOs, etc.) which were translated into a methodology that can be replicated in other contexts. UNESCO is also providing technical backstopping and capacity building activities (seminars and forums) to the Brazilian Ministry of Social Development to help implement the largest social stipend programme of Latin America ("Programa Bolsa Familia"). UNESCO has also supported the dissemination of the online "databank of social technologies", now available in four languages, that contains a repository of over 600 social technologies showcasing best innovative social practices. Furthermore, relevant capacity building work was rendered by UNESCO on elaborating Brazil's national human rights policy on the following areas: 1) human rights education, 2) rights of people with disabilities, and 3) social participation in the Brazilian human rights councils, which all contribute to the country's national human rights plan (PNDH), the human rights education plan (PNEDH) and to the international mechanisms such as the UN World Programme for Human Rights Education. In Guatemala, a committee composed of the Office of Indigenous Women, the Ministry of Social Welfare of the President, the Secretary General of Planning, Ministry of Education, CSO and NGOs, UN Women and OHCHR has been established to advance the implementation of the recommendations developed last biennium within the framework of the initiative on "development of an inclusive and innovative public policy for the human rights and full development of the most disadvantaged and the poorest groups, including persons with disabilities living in poverty. In the recently published UNESCO Country Programming Document for Cuba (UCPD 2014-2018), recommendations were made to enhance the cooperation framework by instituting capacity development initiatives for key stakeholders to support the conduct of policy assessment on social inclusion.

In the context of UN interagency collaboration, UNESCO maintained an active participation in the UN Global Migration Group (GMG). UNESCO provided input to the GMG work on the post-2015 process, participated in the Global Experts Meeting on Migration and Post-2015 Development Agenda (28-29 April 2014, Dhaka, Bangladesh) and contributed to the GMG publication on *Migration and Youth: Challenges and Opportunities.* Within the context of the existing partnership with the Max Planck Institute (Germany), SHS published two issues of the e-journal Diversities on a) *Female Migration Outcomes* and b) *Diversity and Small Town Spaces: Twenty Years into Post-Apartheid South African Democracy.*

In India, the UNESCO Country Programming Document (UCPD 2013-2017) focuses on the support a coherent legal and policy framework on internal migration, particularly women and children. **Within the framework of the Gender, Youth and Migration (GYM) Research Policy Hub, the first** online discussion was posted on GYM on Migration and Global Environmental Change, that yielded policy-oriented results and was incorporated into the Summary Report of Migration and Global Environmental Change Workshop organized in Delhi in March 2014. UNESCO equally launched an advocacy and raising awareness video entitled “Breaking Silence” which features how community radios have made a difference in the lives of women migrants living in an Indian village. Initiatives to strengthen the capacities of stakeholders at national and municipal levels to fight all forms of discrimination and racism including gender-based discrimination were set up including the recently established USA Coalition of Cities against Racism and Discrimination which totals more than 120 cities across the country. . Awareness raising activities and events, including those commemorating the International Day for the Elimination of Racial Discrimination, were organized both at Headquarters and at country levels.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Methodological instruments relying on available tools and good practices identified to assess levels of inclusiveness and social sustainability of public policy and regulatory frameworks drawing upon recommendations of human rights monitoring mechanisms, including the Universal Periodic Review, in UNESCO's areas of competence **B:** NA **T 2014-2015:** State of the art study or publication of methodologies	State of the art study launched in collaboration with Overseas Development Institute (ODI).	

developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and in-kind contribution **T CAP 2014-2015:** Additional state of the art study or publication of methodologies developed or adapted		
PI: National and/or municipal policy assessments having integrated a gender equality dimension and putting forward social inclusiveness policy recommendations conducted in a coordinated and participatory manner, and roadmaps for policy formulation or reform endorsed by the authorities **B:** **T 2014-2015:** Social policies assessment and review carried out, applying foresight, in at least 10 countries at national or municipal level, including support to UNDAF and UNESCO Country Programming Documents (UCPD) outcomes on social inclusion to ensure their inclusiveness, operating preferably with MOST Liaison Committees and UNESCO Chairs **T CAP 2014-2015:** Social policies assessment and review carried out, applying foresight, in at least 5 additional countries at national or municipal level	Policy assessment work initiated in 10 countries in various regions, built on work carried out last biennium	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Empowering Member States to manage the ethical, legal, environmental and societal implications of scientific and technological challenges with a view to achieving inclusive and sustainable social development

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics and on identification of the ethical, legal and social implications of cutting-edge	UNESCO continued to provide a **global forum for bioethical reflection and standard setting** particularly through the work of the IBC and Joint Session of IBC and IGBC whose sessions have been restructured to eliminate perceived redundancies. As a strategy to improve collaboration, IBC consultation papers were shared with IGBC, COMEST and the UN Interagency Committee on Bioethics (UNIACB) to solicit their suggestions prior to the 21st session of IBC and Joint session IBC-IGBC in September

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
science, emerging technologies and their application for sustainable development	2014. The Chairs of IBC, IGBC and COMEST also met to further discuss the rapprochement of the committees. Preparations for the COMEST extraordinary session in October 2014 are underway, as well as the advancement of their report on an ethical framework for climate change. UNESCO's **coordination role within the UN system** included the co-organization with the World Health Organization (WHO) of a Global Summit of National Bioethics/Ethics Committees in Mexico (22-24 June 2014). UNESCO coordinated a survey on National Bioethics Committees around the world for the Summit. The Organization launched an online collaborative workspace for UNIACB which is being actively used by its members; UNIACB held 1 meeting hosted by the Council of Europe, as part of which, a special topic on prenatal sex selection was discussed, with the participation of 7 organizations; the topic of Global Justice as an umbrella for all UNIACB members was explored. **As part of capacity-building at the country level**, **6 ABC trainings** were held (Togo: April 22-25; Conakry (Guinea): April 16-18; Ecuador: April 7-9; Gabon: June 11-13; Chad: June 16-19; El Salvador: July 9-11) involving 115 persons of the National Bioethics Committees. Three countries were assisted with their action plans (Gabon, Guinea and Chad), and technical advice was offered to Botswana. In Gabon, the Prime Minister held two meetings with the Chair of the NBC and the UNESCO representative in order to support the NBC. In Chad, a member of the NBC is currently holding a ministerial position – as Minister of Higher Education (which provides political and operational support essential to the existence of the new committee). The committee in Chad is the 5th committee in Africa that has completed the ABC trainings, and has become the reference ethics committee at national level. The NBC of Kenya, the first to complete the ABC trainings, participated prominently during the Global Summit, and shared their achievements since then. **In ethics education**, 1 training of ethics teachers was held (30 June-4 July, Dubrovnik, Croatia). 18 teachers from 10 countries participated (Bulgaria, Croatia, Finland, Georgia, Israel, Poland, Portugal, South Africa, Turkey, USA). **Challenges and lessons learned**: budgets for capacity building are now decentralized. This fact has made for a challenging transition in some regions, as field staff (who may not be specialized in ethics) learn to deliver at the quality level expected for the trainings and to coordinate with the network of volunteer trainers; this challenge has been addressed by close and ongoing collaboration with HQ staff, who are transferring knowledge to colleagues in the field. There were no women in the membership of the NBC in Chad, but after UNESCO sensitized the Committee during its first training, the NBC has appointed a new female member and the discussion about including women in the future was a prominent item on the agenda during the second training. Members appeared very much aware that there was a need to correct this gender imbalance. The quality and importance of UNESCO's work is recognized and supported by our partners. It should be noted that the experts (who were volunteering their

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	time and expertise) never hesitated in continuing with carrying out the training in Guinea despite the Ebola outbreak that was occurring during the training period. **Cost-effectiveness/efficiency measures:** For ethics teacher training courses (ETTCs), all participating trainers were volunteering their time and expertise. The Croatian trainers covered their own travel and lodging expenses. One expert (Dr. Eltaiba) agreed to cover her own travel expenses to Dubrovnik, from Qatar. It is due to such cost efficiency measures that UNESCO's costs for the ETTC in Dubrovnik remain low. For ABC, trainers volunteer their time and expertise. An important step towards collaboration with other UN agencies and to advance the knowledge about NEC's constitution and working methods was achieved without the need of mobilizing extra funds. **Sustainability:** For ABC trainings, UNESCO's presence provides a political boost and contributes to the public recognition of the committees. It is up to national governments to take on the sustainability of the committees by providing them with adequate resources and acknowledging their work. UNESCO also promotes partnerships between established committees and new committees in order to promote their continuous training and their technical sustainability, the quality of the trainings, and the engagement of the participants. The ETTC in Dubrovnik has become a regular fixture of the UNESCO-IUC collaboration, and experts around the world are aware of the annual nature of this event. Moreover, the training may again be used as an occasion to introduce additional ETTC trainers to the project – for a "cluster" training model – since it is a convenient and relatively inexpensive venue to bring experts together. **Results:** Ethics teaching was promoted in the institutions of higher education in CE and EE countries; quality education in bioethics and human rights was promoted at the university level in the CE and EE counties, with a special focus on women educators and gender issues in bioethics. Knowledge and abilities in bioethics improved among members of NBCs, as well as the strategic planning for their actions. Special consideration was accorded to promoting gender equality in terms of the themes and the content of the materials used for the ABC and ETTC trainings. Moreover, gender balance was in consideration when selecting the participants of the ETTC training. As a result, we had 16 women out of 18 beneficiaries (88% women indicator), and we also had three women experts as trainers, two of them from the Arab States region. For ABC, all the experts were woman, coming from Mexico, Quebec, Belgium and Austria. Awareness of imbalances was raised and addressed in committees with gender imbalance; most of the committees have a balanced representation.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td rowspan="4"></td><td colspan="3">Challenges:
For ETTC in Europe, although the total budget cost for this training was comparatively small (15 648 USD), it was still higher than originally budgeted due to the need to bring to this training additional expert trainers (Lithuania, Qatar, Kuwait) that have volunteered to join the ETTC programme. Their participation in this training was a crucial aspect of planning for the next instalments of this training in Africa and Arab States regions, for which we needed to have additional trainers qualified to deliver the course. However, this would necessitate the revision of expected results in SISTER to modify the number of ETTC trainings held in the region from 2 to 1 (there is not sufficient funding remaining to hold the ETTC in 2015 – only 2 000 USD remains out of the total budget of 18,300 USD for 2014-2015).
Contribution to C/5 result(s):
The actions contributed to the C/5 and its ER 4 (Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics) by building professional capacities of 18 ethics teachers from 10 different Member States, and 115 members of NBCs. Global bioethical reflection was also addressed.</td></tr>
<tr><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td>PI: Number of supported countries which have established and/or reinforced their bioethics capacities
B: 35
T 2014-2015: 6 countries. 8 capacity building trainings for ethics teacher and national bioethics committees (Assisting Bioethics Committee and Ethics Education Program frameworks. 2 National Bioethics Committees established. 7 Universities introducing the Core Curriculum 1 new bioethics training course developed and launched for strategic stakeholders (judges and journalists)
T CAP 2014-2015: - Establishing network of ethics teachers in 2 different regions; Expanding experts roster to deliver ETTC in three different languages.</td><td>Capacity building achieves progress in 6+ countries, prioritizing Africa: 6 capacity building trainings (1 for teachers from 10 countries, 5 for new National Bioethics Committees in 5 countries).</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Number of reports with specific policy guidance produced as a result of global reflections on the ethical, legal and social implications of science and technology, with particular emphasis on bioethics. **B:** 19 (for IBC) 5 (COMEST) **T 2014-2015:** 2 Reports, each taking into account Human Rights and Gender Equality perspectives IBC: 1 COMEST: 1 **T CAP 2014-2015:** Create spaces for shared reflection, cooperation and collaboration establishing a network of young bioethicists	ongoing. IBC has produced 2 concept notes for its reports, COMEST is progressing on its work.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 3: Building policies through a participatory process with stakeholders in both the fields of youth and of sports; supporting youth development and civic engagement and promoting Human-rights based approach in UNESCO's programmes

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: Capacities of Member States strengthened to design and implement multi-stakeholder and inclusive public youth policies and young women and men engaged in community building and democratic processes	Concerning the support to youth development through policies, skills, civic engagement and democratic participation, expert policy advice, guidance and knowledge on youth policy development has been duly provided. The global framework on participatory youth policy development is currently finalized and should be made available to national governments and Field offices by October 2014. The process of consolidating successful practices is under development and should be launched by the end of October 2014, following the 1st Global Forum on Youth Policies which will be co-convened by UNESCO, UNDP, the UN Secretary General's Envoy on Youth and the Council of Europe. In terms of enabling **capacity-building and awareness on civic rights, skills and intercultural competences for youth-relevant policy-makers and youth organizations**, in the framework of the extrabudgetary funds received from the Spanish cooperation, UNESCO is in the process of developing the "Manuel d'éducation à la citoyenneté pour les jeunes en Mauritanie". The awareness-raising campaign on youth civic participation is also currently under development with a view to feeding into the follow-up of the 8th UNESCO Youth Forum, the preparation of its 9th edition and the 2015 UN World Youth Report on the theme

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	of Youth engagement and participation. Concerning **partnerships and networks to support youth civic participation and youth-led action**, several partnerships have successfully materialized or are under development, notably with the State of Kuwait, the ISIC Association and the Goi Peace Foundation. The main **challenge** in this area is the time needed, as well as the lack of funding, to address capacity and awareness gaps amongst concerned stakeholders relating to participatory policy development and to promoting meaningful civic engagement. The global framework for policy development, as well as the awareness raising campaign on youth civic participation seek to provide tools and vehicles to address these gaps. With regard to the **UNESCO Youth Forum (UYF) process**, fund-raising and partnering efforts are ongoing. A partnership with the State of Kuwait successfully materialized in a financial contribution of 200,000 USD in support of the 15 action projects that received the label of the 8th UYF, and discussions are ongoing around the 9th Forum with potential donors. As regards technical backstopping to youth to support their action to follow-up on the Forum recommendations and implement their action projects, advocacy is being carried out with partners to support such follow-up, as well as coordination with other UNESCO Programme Sectors to incorporate and mobilize support for the action projects in their field of competence. Technical backstopping and networking opportunities are also being provided to the 15 youth-led action projects, including through the creation of a specific online community to facilitate exchange among project leaders and with UNESCO. An online evaluation of the 8th UYF was also carried out among the participants/contributors to the Forum, whose results will inform the organization of the next UNESCO Youth Forum. To help the process of advocacy with Member-States and partners around the results of the Forum and its follow-up, the online Youth webpage has undergone a thorough review so as to be more youth-friendly, provide updated and relevant details on UNESCO's action in the field and attract potential donors/partners. The different reactivity by the young project leaders is a **challenge** as well as their different capacities in terms of implementation of their projects. Project funding is still an issue. Further efforts are made to support them both financially [Kuwait's contribution mentioned above will allow to provide them with seed money] and through technical advice. On the coordination of the Youth programme and interagency collaboration, a UNESCO-wide implementation plan/roadmap, and mechanism for monitoring, coordination and evaluation of the Operational Strategy on Youth is currently under development. In-

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	House coordination and information-sharing with all designated youth focal points, both at Headquarters and in the Field are on-going, in terms of technical backstopping to Field colleagues for the implementation of projects in the framework of the Youth Programme, contribution to events coordinated by other Programme sectors, coordination of House-wide responses to requests from other UN agencies or external partners, and mobilization of House-wide networks for activities coordinated by the Youth Programme. With regard to collaborative work, partnerships and networks with UN System entities, UNESCO has contributed and is contributing to numerous UN collaborative initiatives on youth, both within and beyond the UN Interagency Network on Youth Development, including the implementation of the UN System-Wide Action Plan on Youth with the development of the first System-Wide Report on its implementation, the development and organization of the 1st Global Forum on Youth Policies, in collaboration with UNDP, the UN SG Envoy on Youth and the Council of Europe, the organization of a UN Expert Group Meeting on Youth Civic Engagement, in collaboration with UN DESA and UN Habitat, the preparation of the 2015 UN World Youth Report, in follow-up to the mentioned Expert Group Meeting, as well as UN processes relating to collecting and consolidating youth inputs to the post-2015 debate, including the UN ECOSOC Youth Forum, the World Youth Conference in Sri Lanka, among others. Concerning **partnerships developed to support the UNESCO Youth Programme**, a close partnership has been developed with the European Union, in the framework of the extra-budgetary project financed by the EU, “Networks of Mediterranean Youth – NET-MED Youth”, and new partnerships have been established, notably with Junior Chamber international (JCI), the Organisación Iberoamericana de Juventud (OIJ). In addition, existing partnerships with youth-focused organizations have been reinforced, notably with the ISIC Association, The Goi Peace Foundation and the International Youth Foundation (IYF) Cooperation with UNESCO Chairs working on youth has been strengthened, through the continued involvement of the Chairs in activities of the youth programme and the Youth Programme’s technical contribution to their initiatives. UNESCO’s network of actors working in the field of youth has been expanded with the International Centre of Martial Arts for Youth Development and Engagement, Chungju, Republic of Korea – Category 2 Centre, as per the adoption of the 37th session of the General Conference. Preparations for the signature of the Agreement between UNESCO and the Republic of Korea is in progress. Several National Commissions for UNESCO have been mobilized in the implementation of the Youth Programme, namely as a point of contact in communication with national governments in the initiation of youth policy development processes and the implementation of specific projects, such as the extra-budgetary “Networks of Mediterranean Youth – NET-MED YOUTH” project. A key **challenge** in this area is to ensure the smooth information flow and exchange between all concerned colleagues within

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	UNESCO. The Youth Focal Points network is a valuable asset in this respect that will be further harnessed and expanded. The NET-MED youth project officially started on 1 February 2014, and is developing well, bringing together colleagues from across 3 sectors and 10 countries to work in a strategic partnership with the EU. This initial 5-month period allowed the UNESCO Team in charge of the project to construct and develop the working framework as well as its modalities of implementation both at HQ and in the Field, in terms of intersectoral coordination, human resources, financial management, strategic planning, internal and external communication and visibility, etc. The following *principal* outputs were produced: - Project coordination capacities and local expertise strengthened in 6 countries, where National Programme Officers have been recruited and appointed. Communication and coordination capacities at HQ have also been enhanced: 2 Assistant Project Officers have been appointed. - Kick-off event and internal briefing and training workshop for field and relevant HQ staff held at Headquarters. National launches are currently planned in different target countries. - Consultations with key stakeholders held to inform them on the project and its modalities of implementation. - Mapping of needs and existing initiatives launched at country level, to feed into national action plans to be finalized by end of inception period (30 September 2014). - Internal platform for information sharing set-up. Architecture and draft sections of project website developed. NET-Med Youth community platform on WSIS Knowledge Community created. All the above outputs contribute to building a solid base to progress toward all expected results: -The project team, communication lines and platforms, and management guidelines were set-up/consolidated; along with a common understanding and ownership of the project among colleagues involved in the Project; - A network between all colleagues involved in the Project was developed, and capacities of newly-recruited colleagues were built on UNESCO and EU's conceptual, methodological and technical resources, with a view to support the management, planning and implementation of the Project. - Creative tools and methodologies for each phase of the project's management were discussed. - Awareness about expected results, added value/originality of the Project and of EU/UNESCO frameworks of intervention on youth strategic issues was raised among key stakeholders; and synergies promoted with existing programming targeting youth in the project countries.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In terms of good practice, the NET-MED Youth programme is the result of many months of work, and extensive exchange and coordination between the EU and UNESCO as a whole. As such, this project is the concrete result of collaborative work between Field Offices and Headquarters, with a highly participatory and transdiciplinary approach, which was greatly appreciated by the donor. The coordination team has also succeeded in raising awareness amongst stakeholders and mobilizing large-scale support for NET-MED, a project which has been welcomed by interested parties and Member States as one of the most important and innovative projects working in this area. Concerning the **challenges**, the specific implementation modalities are yet to be defined in each country. This calls for swift planning and joint coordination in order to finalize this complex exercise by 30 September 2014. Furthermore, even after their selection, the administrative/recruitment process to appoint NPOs has taken considerable time, which represented a challenge in view of the upcoming deadline of the inception phase. In order to balance this delay, some NPOs have been granted temporary service contracts. Also, efforts to secure the required 10% co-financing for the project are still ongoing with the drafting of a new co-financing proposal. It should be noted that USD200.000 from Kuwait have been secured so far. The World Youth Forum on Sport, Culture and Peace (Nanjing, 26 August 2014), is currently being organized by SHS in cooperation with the Nanjing Youth Olympic Games Organizing Committee (NYOGOC), BSP and CLT. The concept note and the programme of the World Youth Forum on Sport, Culture and Peace have been finalized, translated into the Forum's three languages and uploaded online. Regular liaison has been established with both panellists and Forum organizers for issues related to participation. The webpage of the Forum on has been developed and published online. Content for online discussions has been developed in the Forum's three languages, in consultation with the Forum organizers. A draft outcome document – the ''Nanjing Initiative" – has been prepared by the Forum organizers. It will be further improved and amended based on the contributions from youth participants. It is expected that such outcome document contains the conclusions of both the Forum and the online discussions, as well as the opinions and aims of the youth involved, and provide recommendations for building peace through sport and culture. The Nanjing Initiative will also launch a call for youth-led projects in the fields of sport a culture, as a concrete follow-up to the WYF. One of the main challenges related to the organization of such Forum is the potential gap between the willingness to have an international scope and the probable predominantly Chinese audience. The consultation of young women and men across the world, through UNESCO's youth online community, will be crucial to provide the Forum with an international label and to reflect the views and concerns of young people from all the regions in the Forum's outcome document. Another challenge relates to the

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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">participation of officials and high-level speakers in the Forum. It is crucial that the information related to this Forum is flowing, particularly with the IOC – co-organizer of the Youth Olympic Games – and the local Chinese authorities.

Challenges:
The major challenge remains the shortage of staff, especially in field offices

Cost effectiveness
The Youth Programme increasingly builds on joint action with other inter-governmental, governmental and civil society partners. Examples are the Baku Global Forum on Youth Policies and the expert meeting on youth civic engagement with UN DESA, as well as the internal resource mobilization with Program Sectors and resulting mutualization of resources.

Contribution to C/5 results
The action contributed to ER 5 by providing a global framework of action for youth policy development, by involving, as much as possible, young people as key actors and providing, as appropriate, capacity building in local contexts. A great deal of achievements is due to fostered partnerships with governmental and non-governmental partners.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of supported Member States that initiate a multistakeholder and inclusive process of formulation and/or review of their public policies on youth, including a gender equality dimension, with the participation of young women and men.
B:
T 2014-2015: - At least 7 countries (at least 3 in Africa and 1 per other region) initiate a multi-stakeholder and inclusive process of formulation and/or evidence-based review of their public policies on youth. - At least 4 out of the 7 foreseen public policies on youth include a gender equality</td><td>One country in the process of participatory youth policy development (Mongolia). Methodology for multistakeholder public policies being finalized in time for Baku Global Forum on Youth Policies. Discussions and consultations with national stakeholders have been initiated in the East Africa region and in Niger around the development and/or review of national youth policies.</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	dimension - Representative national youth-led entities enabling youth engagement in public policy development on youth are initiated or strengthened in 7 countries (at least 3 countries in Africa and 1 per other region) **T CAP 2014-2015:** At least 5		
	PI: Number of youth-led projects supporting national development and community building and enabling youth civic engagement. **B:** **T 2014-2015:** 15 youth-led social innovative or entrepreneurial projects (of which 3 in Africa), in follow-up to the UNESCO Youth Forum across UNESCO's areas of competence 15 community-building projects (of which 6 in Africa) led by vulnerable youth including youth affected by violence across UNESCO's areas of competence **T CAP 2014-2015:** At least 5	15 youth-led action projects launched and at different stages of progress	
	PI: Improved participation of youth, in particular young women, from countries in transition in democratic processes. **B:** **T 2014-2015:** Level of participation increased in at least 2 countries in transition (where applicable in UNDAF or UCPD) At least 40% of the participants in the actions undertaken are young women **T CAP 2014-2015:** 2	Particular focus on the Mediterranean region within the NET MED Youth project in partnership with EU	
	PI: Coordination within UNESCO and contribution to the UN collaborative work on youth, in particular through the Interagency Network on Youth Development, enhanced **B:** 0 **T 2014-2015:** -UNESCO-wide implementation plan for the UNESCO Youth Programme, presenting activities, timelines and resources,	Preparation of Baku Global Forum on Youth Policies; holding at UNESCO of expert group meeting on youth civic engagement with UNDESA to feed into UN World Youth Report 2015	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	developed, updated, monitored and evaluated - At least 10 UN collaborative activities, projects and initiatives where UNESCO's contribution has been reflected and integrated including in UNDAFs and UCPDs **T CAP 2014-2015:** N.A.		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 6: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping	**Performance Indicator 1 :** **Number of Member States that revise national sport policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school** • The ordinary session of CIGEPS and its Permanent Consultative Council held at HQ (6-7 March 2014), approved the work plan of Secretariat and methodology of MINEPS V follow-up. The session was attended by all CIGEPS Member States; ten Permeant Delegations from other Member States took part as observers. • An ad hoc working group for follow-up of MINEPS V established by CIGEPS met and initiated elaboration of indicators. The UNSTEAM platform for expert discussion and exchange of good practice was established. • The Director-General attended the *6th IWG (International Women Group) World Conference on Women and Sport "Lead the Change – Be the Change"*, which took place under UNESCO's patronage in Helsinki, Finland, from 12 to 15 June 2014. Ms Bokova delivered a keynote speech at the Plenary session "Buck the Trend –Leading the change in sport policy". UNESCO also attended the thematic meeting of the Sport for Development and Peace International Working Group (SDP IWG) established by UNOSDP in Geneva on "Harnessing the Power of Sport to Address Gender-based Violence". Both the legacy document of the 6th IWG World Conference and the SDP IWG Meeting explicitly refer to the Declaration of Berlin as the overarching framework guiding relevant policy. • Launch of self-evaluation of CIGEPS governance with CIGEPS President (Cuba) within UNESCO governance review by External Auditor. • Holding of first ever International Day for Sport for Development and Peace, 6 April; a dedicated website was created for

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	this purpose on UNESCO's Internet portal; various UNESCO Nat. Coms. reported activities. • The Executive Board approved the plan for revision of 1978 Charter (194 EX Decision 9). Drafting of revision launched in collaboration with the International Council for Sport Science and Physical Education (ICCSPE). Colombia will generously host the meeting of Experts convened by the DG to draft the review in Medellin, 9-12 September 2014. The International Olympic Committee will generously host the extra-ordinary session of CIGEPS to finalize the draft review for submission to the Executive Board at its 196th session. • In order to measure the economic impact of investment in physical education and sport with a view to promoting public investments in this area, sport economists held two meetings in order to elaborate a set of indicators that would allow to analyze such impact in developed and developing countries alike. In this context, relations with the World Federation of the Sporting Goods Industry (WFSGI) were strengthened and the WFSGI admitted as member of the Permanent Consultative Council of CIGEPS. • Uruguay committed to host 2nd regional follow-up meting to MINEPS V for Latin-America and the Caribbean region in Montevideo, 6-7 October 2014 • The Quality Physical Education Guidelines for Policy Makers that had been drafted in co-operation with UNDP, UNICEF, WHO and some 40 international experts have been finalized and are ready for publication in English, French, Spanish and Portuguese. Contacts with some 20 countries are under way to become pilot countries for testing them. • A sport policy review was requested by Cambodia and South Sudan. The methodology for such national intervention is under preparation. • UNESCO participated in a strategic workshop and the Plenary Session of the Sport for Development and Peace International Working Group (SDP IWG)organized by the United Nations Office of Sport for Peace and Development (UNOSDP) with a view to harmonizing the respective interaction between Sport Ministries, on the one hand, and UNESCO, CIGEPS, UNOSDP and SDP IWG, on the other hand. **Performance Indicator 2:** **National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• 176 States Parties as on 30 June 2014 • Launch of self-evaluation of the Convention's governance with Chair of the Conference of Parties (Saudi-Arabia) within UNESCO governance review by External Auditor. The need for harmonized anti-doping global efforts requires addressing the issue of measurements of public authorities' fulfilling their commitments vis-à-vis the targets of the Anti-Doping Convention. Within this objective, the following initiatives were taken: • Holding of a first ever meeting of the Bureau of the Conference of parties to analyze shortcomings in national reporting (in ADLogic), in April 2014. • Meetings with WADA Foundation Board and Monitoring Group of the Council of Europe Convention to reach synergy and coordinate efforts. • Consultations for the preparation of a policy advice project under the Anti-Doping Fund that will review the good practice and lessons to learn from national anti-doping policies in seven countries (to be launched in fall 2015, budget 175.000 US$) that will be reported to the Conference of Parties in 2015. Special emphasis will be put on Art. 8 (trafficking in substances) and 10 (nutritional supplements) of the Convention as these are the articles upon which sport authorities have only very limited influence. • Statutory consultations of States Parties (by means of a circular letter by the DG) concerning amendments decided by WADA on Annexes I and II of the Convention. • The Approval Committee for the Anti-Doping Fund met in May 2014 and approved 14 new projects. The Russian Federation was re-elected as Chair. • Consultations on further implementation of the Education Partnership project with WADA, IOC, IPC, Fair play Committee and ICSSPE with a view to developing a single set of materials to be used in school curricula to teach sport values. UNESCO contributes within a FIT project with the Russian Federation (579GLO3000)

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<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th>Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td>
Performance Indicator 3:
International policy framework to address corruption in sport and the manipulation of sport competitions operational

• UNESCO participated in the drafting group of the Council of Europe for drafting a Convention against manipulation of sport competitions that was eventually finalized.
• UNESCO supported a symposium on sport integrity with the Sorbonne University and the International Centre for Sport Integrity (ICSS), on May 2015, during which the scope of the phenomenon on match-fixing was presented together with various recommendations to public authorities and sport federations on how to fight this phenomenon.

Challenges
The program heavily relies on partnerships with Member States and various governmental and non-governmental members of CIGEPS who provide expertise and funding, as appropriate, through the International Fund for the Promotion of Physical Education and Sport (FIDEPS). States Parties' voluntary contributions to the Anti-Doping Fund allow to support operational projects in implementation of the Anti-Doping Convention.

The activities contributed to ER 6 in that increasingly the program and all activities are geared at national policy development.
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<tr><th colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</th></tr>
<tr><th>Programmed</th><th colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</th></tr>
<tr><td>PI: Guidelines for establishing national policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school introduced in Member States
B: n.a.
T 2014-2015: 6 countries have held national stakeholder meetings 6 regional or sub-regional follow-up meetings analyze MINEPS V implementation</td><td>Indicators for measuring the implementation of the Declaration of Berlin at national and international level under development. QPE Guidelines finalized and available in three languages. Two countries requested national PES policy review. Regional follow-up meeting to MINEPS V for LAC and Africa</td><td> </td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: 2 Member States pilot QPE Guidelines	under preparation.	
	PI: International platform for sharing information between sport bodies, governments and other relevant stakeholders to address corruption in sport and the manipulation of sport competitions operational and training tools put at disposal of authorities **B:** n.a. **T 2014-2015:** One Platform or information sharing mechanism operational **T CAP 2014-2015:** Website and/or Community of Practice used by 20 Member States and 20 NGO partners	Convention of the Council of Europe to fight against the manipulation of sport competitions finalized with input by UNESCO and referencing of MINEPS V Declaration of Berlin. Finalization of guiding principles on integrity in sport by Sorbonne University and ICSS with UNESCO support.	
	PI: National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport **B:** - 176 States Parties to the International Convention against Doping in Sport - 65% of States Parties have achieved the compliance level set by the Conference of Parties - 40 projects approved under Fund during a biennium **T 2014-2015:** - 180 States Parties to the Convention - 70% of States Parties have achieved the compliance level - 45 projects approved under the Fund **T CAP 2014-2015:** At least four applications under the Fund's policy priority	14 new projects approved under the Anti-Doping Fund. Extra-ordinary session of the Bureau of the Conference of Parties addressed compliance issues; Amended list of prohibited substances circulated to States Parties.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Africa

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 1, ER 6: The empowerment, civic engagement and democratic participation of young African women and men are promoted through inclusive youth policies and youth led work on a culture of peace (through the contribution of MP III)		Progress is on track with regard to the work on policy development, capacity-building, social entrepreneurship and on enhancing partnerships.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 1, ER 6: The empowerment, civic engagement and democratic participation of young African women and men are promoted through inclusive youth policies and youth led work on a culture of peace (through the contribution of MP III)	With regard to policy advice (1st output), the global framework on participatory youth policy development is currently finalized through an external peer-review process and should be made available to national governments and Field offices by October 2014. The process of consolidating successful practices is under development and should be launched by the end of October 2014, following the 1st Global Forum on Youth Policies which will be co-convened by UNESCO, UNDP, the UN Secretary General's Envoy on Youth and the Council of Europe.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In addition, discussions and consultations have been initiated in the East Africa region that will ultimately culminate in development and/or review of national youth policies. Similarly, discussions are underway to produce a report on the state of implementation of national youth policies supported during the 36 C/5. Within that same context, a process has been put in place to identify competent partners to develop 1 national report, and 1 regional report on youth participation in civic, political and peacebuilding processes. In West Africa, the Minister of Youth and Sport of Niger, has confirmed the need to update the National Policy on Youth to better address the emerging challenges. With regard to capacity-building (2nd output), in the framework of the extra-budgetary funds received by the Spanish cooperation, UNESCO is in the process of developing the "Manuel d'éducation à la citoyenneté pour les jeunes en Mauritanie". The first draft of the 20 fact-sheets has been produced by UNESCO and the Mauritanian Experts Group and will be shared with various stakeholders with a view to finalizing it. Initialement prévue pour une durée de 24 mois pendant le précédent biennum, l'exécution de l'activité extrabudgétaire « Building youth-led social innovation in Senegal / YouthActionNet Senegal » a été retardée du fait des procédures et contraintes relatives à la mise en place effective des fonds. La conduite des opérations a été effectivement entreprise en début 2014 sur la base d'un nouveau timeline consensuel. Le West Africa Research Center (WARC) a été retenu comme organisation sénégalaise pour la conduite du projet. La procédure de sélection des meilleures initiatives menées par des jeunes innovateurs sociaux (15 à 20 jeunes), à l'échelle nationale est déjà entamée. La formation prévue sur l'innovation sociale (2 formations en 18 mois) sera incessamment entreprise. The Youth Programme is also providing technical input in the organization of the Regional Forum "Jeunesse et culture de la paix » (Libreville, 12-13 December 2014), notably in terms of participation and contribution therein of youth organizations and structures from the region. With respect to partnerships (3rd output):

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• A partnership with the ISIC Association is currently under development, creating the basis for national ISIC associations to support the implementation of the 8th UNESCO Youth Forum labelled projects, as well as of other youth-led projects in line with UNESCO's Operational Strategy on Youth • A partnership with the Kuwait successfully materialized in a financial contribution of 200,000 USD in support of the 15 action projects that received the label of the 8th UNESCO Youth Forum. • The "Youth Citizen Entrepreneurship Competition", is coordinated by UNESCO, the Foundation and Stiftung Entrepreneurship, to support young entrepreneurs who are creating positive change in their communities by helping solve some of the key challenges of today with their innovative ideas and leadership. Three of the fifteen 8th UNESCO Youth Forum labelled projects are led by young women and men in the region. Limited budgetary resources have meant that it is necessary to be cost effective. Adopting efficiency measures such as encouraging partners to contribute (in-kind or financial resource) to programme implementation has been seen to be effective. Challenges: The absence of SHS staff in the UNESCO Eastern Africa office, prior to February 2014, required conducting a thorough assessment of the region and developing meaningful partnerships, before committing the Organization's resources for implementation of activities. Maintaining a balance between regional programming obligations and responding to national priorities remains a structural challenge to contend with. To overcome it, strategic choices need to be made in terms of where best to invest programme

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	resources. It is strategically advantageous to invest in countries where UNCTs are already working together to either implement UNDAFs, or some kind of joint programme, as is the case in several of the countries in the Eastern Africa region. A challenge is also the time needed, as well as the lack of funding, to address capacity and awareness gaps amongst concerned stakeholders relating to participatory policy development and to promoting meaningful civic engagement. This has an impact on the delivery timeline as well as on sustainability. With regard to youth-led action, mention is to be made to the different reactivity by the young project leaders of the labelled projects as well as their different capacities in terms of implementation. Some of their NGOs are in fact more experienced than others. Project funding is still an issue. Further efforts are made to support them both financially and through technical advice.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of African Member States that have begun to formulate and/or revise youth policies, with young men and women taking part **B:** 2 **T 2014-2015:** At least 2 African countries have begun to formulate and/or revise young policies, with young men and women taking part - Representative youth-led national bodies formed in at least 3 African countries and enabling youth participation in the formulation of official youth policies	Discussions and consultations with national stakeholders have been initiated in Niger and the East Africa region on the development and/or review of national youth policies	
	PI: Number of young men and women trained and implementing a project, in particular in social entrepreneurship and community development, designed to promote a culture of peace and civic commitment by young people in Africa **B:** na **T 2014-2015:** At least 5 of the young men and women trained implement	The selection process of 15 young women and men to benefit from the training/coaching within the framework of the "Building youth-led social innovation in Senegal / YouthActionNet Senegal" is in process Ongoing fundraising efforts to support the	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	a project designed to promote a culture of peace	implementation of youth-led projects in Malawi and Burkina Faso, subsequent to training in the framework of the project "Strengthening capacities for youth-led social entrepreneurship and promotion of a culture of peace in Africa	
	PI: Number of projects led by young men and women in Africa, as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace **B:** 0 **T 2014-2015:** At least 2 projects led by young men and women in Africa, as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace	3 youth-led action projects having received the 8th UNESCO Youth Forum Label launched and at different stages of implementation in Africa (Cameroon, Mauritius, Uganda)	
	PI: Number of eminent persons, including young people, networks and civil society organizations participating in the "Make Peace Happen" campaign and in the promotion of the African Youth Charter **B:** 0 **T 2014-2015:** More than 50 eminent persons and 100 civil society organizations support the UNESCO/AU campaign and the promotion of the African Youth Charter through awareness-raising messages and activities	Not yet applicable. Ongoing arrangements for the launching of the campaign in December 2014 by the Liberian Government. Opportunities for the promotion of the African Youth Charter with Gabon	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Level of inclusiveness of public policies assessed through the use of a gender lens		Progress is on track with regard to policy assessment work.
ER 2: Policies advised on the various effects and impact of social transformations on both women and men		The activities at the policy level are on track after the first six months of programme execution of the 37 C/5.
ER 3: Women's participation in bioethics committees and relevant capacity building activities promoted		Steady progress was achieved towards increasing gender balance in expert committees and women participation in bioethics workshops.
ER 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes		Programme activities are progressing steadily to ensure the integration of the gender equality dimension in the public youth policies, as well as in community building and democratic processes.
ER 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping		Progress is on track regarding supporting Member States in the empowerment of girls and women through sports and in the design of inclusive public policies in the field of physical education, sports and anti-doping in sport.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 1: Level of inclusiveness of public policies assessed through the use of a gender lens</td><td colspan="3">With respect to challenges facing migrants in China, UNESCO’s office in Beijing has initiated this biennium the establishment of a community of practice of academic and research institutions, governmental and non-governmental agencies to strengthen the development of participatory and evidence based policies and programs for migrant rights and social inclusion, with a particular focus on migrant women who are particularly vulnerable to exploitation, discrimination and abuse which may result in increased poverty and exclusion.
In the framework of promoting the rights of people with disabilities in refugee settings, UNESCO Beirut office organized in late June 2014 a training of trainers (TOT) on Disability mainstreaming. The training aimed to provide legal and policy framework on promotion of rights of women and men with disabilities in refugees setting and practical tools and skills in mainstreaming disability in the humanitarian and development project management and support the preparation of “action plan” in implementing the policy recommendations in their region. The TOT will be followed upon by 10 training workshops across Lebanon targeting around 300 stakeholders from the Ministry of Social Affairs, NGO, Youth and Women’s Organizations and Disabled Persons’ Organization (DPO) who will undertake advocacy initiatives across the country.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of inclusive public policies assessed having integrated a gender equality dimension
B: 0
T 2014-2015: 5 policies from different regions</td><td>Policy assessment work taking into account a gender equality dimension initiated in 10 countries from different regions, built on work carried out last biennium.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 2: Policies advised on the various effects and impact of social transformations on both women and men</td><td colspan="3">SHS, in collaboration with ODI, is undertaking a State of the art on public policies pertaining to social inclusion and intercultural dialogue, which will take stock of UNESCO’s work in this area, identify lessons learned, challenges, achievement and impact, and highlight good practices. This exercise is designed within a human rights approach and a gender lens and will inform UNESCO’s initiatives in support of Member States in the formulation of participatory and inclusive policies at the country level.

The workshop “Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-</td></tr>
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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">East Asia” organized in Bali, Indonesia last April has identified policy recommendations in relation to research and data gaps including in relation to disaggregation of data by sex and age. In follow up to these recommendations, a series of roundtables will be organized around inclusive policy approaches and data gaps. A first workshop is planned to be held in Malaysia in August 2014 covering a number of ASEAN countries.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of gender-responsive policies informed based on data and research
B: 0
T 2014-2015: 5 policies from different regions</td><td>work launched aiming at informing policy approaches to policy design, development and implementation, based on data and research and taking into account the needs, roles and contributions of both women and men (A State of the art of SHS work on public policies pertaining to social inclusion and intercultural dialogue ; a multi-stakeholder workshop organized in Bali, Indonesia on "Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia")</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 3: Women's participation in bioethics committees and relevant capacity building activities promoted</td><td colspan="3">Special consideration was accorded to promoting gender equality in terms of the themes and the content of the materials used for the ABC and ETTC trainings. Moreover, gender balance was in consideration when selecting the participants of the ETTC training. As a result, there were 16 women out of 18 beneficiaries (88% women indicator), and three women experts as trainers, two of them from the Arab States region. For ABC, all the experts were woman, coming from Mexico, Quebec, Belgium and Austria. Awareness of imbalances was raised and addressed in committees with gender imbalance; most of the committees have a balanced representation</td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Number of women participating as active members in national bioethics committees and in bioethics trainings **B:** 20% to 25% **T 2014-2015:** At least 30 % women in four national bioethics committees. •At least 30 % women benefitting from capacity-building activities pertaining to bioethics	In 2014, 3 committees are known to have achieved above 30% women participating as active members (El Salvador: 5 of 12, Ecuador: 5 of 14, Guinea: 7 of 23) and treated topics distinguishing impacts on men, women, girls and boys; and Chad (which previously had no woman on the committee) for the first time had 1 woman join and participate Of the 1 ETTC training held so far in 2014, 88% of beneficiaries were women.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes	The global framework on youth policy development is currently finalized through an external peer-review process and should be made available to national governments and Field offices by October 2014. This framework, for a participatory and inclusive policy development, emphasizes the particular need to integrate and apply a gender lens throughout the policy process, stressing that every National Youth Policy needs to be gender-responsive, addressing gender differences as well their effect on the human development prospects of both young women and young men, as well as their opportunities for civic engagement and participation. This gender dimension is among the key elements in on-going policy development processes led by UNESCO, such as in Mongolia, and will be in such processes in the 10 countries covered by the NET-MED Youth project. The NET-MED Youth addresses Gender equality by using a two-pronged approach: firstly, by ensuring that gender equality considerations are mainstreamed systematically into the programme, from the conceptualization to the implementation and evaluation processes. Secondly, by promoting gender specific programming, focusing particularly on the specific needs, expectations and aspirations of young women within all components, especially women with disabilities and those living in rural areas. The following *principal outputs* were produced:

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	- Project coordination capacities and local expertise strengthened in 6 countries, where National Programme Officers have been recruited and appointed (5 women and 1 man). Communication and coordination capacities at HQ have also been enhanced: 2 Assistant Project Officers have been appointed (1 woman and 1 man) - Kick-off event and internal briefing and training workshop for field and relevant HQ staff held at Headquarters which provided the Project Focal Points with functional Knowledge on Gender Analysis at various level of programming and highlighted also general Gender Gaps in the ENP South countries. Detail linkages between Gender, HRBA, RBM, Budgeting and SISTER have also been discussed Special consideration is also accorded to promoting gender equality through the gender-sensitive “Manuel d’éducation à la citoyenneté pour les jeunes en Mauritanie", the first draft of which has been produced by UNESCO and the Mauritanian Experts Group and will be shared with various stakeholders with a view to finalizing it. The main challenge in this area is the time needed, as well as the lack of funding, to address capacity and awareness gaps amongst concerned stakeholders relating to rights-based and gender-sensitive youth policy development and civic engagement. This has an impact on the delivery timeline as well as on sustainability. The global framework for policy development, as well as the training manual on civic education for youth seek to provide tools and vehicles to address these gaps.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of public youth policies including a gender equality dimension **B:** NA **T 2014-2015:** At least 3 out of the 7 foreseen public policies on youth	Consultations on inclusive National Youth Policies with youth in Indonesia, Thailand, Mongolia	
PI: Improved participation of young women in community building and democratic processes **B:** NA	in view of improving young women participation, a gender-sensitive "Manuel d'éducation à la citoyenneté pour les jeunes	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: At least 40% of the participants in the actions undertaken are young women	en Mauritanie" is being drafted.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping	In line-with resolutions adopted by the General Conference, at its 37th session (c.f. Resolution 37C/38), and by CIGEPS, at its ordinary session in March 2014 (c.f. CIGEPS/2014/Resolution 2), the follow-up to the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) focuses on developing indicators for assessing the implementation of the recommendations of the outcome document of MINEPS V, the Declaration of Berlin. One of the eleven sub-topics around which these recommendations are structured concerns the ”Empowerment of girls and women in and through sport”. Over 30 governmental and non-governmental experts have expressed their interest in participating in the MINEPS V follow-up in this field. The Director-General attended the *6th IWG (International Women Group) World Conference on Women and Sport “Lead the Change – Be the Change”*, which took place under UNESCO’s patronage in Helsinki, Finland from 12 to 15 June 2014. Ms Bokova delivered a keynote speech at the Plenary session “Buck the Trend –Leading the change in sport policy”. The legacy document of this Conference refers, in several chapters, explicitly to the Declaration of Berlin” that contains several specific commitments and recommendations in the area of gender equality in sport and physical education. On 30 June 2014, the UNESCO Geneva Office took part in the Sport for Development and Peace International Working Group thematic meeting on “Harnessing the Power of Sport to Address gender-based Violence” organized in Geneva by the United Nations Office of Sport for Development and Peace (UNOSDP). The meeting recognized the Declaration of Berlin as overarching framework for orienting relevant government policy and monitoring implementation. Quality Physical Education Policy Guidelines finalized in 2014 and piloted in Member States for pilot phase integrate Gender analysis at the heart of the Guideline's policy approach with both case-study examples of how to develop more inclusive and gender sensitive policy and an entire chapter dedicated to equality and inclusion more broadly.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	challenges Relations with the Secretariat were re-established by the newly appointed Director of the Observatory Women, Sport and Physical Education, Athens Greece. However, a constitutive meeting of the steering board of this category II Centre could not yet be organized. This Centre, once operational, could play a vital role in monitoring and promoting gender sensitive sport policy. Furthermore, a meeting between the Observatory and the International Olympic Committee, facilitated by UNESCO, did not materialize. For playing a more pro-active role in the operational establishment of the Observatory, additional, dedicated human resources would be required. **Cost-effectiveness/efficiency measures** All the above activities were carried out at minimal cost for UNESCO.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of Member States that revise national sport policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school **B:** NA **T 2014-2015:** 3 national sport policy frameworks; 5 countries where the situation of physical education at school is improved, with 4 countries having improved access for persons living with disabilities, and having integrated a gender equality dimension in the frameworks	- Quality Physical Education Policy Guidelines developed for pilot phase. Gender analysis integrated at the heart of the Guideline's policy approach with both case-study examples of how to develop more inclusive and gender sensitive policy and an entire chapter dedicated to equality and inclusion more broadly. - Consultations with national governments regarding their participation in the forthcoming QPE policy pilot initiated. - Gender sensitive methodology for pilot implementation elaborated and importance of gender-equality included in job descriptions developed for pilot national	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		coordinators.	
	PI: Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport. **B:** NA **T 2014-2015:** At least 2 projects have improved or initiated the collection and analysis of reliable sex disaggregated data	- The Final Report of the World-wide Survey of School Physical Education approved and ready for publication elaborates the nexus between physical education and gender equality by both reporting on forms of gender-based discrimination in PE and by emphasizing the potential of PE as a vehicle for girls' empowerment. The findings and analysis of the Final Report are supported by sex-disaggregated data (nationally, regionally and internationally).	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. Major Programme IV - Culture

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention		Progress towards the result is on track for statutory meetings, capacity building and awareness raising activities. The main challenge is the growing number of sites on the World Heritage List with its corresponding increase in workload and expectations, without a commensurate increase in predictable and reliable resources (RP and World Heritage Fund). This is an issue for all Conventions and for which a long term solution becomes urgent.
ER 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums		Progress towards the expected results is on track. The cash flow shortfall means that the Regular Budget is primarily used for the organization of Statutory Meetings, with relatively little for capacity-building and awareness-raising activities, especially in regions that have a low ratification rate and/or capacity constraints. The need to resolve the mismatch between expectations, workload and resources was addressed by the recent evaluations and audit of working methods of the Conventions.
ER 3: Global strategic and forward looking directions developed and applied thought the effective implementation of the 1954 Convention (and its two protocols) and multiplier effect achieved		At the time of reporting on the first semester, progress towards the targets and benchmarks for the biennium and quadrennium is satisfactory. The preparation and follow up of the fixed statutory meetings necessarily require extensive investment of resources but have been balanced by awareness raising and capacity building activities commensurate with the RP and extrabudgetary resources available.
ER 4: Global strategic and forward looking directions developed and applied		Progress towards the targets and benchmarks for the quadrennium are broadly on

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
thought the effective implementation of the 2001 Convention and multiplier effect achieved		track, especially in terms of fixed statutory meetings, efforts to increase ratifications of the instrument through awareness raising, regional meetings and scientific conferences within the resources currently available. Challenges persist in terms of resources available for capacity building activities, especially in Africa.
ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue		D'importants efforts ont du être investis par le Secrétariat pour mobiliser les soutiens financiers indispensable à la mise en oeuvre des programmes concernés. Des résultats encouragents ont été obtenus à cet égard, et de nouveaux partenariats ont pu être été initiés, permettant ainsi la mise en oeuvre de plusieurs activités. Néanmoins, la mise à dispotion de financements stables demeure nécessaire pour mener à bien ces programmes.
ER 6: National capacities strengthened and utilised to safeguard intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention		With 70% of the workplans on track in the first semester of the quadrennium, progress towards the targets and benchmarks for the biennium and quadrennium may be judged satisfactory, taking into account that the fixed statutory meetings necessarily take precedence over some of the longer-term efforts, such as the strengthening of the capacity-building programme's curriculum and evaluation mechanism, where there is progress, but somewhat less rapidly than originally expected.
ER 7: National capacities strengthened and utilised for the development of policies and measures to promote the diversity of cultural expressions through the effective implementation of the 2005 Convention		Progress towards the expected result is on track. As the IOS audit of working methods of the culture conventions pointed out the greatest challenge to the effective implementation remains the steady increase in workload and expectations without a corresponding increase in resources.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:
: No information yet;
: Not on track;
: Partly on track;
: On track.

Main Line of Action 1: Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention	The 38th session of the World Heritage Committee was held in Doha, Qatar, from 15 to 25 June 2014. The host country provided exceptional logistical conditions for the organization of this session and even absorbed supplementary costs. In pursuance to the “Thinking Ahead” meeting of October 2012, all stakeholders of the 1972 Convention are strongly committed to improve the credibility and transparency of its processes. The open-ended working group on the equitable geographical representation on the World Heritage Committee set up in November 2013 prepared three proposals which will be submitted to the 1st Extraordinary session of the General Assembly in November 2014 for its final decision. The Audit of the working methods of the six conventions in the field of culture assessed the adequacy and efficiency of the working methods of UNESCO’s standard-setting work. While the General Assembly (November 2013) was able to take a decision to implement 2 recommendations, the World Heritage Committee addressed the other recommendations at its 38th session. They essentially seek to streamline and rationalize various statutory processes and achieve cost efficiency. 30 World Heritage properties benefited from capacity-building activities organized at the national or regional level and often in collaboration with the World Heritage related category 2 centres, mainly in the fields of heritage conservation and sustainable management. Among others, site managers learnt ways of involving local communities in the conservation of World Heritage sites, for example through strategic business planning. Regional capacity-building strategies have been or are currently being developed, building on the results of the Periodic Reporting Exercise. Within the framework of the World Heritage Capacity Building Programme, a course on addressing nature-culture inter-linkages in World Heritage management was developed during the first semester of 2014 and will be made available to other capacity building partners. The first edition of the course is expected in 2015, pending necessary fundraising. Furthermore, the World Heritage Centre is currently testing the establishment of an online platform to enable exchange of experiences and collaboration among managers of marine World Heritage

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	properties, as well as among the experts working on a proposal for a policy on sustainable development. These two initiatives, if proven successful and if resources are available, could be replicated as a means to facilitate the creation of networks of World Heritage practitioners. Following a request made by the General Assembly (November 2013), the World Heritage Committee at its 38th session reiterated the request for Committee members to refrain, on a voluntary basis, from submitting nominations during their mandate. It also decided to establish an ad hoc working group to address issues related to conflict of interest, working methods and decision-making processes related to nominations, which should report to the 39th session of the World Heritage Committee. In the first semester 2014, 16 States Parties revised their Tentative Lists and another 3 are currently preparing their first Tentative List, with advice from the Secretariat and the Advisory Bodies. 87.7% of the nomination dossiers received by 1 February 2014 for examination in 2015 were considered as complete, in conformity with the provisions of the *Operational Guidelines*, including 14% from underrepresented or non-represented States Parties. The utility of assistance and advice in the preparation of nominations by the Advisory Bodies and the World Heritage Centre (“upstream support”) is by now widely recognized and occurs in an increasing number of cases. The timeline of the nomination process being short (16 months from submission to examination), a reflection is ongoing on how to allow for dialogue and meaningful exchanges between the States Parties and the Advisory Bodies. Projects concerning more than 15 World Heritage sites in priority regions or countries and linked to sites on the Danger List, conflicts, disasters, tourism management, urbanization and climate change demonstrate the relevance of the work of the 1972 Convention in challenging situations. Announced in June 2014, Qatar’s donation of US$10 million will be the first contribution to the special fund UNESCO is setting up to protect heritage in areas affected by natural disasters or armed conflict. In the wake of the previous biennium, various ongoing projects also enhance the role that women, men, and youth play in World Heritage management and protection, while contributing to sustainable development. Various stakeholders contribute to conservation, thematic priorities and awareness-raising, whether as donors or as active participants on the ground. 2 partnerships concluded or renewed since the beginning of 2014 relate to danger sites or youth education. At least 500 young people are or will be soon engaged in one of the 54 projects of the Heritage Volunteers campaigns, where they will carry out both hands-on preventive conservation activities and information sessions on issues related to World Heritage, together with local communities.

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">Challenges, corrective measures, lessons learnt:
The main challenge remains the growing number of sites on the World Heritage List with its corresponding increase in workload and expectations, while the predictable and reliable resources (Regular Programme and World Heritage Fund) do not increase. The General Assembly of States Parties (Nov. 2013) approved the creation of sub-accounts within the World Heritage Fund, but very little voluntary contributions have been received to date. Consultations between the Secretariat and the States Parties will also be pursued between the two sessions of the Committee in order to submit options for further efficiency and cost saving measures and resource mobilization that could contribute to the sustainability of the Fund. In order to address the staffing shortfalls, States Parties were mobilized; as a result, 3 secondments (2 from Turkey and 1 from Singapore) will be provided to the World Heritage Centre during the summer 2014 for at least one year.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Governing bodies of the 1972 Convention supported through the effective organization of statutory meetings
B: 1 Committee per year and 1 General Assembly every 2 years
T 2014-2015: 2 ordinary sessions of the Intergovernmental Committee and 1 session of the General Assembly organized
T CAP 2014-2015: 1 extraordinary session of the General Assembly</td><td>1 Committee session (Doha, 2014)</td><td> </td></tr>
<tr><td></td><td>PI: Number of World Heritage properties where capacity of staff / stakeholders is enhanced, including in collaboration with category 2 Institutes and centres
B: 100 sites
T 2014-2015: At least 120 sites
T CAP 2014-2015: At least 5 additional sites</td><td>30 sites</td><td> </td></tr>
<tr><td></td><td>PI: Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed requirements</td><td>(T.1): 16 States Parties develop new or revised Tentative Lists (T.2): 88% of nomination dossiers submitted by 1 February</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: (b 1): 70 States Parties develop new or revised Tentative Lists (b.2): 60% of nomination dossiers conforming to prescribed requirements (b 3): 12% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties **T 2014-2015:** (T.1): 40 States Parties develop new or revised Tentative Lists (T.2): 70% of nomination dossiers conforming to prescribed requirements (T 3): 15% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties **T CAP 2014-2015:** (T 1): 21 additional States Parties develop new or revised Tentative Lists (T.2): additional 10% of nomination dossiers conforming to prescribed requirements (T 3): additional 10% of dossiers conforming to prescribed requirements coming from underrepresented or non- represented States Parties	2014 conformed to prescribed requirements (T.3): 14% of these files came from underrepresented or non- represented States Parties.	
	PI: Number of World Heritage properties which contribute to sustainable development **B:** (b 1): At least 4 case studies in each region (b 2): At least 12 World Heritage properties **T 2014-2015:** (T 1): At least 6 case studies in each region demonstrating how management of World Heritage properties contributes to sustainable development (T 2): At least 14 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change **T CAP 2014-2015:** (T 1): At least 2 additional case studies (T 2): At least 3 additional World Heritage properties	(T 1): 1 per region (T 2): 17 World Heritage properties in priority regions or countries benefit from specific conservation projects linked to topics such as Danger List, conflicts, disasters, tourism management, urbanization and climate change	
	PI: Number of stakeholders contributing to conservation, thematic	(T 1): 2 partnerships (1 for youth education, 1	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	priorities and awareness-raising **B:** (b 1): 20 partnerships (new or renewed) for conservation involving youth education, sites in danger, Africa or communities (b 2): 1,541 participants in Heritage Volunteers campaigns (b 3): 0 regions pilot **T 2014-2015:** (T 1): 6 partnerships (new or renewed) for conservation involving youth education, sites in danger, Africa or communities (T 2): 700 participants in Heritage Volunteers campaigns **T CAP 2014-2015:** T 3): 2 regions pilot the integrated heritage education tool developed (in collaboration with ERs 2,3,4 and 6)	for sites in danger) (T 2): around 500 participants (54 projects on-going or not started yet; the total number of participants will be known in October).	
	PI: Number of World Heritage properties where the balanced contribution of women and men to conservation is demonstrated **B:** 4 sites **T 2014-2015:** At least 6 sites **T CAP 2014-2015:** 2 additional sites	4 sites	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Policy dialogue promoted to combat illicit import, export and transfer of ownership of cultural property through enhanced, strengthened and more efficient international cooperation, including the implementation of the 1970 Convention and enhanced capacities of museums	The Second Session of the Subsidiary Committee of the Meeting of States Parties to the 1970 Convention was held from 30 June to 2 July 2014 at UNESCO Headquarters and was attended by more than 150 participants. Among the key results of the meeting, the draft operational guidelines for the 1970 Convention were adopted for possible adoption in the forthcoming session of the Meeting of States Parties to the 1970 Convention. Furthermore, a decision was taken regarding the organization of an Extraordinary Session of the Subsidiary Committee, provided extra budgetary funds are identified. Moreover, the Secretariat provided expertise, documents and logistical support for three informal drafting groups established by the Chairperson and the Subsidiary Committee on the preparation of the draft operational guidelines to the 1970 Convention. Two States became Party to the Convention (Bahrein and Chile) bringing the total number of Parties to the 1970 Convention to 127. The Secretariat facilitated, in close cooperation with the UNESCO Phnom Penh Office, the restitution of 5 sculptures to Cambodia from major Western museums and two prominent auction houses (May 2014). This case was presented during the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	above-mentioned Session of the Subsidiary Committee. Regarding the Mediation and Conciliation Rules of Procedure, no cases have been submitted to the ICPRCP, but 6 UNESCO Member States have nominated mediators and conciliators, bringing the total number of designated national experts to 60 persons from 30 countries. Capacity-building actions have been intensified over this period: 3 national workshops on the legal and operational aspects of the fight against the illicit trafficking of cultural property were organized in Oman (May 2014), Egypt (April 2014) and Haiti (June 2014), as well as 1 emergency meeting for Syria (June 2014) in coordination with related Conventions of the Culture Sector. Special attention has been given to the participation of women in these workshops, which translates into a 10% increase in gender balance (10% more women attended compared to previous workshops). In parallel, the Secretariat continued updating and revising working materials and modules to be used in workshops. Further, the Secretariat is currently in the preparatory stage of a 6 year-project to be financed by the European Commission for 10 million USD, focused on capacity building, digitalization and awareness-raising on the fight against illicit trafficking, with a special focus on both African and European art markets. Regarding major events, a three-day symposium on the Prevention of Illicit Trade in Cultural Heritage in South-East Asia is currently being prepared and funds are being raised. The symposium, which will take place in November 2014 in Bangkok, will provide a platform for discussion to highlight the issues faced by Southeast Asian countries, boost ratifications of the 1970 and 1995 UNIDROIT Conventions, foster the knowledgebase of participants on recent achievements to fight illicit trafficking and to outline restitution strategies, in particular towards museums and the art market. The Secretariat has also participated in 7 major international events with relevant stakeholders in the field – EU, INTERPOL, WCO, UNODC, ICOM – in order to strengthen cooperation and highlight UNESCO’s leading role in this field. A series of awareness-raising and communication tools have been produced and distributed in this period, ranging from publications both for the general public (2) and specialists in the field (1), documentaries (1), educational kits (1), agreements with universities (1) and awareness-raising –clips for tourist and local communities (4). These clips will also be distributed in the framework of a campaign launched jointly with UNODC and WTO entitled ‘Be a responsible traveler’ which will count with the support of prominent partners of the tourism industry. The Secretariat has also created and updated dedicated web sites to ‘heritage in emergency’ situations in conflict and disaster zones (Syria, Egypt, Iraq, Haiti, Mali and Libya).

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The Culture Sector's activities in the field of museums during the reporting period saw steady progress with the following results: Ongoing preparation for the legal instrument – developing the Preliminary Report to be circulated to Member States, in addition to continued efforts in fundraising; 14 training activities in the capacity-building of stakeholders in the social, economic and educational roles of museums (5 in Asia-Pacific, 5 in Europe, and 4 in Arab states); 3 inventories improved (2 in Arab states and 1 in Europe); development of an implementation plan to facilitate the sustainable foundation of AFRICOM which will allow for the region's museums and professionals to strengthen awareness and implementation of the 1970 Convention (Africa). The greatest challenge for implementing the 1970 Convention's secretariat remains the lack of human resources and financial means. Most of the Regular Programme budget is used for the organization of Statutory Meetings, which leaves very scarce resources for reinforcing capacity-building and awareness-raising, especially in regions that have a low ratification rate and/or capacity constraints and implementation challenges. The report issued by UNESCO's Internal Oversight Service (IOS) on the 1970 Convention (see http://unesdoc.unesco.org/images/0022/002269/226931e.pdf) directly addresses this need to develop capacity-building activities in Recommendations 1, 14, 15. Similarly, creating and improving communication and awareness-raising tools related to the 1970 Convention (especially the website) is also a priority, as mentioned in recommendations 17 and 18 of the aforementioned report. The high priority given to the Convention by Member States and the increasing demands of States Parties to the Convention does not translate into financial reinforcement. The need to strengthen the Secretariat with the level of expertise, stability and resources required to respond to this demand is addressed in Recommendation 21 of the IOS report. The 1970 Convention Secretariat continues to mobilize support from Member States and the private sector to compensate the staffing and financial shortfalls with a view to build up a sustainable strategy for the forthcoming years.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Governing bodies supported through the effective organization of statutory meetings	1 Second Session of the Subsidiary Committee organized	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 5 **T 2014-2015:** - 4 Statutory meetings **T CAP 2014-2015:**		
	PI: Number of successful cases of return and restitution of cultural property considered **B:** 5 **T 2014-2015:** - At least two new cases for return or restitution submitted for the ICPRCP or resolved through the good offices of the Secretariat **T CAP 2014-2015:**	5	
	PI: Number of new States Parties to the 1970 Conventions **B:** 5 **T 2014-2015:** - 12 new ratifications **T CAP 2014-2015:**	2	
	PI: Number of various stakeholders contributing to protection, thematic priorities and awareness raising **B:** **T 2014-2015:** - Substantive involvement of both State and non-state stakeholders in at least two major events; - 20 Capacity-building workshops **T CAP 2014-2015:** - at least 1 documentary per region on the fight against the illicit trafficking of cultural property - at least 3 awareness-raising clips for tourists and local population per region - at least one publication by sub-region - at least 1 educational kit for children per region - at least 1 kit on the fight against illicit trafficking for the art market - at least 5 schools by sub-region including the theme - at least 2 universities by sub-region including the theme	1 awareness-raising campaign launched 4 workshops organized (1 for a country in conflict situation)	
	PI: Number of experts/participants in human and institutional capacity	10% increase in the participation of women	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	workshops related to the implementation of the 1970 Convention and to the role of museums by gender **B:** 32% **T 2014-2015:** 20% increase in the participation of women **T CAP 2014-2015:** 40% increase in the participation of women	with respect to the baseline percentage	
	PI: Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analyzed and monitored **B:** 41 **T 2014-2015:** at least 30 national reports **T CAP 2014-2015:**	none	
	PI: Social, economic and educational roles of museums as vectors for sustainable development and intercultural dialogue promoted and capacities of museum professionals developed. **B:** **T 2014-2015:** - High-level forum on museums initiated, fundraising and possible 2 meetings of the forum held and policy advice paper from the forum (extrabudgetary) - Text of a legal instrument in the form of a Recommendation prepared and 2 meetings organized, one for experts and 1 for representatives of Member States (extrabudgetary) - 3 customized training activities with emphasis on Africa and LDCs (extrabudgetary) - 3 inventories improved (extrabudgetary) **T CAP 2014-2015:**	Ongoing preparation for the legal instrument - developing the Preliminary Report on the Recommendation to be circulated to Member States, in addition to continued efforts in fundraising; 14 training activities in the capacity-building of stakeholders in the social, economic and educational roles of museums (5 in Asia-Pacific, 5 in Europe, and 4 in Arab states); 3 inventories improved (2 in Arab states and 1 in Europe); development of an implementation plan to facilitate the sustainable foundation of AFRICOM which will allow for the region's museums and professionals to strengthen awareness and implementation of the 1970 Convention (Africa).	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Global strategic and forward looking directions developed and applied thought the effective implementation of the 1954 Convention (and its two protocols) and multiplier effect achieved	The preparation of the ninth meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict ('the Committee') is well underway and the vast majority of working documents has been prepared. In addition, the Secretariat has successfully organized an informal meeting of the Bureau of the Committee in May 2014 and is a preparing a second meeting of the Bureau with a view to finalizing the preparation of the Committee's meeting in December 2014. While the Secretariat has not received any requests for international assistance, the Netherlands generously contributed Euros 25,000 to the Fund for the Protection of Cultural Property in the Event of Armed Conflict. The Secretariat is working closely with the relevant national authorities regarding eleven Czech and two Nigerian requests for the granting of enhanced protection. The website and, in particular, its part on best practices has been regularly updated. As to co-operation with other IGOs and NGOs, the Secretariat has been working closely with the International Committee of the Red Cross ("ICRC") on legal issues. The Secretariat has been providing, on regular basis, technical and legal advice to UNESCO Member States. On the occasion of the sixtieth anniversary of the 1954 Hague Convention, on the 12th May 2014 the Netherlands National Commission for UNESCO has launched a travelling exhibition on the protection of cultural property in the event of armed conflict. The exhibition will be finished on December 2014 during the ninth meeting of the Committee (Paris). On 12 June 2014, on the occasion of the sixtieth anniversary of the 1954 Hague Convention, the Secretariat organized an award ceremony related to the granting of enhanced protection to sites in Azerbaijan, Belgium, Cyprus, Italy and Lithuania. This ceremony took place during a conference jointly organized by UNESCO and UNU (University of United Nations) on *Heritage and Conflict ;* The principal challenge towards the achievement of the expected result lies in the lack of human and financial resources available to undertaken all the activities foreseen, particularly in terms of capacity building and awareness raising.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of statutory meetings organized **B:** 8 **T 2014-2015:** Four statutory meetings were organized;	Preparation of the ninth meeting of the Committee is underway. Preparatory meeting of the Bureau in May 2014.	

T CAP 2014-2015:		
PI: Number of international or other assistance under the Second Protocol provided **B:** 2 **T 2014-2015:** Two grants **T CAP 2014-2015:**	No request for international or other category of assistance received.	
PI: Number of new cultural properties entered on the List of Cultural Property under Enhanced Protection and number of tentative lists submitted **B:** 5 **T 2014-2015:** - Three cultural properties were entered on the List; - 5 tentative lists were submitted **T CAP 2014-2015:**	No new property entered in the list.	
PI: Number of national capacities reinforced through technical advice **B:** - **T 2014-2015:** Thirty advice were provided with regard to national implementation measures (peacetime preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.). **T CAP 2014-2015:**	Such advice were provided at least on 30 occasions.	
PI: Number of awareness-raising activities and trainings **B:** - **T 2014-2015:** - 2 best practices were promoted through information sharing (website, etc.); - 2 awareness-raising and training activities were organized/tools were made available (protection measures, training of the military, etc.); - Partnership with the International Committee of the Red Cross (ICRC) was reinforced. **T CAP 2014-2015:** - one training tool on the basic principles of the protection of cultural property in the event of armed conflict; - two training	A number of best practices were provided.	

activities; - contribution to the integrated cultural heritage education tool.		
PI: Nomination of properties for inscription on the World Heritage List which include Optional elements related to the granting of enhanced protection under the 1999 Second Protocol to the 1954 Hague Convention **B:** 0 **T 2014-2015:** Three properties were nominated. **T CAP 2014-2015:**	No such property was nominated.	
PI: Number of new States Parties to the 1954 (and its two Protocols) Convention **B:** 6 **T 2014-2015:** - 5 new ratifications of the Convention and both Protocols (at least four each in Africa); - 1 consultation was organized and materials were made available for the promotion of the 1954 Hague Convention and its two Protocols. **T CAP 2014-2015:**	One new State party to the Second Protocol - Morocco.	
PI: Number of various stakeholders contributing to protection, thematic priorities and awareness-raising **B:** - **T 2014-2015:** - Substantive involvement of both State and non-State stakeholders in at least two major international events; - One region piloted the integrated heritage education tool developed (in collaboration with ERs 1,2,4 and 6) (extrabudgetary). **T CAP 2014-2015:**	One meeting was organized with the involvement of various stakeholders. As to two regions pilot the integrated heritage education tool developed, this activity has not yet started due to staff shortage and lack of extrabudgetary funds.	
PI: Number of reports on the national implementation of the Hague Convention and its two Protocols **B:** -20 **T 2014-2015:** 0 **T CAP 2014-2015:**	N/A	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Global strategic and forward looking directions developed and applied thought the effective implementation of the 2001 Convention and multiplier effect achieved	The 5th **Meeting of the Scientific and Technical Advisory Body** was organized on 11 June 2014. The expert members and representatives of the eleven accredited NGO attended, as well as a large group of observers from Member States. Five Meeting Documents and a larger Information Document on the access to underwater cultural heritage were prepared. The meeting encompassed discussions on the development of best practices for underwater cultural heritage protection and public access. A result was the recommendation to the Meeting of States Parties to develop an initiative to identify best practices in access to underwater heritage. The results of the meeting will be submitted to the next Meeting of States Parties to the 2001 Convention in 2015. The **Scientific and Technical Advisory Body has been able to prove its operational utility** in responding to its statutory task to give practical advice to States Parties. It has been requested by the Bureau of the Meeting of States Parties to respond to the request of the Government of Haiti to evaluate a project concerning the find of the possible Columbus shipwreck of the *Santa Maria*. Upon evaluation by the Advisory Body the proposed project was halted under international attention and a technical mission of the Advisory Body is currently being prepared, to assist above all Haiti, but also giving visibility to the Advisory Body and demonstrating UNESCO's operational capacities to assist States Parties. **Ratifications** have increased with three new States Parties since the beginning of 2014 (Bahrain, Hungary and Guyana). They are the results of activities carried out by UNESCO in the Arab Region, in Europe (including the Centenary of the First World War) and the implementation programme in LAC (Guyana). Several other Member States have already communicated their upcoming ratification. A major **Scientific Conference and Commemoration Event** took place in Bruges (26-28 June 2014, Belgium) on the occasion of the Centenary of the First World War and its underwater cultural heritage, which begins to fall under the scope of the 2001 Convention with this time-benchmark. This conference and commemorative event were organized by UNESCO, with financial and logistical support from the Government of Flanders. Public outreach included a Dive for Peace Day, a call on vessels to signal at sea in support of UNESCO's objectives (both 28 June 2014) and the elaboration of a teachers' manual on peace education and underwater cultural heritage. A special public awareness event was organized on 27, 28 and 29 July 2014 with a large scale city illumination in Bruges showcasing underwater cultural heritage remains on the occasion of the centenary of WWI.

The **Asia-Pacific Underwater Cultural Heritage Conference** (Honolulu, 12 - 16 May 2014) was co-organized on the occasion of the International Year of SIDS, through the Apia Office. The Conference was hosted by the University of Hawaii Marine Programme and the National Marine Sanctuary Foundation. UNESCO supported the participation of SIDS experts in the Conference and animated a session.

A meeting of **universities** of the underwater archaeology network was organized in Kemer, Turkey, in May 2014 and two new universities from Poland and Japan joined the network.

The UNESCO NY Office organized a special **event on underwater cultural heritage at the UN**, in preparation of the Third Conference on Small Islands States to be held in Samoa in September 2014.

A **digital tool** to raise awareness among the Youth on the importance of the underwater cultural heritage is under way. The application, foreseen for use on smartphones and tablets, is almost finalized and it is expected to be launched during the second half of 2014.

A **Model Law on the Protection of Cultural Heritage**, based on the regulations of the 2001 Convention, has been elaborated and 5 States are considering using it (after appropriate adaptation) as their national law.

Challenges, corrective actions and lessons learnt: The main challenge to the effective implementation of the programme remains the lack of human resources and funds available either through the Regular Budget or extrabudgetary means.

Contribution to C/5 result(s):
Gender Equality and Gender Balance is taken into account when drafting statutory documents. States Parties are encouraged to consider Gender Balance when developing their national strategies and programmes for the research and protection of submerged archaeological sites.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of organized statutory meetings	1 Statutory Meeting organized.	

B: 8 **T 2014-2015:** Three statutory meetings organized **T CAP 2014-2015:**		
PI: Number of States Parties to the 2001 Convention **B:** 16 **T 2014-2015:** 5 new ratifications **T CAP 2014-2015:** At least 2 Intergovernmental meetings to promote ratification	3 new ratifications	
PI: Number of stakeholders contributing to protection and awareness-raising **B:** - **T 2014-2015:** Involvement of State and non-State stakeholders in at least one major international events; One regional heritage education tool developed (in collaboration with ERs 1,2,3 and 6) (extrabudgetary). At least one major scientific conference on underwater cultural heritage organized or co-organized. At least one capacity-building course organized **T CAP 2014-2015:** - 2 major meetings on responsible access (European Region & Caribbean Region). - Publication or media addressed to companies affecting the underwater cultural heritage - Publication or media addressed to the general public	Development of and Ipad Application One Scientific Meeting organized One Regional Meeting for the Caribbean on Public Access organized.	
PI: Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 2001 Convention **B:** - **T 2014-2015:** - two workshops; - At least 40% of experts/participants are women. **T CAP 2014-2015:** - At least 1 international training course on concrete site protection - At least 1 international training course on underwater	Gender balanced enhanced among experts and participants of the Workshops and Meetings organized.	

	cultural heritage research and management		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue	La plupart des activités de ce résultat attendu sont réalisées à un niveau global et contribuent au renforcement de la coopération et de l'intégration inter-régionales. Un certain nombre de partenariats ont été initiés (avec le département de l'Information publique des Nations-Unies, des universités, des musée, des écoles et des Organisation internationales) pour compenser le manques de ressources propres et permettre la mise en oeuvre de certaines activités inscrites dans les objectifs du projet La Route de l'esclave. Les efforts ont porté sur la célébration du 20eme anniversaire du projet dans différentes régions du monde et notamment l'organisation d'un événement spécial à l'UNESCO le 10 septembre 2014. Des nouveaux matériels de promotion du projet ont été produits et distribués à tous les partenaires. Un Guide méthodologique sur la gestion des lieux de mémoire a été élaboré et un Site internet pour le réseau international des gestionnaires a été créé à ect égard. L'UNESCO compte apporter une assistance technique aux demandes croissantes des Etats membres dans la promotion des sites et lieux de mémoire liés à l'esclavage. Le projet Histoire générale de l'Afrique a connu un nouveau developpement avec le lancement du volume IX visant à actualiser la collection et analyser les nouveaux défis de l'Afrique et de ses Diasporas. Cette action complétera le travail commencé depuis quelques années pour élaborer des contenus communs pour les écoles primaires et secondaires et pour le universités sur la base de l'Histoire générale de l'Afrique. Ces matériels déjà dévéloppés sont en cours de revue par les pairs et de validation par le comité scientifque. La mise en place de la Plate-forme en ligne de la Route de la soie a suscité beaucoup d'interet et les Etats membres concernés ont été sollicités pour désigner des points focaux qui contribueront à la promotion du dialogue interculturel autour de cette route historique. Des nouveaux fonds extrabudgétaires ont pu être mobilisés pour améliorer le contenu de la Plateforme. La mise en oeuve de ces activités a souffert de l'incertitude d'obtenir des fonds extrabudgétaires stables. Bien qu'une campagne aggressive de mobilisation des fonds ait été menée notamment pour l'Histoire générale de l'Afrique, les fonds disponibles actuellement ne permettront pas d'achèver le travail. Par ailleurs, des problèmes dans l'utilisation des fonds reçus du Brésil pour le volume IX gérés à partir du Bureau UNESCO de Brasilia devront être solutionnés durablement.

	Beaucoup d'efforts sont investis dans la mobilisation de ces fonds, au détriment de la mise en oeuvre du plan de travail. Conjugée aux contraintes de personnel, cette situation constitue un défi majeur. Le fait que la mise en oeuvre du projet de l'Histoire générale de l'Afrique dépende également de la supervision des comites scientifiques dont le membres ne sont pas rénumérés constitue un autre défi. Une répartition des taches a été opérée au sein de l'équipe pour répondre au mieux à cette situation et permettre la continuité de cette mise en oeuvre et la mobilisation des fonds.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of institutions, research studies and events which contribute to awareness raising on the slave trade and slavery **B:** 10 **T 2014-2015:** At least 20 institutions, 2 research studies and 10 events **T CAP 2014-2015:** US$ 1.2 million dollars need to be raised to develop an Atlas on cultural Interactions and African Diaspora to map the various African influences in the world	A new international Network of managers of memory sites has been put in place bringing together more than 15 institutions involved in the promotion of sites of memory. An internet platform is being created to facilitate their exchange of information and experiences. A methodological guide is being finalised to be posted on this website which will be inaugurated in December 2014, on the occasion of a an international seminar in Quadeloupe, France. About 20 institutions and experts will participate in this meeting to validate the Guide and define a plan of action for the Network.	
PI: Number of pedagogic contents based on the General History of Africa integrated into formal education in African countries **B:** 1 **T 2014-2015:** 3 contents, 3 teachers' guides and accompanying material for primary and secondary schools developed and integrated into curricula in 20 African countries **T CAP 2014-2015:** Additional extrabudgetary funds of US$ 4 millions are	Common pedagogical contents for the three age groups, i.e. 10 -12, 13 - 16 and 17 - 19 year old have been prepared together with the corresponding Teacher's Guides; they have been reviewed, edited, completed and augmented; these products will be peer reviewed and submitted to the Scientific	

necessary to elaborate, publish and disseminate these pedagogic materials	Committee for final validation next November.	
PI: Number of Historians and other experts who contribute to the elaboration, publication and dissemination of Volume IX of the General History of Africa **B:** 0 **T 2014-2015:** at least 100 from different regions **T CAP 2014-2015:** Additional extrabudgetary funds of US$ 1.5 million are necessary to finalise, translate and publish the Volume IX into at least 3 more languages (Spanish, Arabic, Kswahili),	Le Comité Scientifique International s'occupe actuellement de l'élaboration du plan détaillé des trois tomes du Volume ainsi que de la sélection des contributeurs. Une liste de plus 350 auteurs venant des différentes régions du monde et des différentes disciplines ont été identitifés et seront selectionnés par le comité scientifique pour la rédaction du volume IX lors de sa prochaine réunion fin aout 2014 à Sao Carlos, Brésil.	
PI: Number of partners who promote the contribution of Arab and Islamic world to the general progress of humanity **B:** 15 **T 2014-2015:** at least 40 **T CAP 2014-2015:** Additional extrabudgetary funds of US$ 700 000 are needed to translate the volumes of the Different Aspects of Islamic Culture into other languages	Les fonds extrabudgétaires nécessaires manquent cruellement pour ce faire; Le volumes I de la collection a été présenté au public en juin 2014. L'information sur la publication de cet important volume a été diffusée auprès de nombreux partenaires intéressés à le promouvoir et le traduire. La traduction des volumes des différents aspects de la culture islamique se fera dans le cadre du projets: le donateur est prêt à apporter une contribution financière à cette fin.	
PI: Number of partners who promote knowledge developed under the Silk Roads project **B:** 20 **T 2014-2015:** at least 25 **T CAP 2014-2015:** Additional extrabudgetary funds of US$ 500 000 are needed to enrich the content of the Silk Road Online Platform	Concerned countries along the Silk Roads have been contacted to designate focal points and twelve focal points have been so far designated; additional funds were raised from Oman and Azerbadjan to improve the Online Platform.	

PI: Number of materials using the General and Regional Histories and their cross reading for the purpose of intercultural dialogue and education **B:** Pursue the cross-reading of the Human History based on UNESCO's General and Regional Histories **T 2014-2015:** Two partnerships developed **T CAP 2014-2015:** Additional extrabudgetary funds of US$ 500 000 are needed to develop various types of pedagogic materials based on the cross reading of the General and Regional Histories	The Cross-reading of the Human History based on Volume IV of the History of Humanity, Volume IV of the Different Aspects of Islamic Culture, Volume IV Part II of the History of Civilizations of Central Asia and Volumes III & IV of the General History of Africa has been carried out. A document of 45 pages is ready for publication in this respect and will be posted online on UNESCO's website. Based on this Cross-reading endeavour, in particular the use of Volume IV of the Different Aspects of Islamic Culture for purposes of education, 8 educational units have been elaborated.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Supporting and promoting the diversity of cultural expressions, the safeguarding of intangible cultural heritage and the development of cultural and creative industries

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 6: National capacities strengthened and utilised to safeguard intangible cultural heritage, including indigenous and endangered languages, through the effective implementation of the 2003 Convention	The first semester of 2014 was marked by the fifth session of the General Assembly of the States Parties to the Convention. More than 600 participants debated 15 agenda items and sub-items over the course of four days, electing 12 new members of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage and adopting important revisions to the Operational Directives for the implementation of the Convention. A new hybrid 'Evaluation Body' (six NGO representatives and six experts representing States Parties to the Convention non-members of the Committee) whose task it will be to examine all nominations, proposals and requests to the Convention's mechanisms for international cooperation. Work continued in 43 countries to implement the global capacity-building strategy, with preparatory work underway for 19 countries. New projects were initiated in 3 countries.. A review meeting brought together seven facilitators from the Arab region;

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	four field office colleagues and three HQ colleagues. Work continues apace on the ongoing updating and revision of curriculum materials and the development of new modules for safeguarding, sustainable development and gender. The capacity-building focus on providing policy consultations to Member States is being strengthened, with a workshop on policy advice having been completed and planning underway to increase these services. As highlighted in the evaluation conducted by IOS in October 2013, policy revision is engaged in the majority of States parties, and the capacity-building programme is being considered as most important to support this process. Preparation of the ninth session of the Committee (November 2014) is well underway. States Parties have been invited to nominate members of the new Evaluation Body, and the invitation letters to the Committee will be sent ahead of schedule. The agenda promises to be particularly heavy, and the time shorter than for previous meetings, so this will provide a test to both the Secretariat and the Committee (12 of whose members are newly elected). Overall, progress towards the targets and benchmarks for the biennium and quadrennium remains on pace, even if the fixed statutory landmarks on the calendar (General Assembly, evaluation bodies, Committee) necessarily take precedence over some of the longer-term efforts, such as the strengthening of the capacity-building programme's curriculum and evaluation mechanism, where there is progress, but less rapidly than originally expected. Challenges and corrective actions: The greatest challenge to the effective implementation of the Convention remains - as has been the case for several biennia - the steady reduction in Regular Programme staffing and the increase in workload and expectations. The CCS platform may in due course compensate in part for the reduction in dedicated staff within the Section, but this remains to be seen. The Intangible Cultural Heritage Section continues to mobilize support from Member States (both financial and in-kind) to partially compensate for the staffing shortfalls. A new expert seconded by China has been fully integrated into the Convention team during the first semester of 2014, and arrangements have been finalized with Japan for another secondment to begin in August. The Abu Dhabi Tourism and Culture Authority has approved the recruitment of a PA who will act as regional officer for the Arab States.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings	General Assembly [1] Advisory Bodies [1]	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: - General Assembly [1], Committee [2] and Advisory Bodies [6] meetings organized per biennium **T 2014-2015:** - General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized **T CAP 2014-2015:**		
	PI: Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies **B:** - Policies developed or revised in 13 States and human and institutional resources strengthened in 20 States, per biennium **T 2014-2015:** - Policies developed or revised in 24 States and human and institutional resources strengthened in 43 States **T CAP 2014-2015:** - Policies developed or revised in 15 additional States and human and institutional resources strengthened in 20 additional States - Two regions pilot the integrated heritage education programme developed (in collaboration with ERs 1,2,3 and 4) (extrabudgetary)	Support to policy and legal development is ongoing in 21 countries, initial policy assessments were completed in five countries and funds for policy development secured for six more countries.	
	PI: Percentage of UNESCO-trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture **B:** no data **T 2014-2015:** 10% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture **T CAP 2014-2015:**	No data - data gathering mechanism under development	
	PI: Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States	56 plans developed	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 100/biennium **T 2014-2015:** 100 plans developed and/or implemented **T CAP 2014-2015:**		
	PI: Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders **B:** 30 international assistance requests processed and 10 projects implemented per biennium 110 nominations processed per biennium and one best practice promoted per biennium **T 2014-2015:** 30 international assistance requests processed and 10 projects implemented 65 nominations processed and one best practice promoted **T CAP 2014-2015:** 15 additional projects implemented 4 additional best practices promoted	36 International Assistance requests being treated for possible examination in 2014; 60 nominations being treated for examination in 2014 and 50 nominations being treated for examination in 2015	
	PI: Number of periodic reports on the implementation of the Convention at the national levels submitted by States Parties and examined by Committee, and number addressing gender issues and describing policies promoting equal access to and participation in cultural life **B:** 30 reports per biennium, of which 5 address gender issues **T 2014-2015:** 75 reports, of which 30 address gender issues and describe policies promoting equal access to and participation in cultural life **T CAP 2014-2015:**	28 reports on national implementation and 8 on USL elements under treatment for examination in 2014; letters sent to all submitting States reminding them to address gender issues and describe policies promoting equal access;	
	PI: Number of States Parties to the Convention increased **B:** 18 ratifications/biennium; of which 5/biennium from Africa **T 2014-2015:** 10 new ratifications; of which 2 from Africa	3 new ratifications, none of which are from Africa	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015:		
	PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery **B:** 20 NGOs accredited or renewed per biennium 1 category 2 centre fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention **T 2014-2015:** 22 NGOs accredited; 40 renewed 3 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention **T CAP 2014-2015:**	22 NGOs accredited by fifth session of General Assembly; NGO renewals to be treated by 10th COM session; no category 2 centres yet contributing fully to UNESCO's programme	
	PI: Number of stakeholders involved in the implementation of the Convention contributing information to the knowledge-management system **B:** 200 stakeholders contributing 150 pages dedicated to capacity-building and policy benchmarking **T 2014-2015:** At least 400 stakeholders contributing 150 new pages dedicated to capacity-building and policy benchmarking **T CAP 2014-2015:** 50 additional new pages dedicated to capacity-building and policy benchmarking	30 new pages contributed by 30 stakeholders	
ER 7: National capacities strengthened and utilised for the development of policies and measures to promote the diversity of cultural expressions through the effective implementation of the 2005 Convention	The first half of 2014 was marked by: - the preparation of the eighth ordinary session of the Intergovernmental Committee, including the launch of several research/information collection exercises on key themes established as priority by the 3CP and the 7IGC namely: preferential treatment, trade and culture; the impact of new technologies on the diversity of cultural expressions; assessment of civil society; the role of public service broadcasting; status of the artist; gender equality. The agenda - with 17 documents, promises to be particularly heavy and will take place in a reduced timeframe of three instead of five days. This includes examination of revised		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	guidelines and framework for periodic reports - the launch of the fifth call for projects to the IFCD, receiving and processing 172 applications and working with the expert panel evaluating the project proposals, continued communication on the results of finalised IFCD projects through e-updates and production work on three project documentaries, monitoring of projects implemented as a result of the third and fourth calls. 1 million dollars was raised during the IFCD fundraising campaign - the receipt and processing of 6 periodic reports and collection of good practices - the preparation of four in-country technical assistance missions providing policy advice (Burkina Faso, Niger, Vietnam, Cambodia), and nine distance training assistance such as Mauritius (resulting in the publication of their first Creative Industries White Book), RDC (resulting in creation of an inter-departmental committee to write a new cultural policy), Barbados (resulting in a new mapping of the cultural industries). - awareness raising activities such as training seminar for national contact points in Asia Pacific (in cooperation with the Bangkok Office), the design and production of a new information kit to be distributed in multiple languages Work continues to raise extrabudgetary funds to implement the global capacity-building strategy, including knowledge management system, adopted by the 7IGC in December 2013. Preparatory work on 3 new capacity building training modules is underway. CAPs have been prepared and a full-fledged project proposal for donors were elaborated to support periodic report training and the production of the first Global Monitoring Report on the State of Implementation of the Convention. Overall, progress towards the targets and benchmarks for the biennium remains on track. The greatest challenge to the effective implementation of the Convention remains - as has been the case for the past biennia - the steady reduction in Regular Programme funds and increase in workload and expectations. The CCS platform may in due course support the Section in the organisation of statutory meetings and the associated (heavy) administrative workload.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	The Diversity of Cultural Expressions Section continues to monitor the implementation of the 1980 Recommendation on the Status of the Artist as well as the organisation of the World Forum on the Cultural and Creative Industries, the translation and promotion of the UN Creative Economy Report Special Edition 2013, the implementation of the Culture and Development Indicators and training of technicians in 13 countries. The Section is actively seeking support from Member States (both financial and in-kind) to compensate for the staffing and financial shortfalls. A new associate expert from Italy will join the Section in November 2014 to assist with knowledge management and capacity building activities.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Governing bodies of the 2005 Convention exercise sound governance through the effective organization of statutory meetings **B:** Conference of Parties [1] and Intergovernmental Committee [2] organized per biennium **T 2014-2015:** Conference of Parties [1] and Intergovernmental Committee [2] organized. **T CAP 2014-2015:**	The eighth session of the Intergovernmental Committee will take place from 9-11 December 2014. Preparation of working documents is underway and made available in November. The 5CP will take place in June 2015 and the 9IGC in December 2015.	
	PI: National policies and measures introduced and human and institutional resources strengthened to promote the diversity of cultural expressions, including cultural goods, services and activities **B:** Baseline 0 This is a new activity for the Secretariat Policies developed or revised, human and institutional resources strengthened in at least 10 States per Biennium **T 2014-2015:** Policies and measures developed or revised and human and institutional resources strengthened in 10 States **T CAP 2014-2015:** Policies and measures developed or revised and	Technical assistance missions to 4 countries are in preparation to take place in Autumn 2014 following extra-budgetary support from the EU. Complementary Additional Programme concept note elaborated	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	human and institutional resources strengthened in additional 20 States		
	PI: International assistance requests submitted, processed and projects effectively implemented and monitored (IFCD) **B:** 200 assistance requests processed and 50 projects implemented / monitored per Biennium **T 2014-2015:** 200 international assistance requests processed and 50 projects implemented and monitored. **T CAP 2014-2015:** 200 international assistance requests processed and 60 projects implemented and monitored.	172 international assistance requests were received and processed in June 2014. Projects to be implemented will be selected by the 8IGC in December 2014.	
	PI: Number of quadrennial periodic reports on the implementation of the Convention at the country level submitted, processed and analyzed by the Secretariat and examined by the governing bodies. number of reports addressing gender issues **B:** 50 reports and 25 best practises per Biennium, of which 10 address gender issues **T 2014-2015:** 50 reports processed and analyzed; 25 best practices collected and disseminated, including 10 addressing women's participation in the creation, production and dissemination of cultural goods and services **T CAP 2014-2015:**	6 reports received (11 were expected) 5 best practises identified of which 1 addresses gender issues	
	PI: Number of Parties to the Convention increased **B:** 7 new ratifications per Biennium of which 3 are from under-represented regions **T 2014-2015:** 7 new Parties **T CAP 2014-2015:**	No new Parties registered since January 2014.	
	PI: Number of stakeholders involved in the implementation of the Convention contributing to information to the knowledge-management	Extra-budgetary resources are required for this activity. A Complementary Additional	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	system **B:** Baseline 0 This is a new activity for the Secretariat 40 stakeholders contributing per Biennium 50 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies **T 2014-2015:** 40 stakeholders contributing 50 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies **T CAP 2014-2015:** 40 additional stakeholders contributing 50 additional pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies	Programme concept note elaborated and consultations with several potential donors took place in the first half of 2014.	
	PI: Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery **B:** At least two formal partnerships established or renewed per Biennium 10 civil society organisations contributing to the governing bodies deliberations per Biennium. **T 2014-2015:** Two formal partnerships established or renewed 10 civil society organisations participate in the governance mechanisms of the Convention. **T CAP 2014-2015:** Five new formal partnerships established 20 additional civil society organisations participate in the governance mechanisms of the Convention.	Partnership agreements with two international civil society organisations are in negotiation.	
	PI: Cities in industrialized and developing countries collaborate to enhance creativity and creative economies **B:** Per Biennium: - at least 20 new cities, including 7 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative	63 candidatures have been submitted and are currently being evaluated. Results to be announced in November 2014. New governance structure being consolidated,	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Cities Network (extrabudgetary); 4 network activities jointly designed to strengthen the role of cities in economic, social and cultural development (extrabudgetary); 2 joint events organized by World Book Capitals on books (extrabudgetary). **T 2014-2015:** - at least 20 new cities, including 7 in Africa, the Arab States, the Caribbean and the Pacific, become members of the Creative Cities Network (extrabudgetary); 4 network activities jointly designed to strengthen the role of cities in economic, social and cultural development (extrabudgetary); 2 joint events organized by World Book Capitals on books (extrabudgetary). **T CAP 2014-2015:** at least 5 new cities, become members of the Creative Cities Network; 2 network activities jointly designed to strengthen the role of cities in economic, social and cultural development.	including drafting of new statutes. Annual CCN Conference is being organised in Chengdu, China in September 2014	
	PI: Creativity, arts and design used as tool for sustainable development, especially in developing countries **B:** Per Biennium: - at least 16 cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries (extrabudgetary); - 2 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 35 awarded fellowships in the field of arts and design (extrabudgetary). **T 2014-2015:** - at least 16 cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries (extrabudgetary); - 2 partnership agreements concluded or renewed, foreseeing North-South or South-South cooperation, and ensuring at least 35 awarded fellowships in the field of arts and design(extrabudgetary).	9 projects are currently being financed under the IFPC. 85% implemented by developing countries	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: - at least 16 cultural projects financed under the International Fund for the Promotion of Culture at least 70% of which in developing countries); -35 awarded fellowships in the field of arts and design		
	PI: Young people's capacities for cultural expression and creativity, dialogue and social cohesion strengthened through the arts **B:** Third World Conference on arts education (extrabudgetary) **T 2014-2015:** - preparations for the Third World Conference on arts education achieved with extrabudgetary funds **T CAP 2014-2015:**	No extra-budgetary funds available	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Africa

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 1, ER 2: General History of Africa is introduced and taught from primary to university levels and knowledge on Africa, the slave trade and slavery and on the cultural interactions generated, as well as the contribution and knowledge of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace (through the contribution of MP IV)		D'importants efforts ont été investis par le Secrétariat pour mobiliser le soutien politique et financier indispensable à la mise en oeuvre de ces deux programmes. Des résultats encouragents ont été obtenus, en matière de financements et la conclusion de nouveaux partenariats auprès des médias, importants tant pour la sensibilisation que pour la visibilité des activités. Néanmoins, la mise à dispotion de financements stables demeure nécessaire pour mener à bien ces programmes.
Flagship 1, ER 3: Elements of the intangible heritage are used to highlight the cultural practices of Africa and its Diaspora promoting reconciliation, social cohesion and peace (through the contribution of MP IV)		Progress for the first semester of the quadrennium is on track, with the capacity building strategy of recent years beginning to bear fruits. This has been complemented in 2014 by the development of the first technical assistance projects in Africa. Efforts to mobilize essential additional staff and in kind support to accelerate progress continue.
Flagship 5, ER 1: Cultural-policy frameworks and strategies in cultural matters developed and/or strengthened in Member States to improve the protection and safeguarding of the heritage and emergence of a more dynamic cultural sector (through the contribution of MP IV)		Secretariat comments: the assistance provided to support new or existing institutions, legislations and policies extended through the various mechanisms under the conventions has yielded positive results, and progress is generally on track. However, increased support will be required to sustain efforts in Africa, in particular for the 2005 Convention.
Flagship 5, ER 2: Enhancement, protection and safeguarding of the heritage improved (through the contribution of MP IV)		Efforts have been made to increase ratifications and extend technical support through the Conventions' mechanisms. While the establishment of the new Subsidiary Committee for the 1970 Convention has absorbed a significant part of the Secretariat resources, progress is generally on track, with encouraging results in particular for the 1972 and 2003 Conventions.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 5, ER 3: The general public, in particular young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs (through the contribution of MP IV)		The activities under this expected result are largely dependent on the availability of extrabudgetary resources. Further results should be yielded and progress should be made later in the biennium once the integrated heritage education tool, currently under elaboration, will be piloted, should the necessary extrabudgetary resources be made available.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 1, ER 2: General History of Africa is introduced and taught from primary to university levels and knowledge on Africa, the slave trade and slavery and on the cultural interactions generated, as well as the contribution and knowledge of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace (through the contribution of MP IV)	Les deux projets Histoire générale de l'Afrique et Route de l'esclave ont apporté une contribution significative à la Priorité Afrique. Ces deux projets sont également fortement sollicités pour contribuer à la Décennie internationale des personnes d'ascendance africaine (2015-2024) adoptée par l'Assemblée générale des Nations Unies et qui sera lancée cette année. Les progrès du projet Histoire générale de l'Afrique ont été marqués par le lancement du volume IX destiné à actualiser la collection et analyser les nouveaux défis de l'Afrique et de ses diasporas. Cette action complétera le travail commencé depuis quelques années pour élaborer des contenus communs pour les écoles primaires et secondaires et les universités africaines. Ces matériels déjà dévéloppés sont en cours de revue et de validation par le Comité scientifque international. La coopération avec l'Union africaine a été renforcée notamment à l'occasion de la dernière Conférence des ministres de l'Education de l'Union

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Africaine (COMEDAF) en avril 2014 pour sensibiliser les Etats membres africains à la nécessité de se mobiliser pour intégrer ces contenus dans les curriculas dès qu'ils seront achevés. Les efforts de sensitbilisation et de mobilisation des professionnels et du public africains sur l'Histoire générale de l'Afrique se sont poursuivis avec la préparation d'un spot vidéo et d'autres matériels d'information. A cette fin, un nouveau partenariat a été établi avec un donateur et une société de production pour la réalisation d'une série de 6 films sur l'Histoire générale de l'Afrique qui seront proposés gratuitement aux télévisions africaines. Dans le cadre de la célébration du 20eme anniversaire du projet La Route de l'esclave, plusieurs activités sont realisées ou en cours pour marquer cette date dans différents pays africains (Bénin, Kenya, Nigeria, Sénégal, Guinée, Maroc, République du Congo, Cote d'Ivoire, Ghana etc). Des nouveaux experts et institutions du contient impliqués dans la gestion des sites et lieux de mémoire ont rejoint le réseau international des managers des sites de mémoire. Des nouveaux inventaires des sites et lieux de mémoire sont en cours de réalisation. La sensibilisation du public africain sur la traite négrière et l'esclavage a été poursuivie à travers la promotion et l'utilisation des expositions et des films produits par le Projet. Challenges and correctives actions La mise en oeuvre de ces activités a souffert de l'incertitude liée à l'obtention des fonds extrabudgétaires. Bien qu'une campagne aggressive de mobilisation de fonds ait été menée (missions d'émissaires de la Directrice générale auprès des Chefs d'Etat africains), les fonds disponibles actuellement ne permettront pas d'achèver le travail. Au regard des besoins importants des deux projets, assurer le financement extrabudgétaire des activités programmées constitue un défi majeur et une source de préoccupation de l'équipe en charge. Par ailleurs, d'importants liés à l'utilisation des fonds reçus du Brésil pour le volume IX gérés par le Bureau de Brasilia sont rencontrés, et une solution technique durable devrait etre trouvée pour la mise à disposition rapide de ces fonds.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of pedagogical contents and accompanying materials based on the General History of Africa developed and integrated into formal and non formal education in Africa	7 pedagogical materials, including [3 curriculum outlines, 3 teachers' guides, 1 textbook,] were developed. Following a	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: 1 content for formal education **T 2014-2015:** 10 pedagogical materials, including 3 curriculum outlines, 3 teachers' guides, 3 textbooks and 1 accompanying glossary, for use in primary and secondary schools	request made by the Scientific Committee entrusted with the intellectual and scientific orientation of the project, a team of scholars has reviewed the materials in order to harmonize quality and ensure overall consistency. The materials will be submitted for peer review.	
	PI: Number of African and Afro descendant Historians and experts who contribute to the elaboration, publication, translation and dissemination of the volume IX **B:** 25 experts **T 2014-2015:** 30 Historians and scholars of other disciplines from Africa and its diasporas contributing	UNESCO organized the 2nd meeting of the Scientific Committee for the drafting of Volume IX of the General History of Africa. On this occasion, the Committee outlined the structure of the volume, which will comprise 3 tomes, and discussed the criteria that should govern the selection of the contributors to the volume. About 150 experts will be mobilized for this purpose.	
	PI: Number of institutions, networks and experts from Africa and African Diaspora which contribute to the development of research and awareness raising on the slave trade and slavery and their consequence **B:** 5 **T 2014-2015:** 15 institutions, 5 networks and 30 experts from Africa and African Diaspora contributing	More than 50 events are being prepared across the world to celebrate the 20th anniversary of the Slave Route Project. Fundraising and preparation of a special event at UNESCO on the 10th September 2014 are under way. A new international Network of managers of memory sites has been established bringing together more than 15 institutions involved in the promotion of sites of memory. An internet platform is being created to facilitate their exchange	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	information and experiences. A methodological guide is being finalized with a view to launching it in December 2014, on the occasion of an international seminar in Guadeloupe, France. Presentation at various occasions of the new directions and orientations for teaching and learning about the slave trade and slavery

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 1, ER 3: Elements of the intangible heritage are used to highlight the cultural practices of Africa and its Diaspora promoting reconciliation, social cohesion and peace (through the contribution of MP IV)	The pace at which African States Parties develop intangible cultural heritage safeguarding plans, nominations, and requests for international assistance remains slower than hoped, but the long-term investment by UNESCO in capacity-building activities in Africa and other regions is steadily showing results. The number of current and future beneficiary countries of multi-year capacity-building projects in Africa has increased to 20. Supported by a global network of 79 expert facilitators (of whom 34 are from Africa, or 43%), the capacity-building programme aims to develop a critical mass of skilled and competent officials in each beneficiary country and to equip them with the conceptual and technical skills to develop safeguarding strategies and plans. There is nevertheless a lag factor, as it takes time to consolidate their experience and to elaborate such plans, nominations and requests. As a shorter-term measure, the Committee has authorized the Secretariat to provide individualized technical assistance to support States Parties in the preparation of requests for international assistance. The first such technical assistance projects in Africa were developed in the first semester of 2014 and will be implemented in the second semester, translating into an anticipated increase in funded projects in subsequent years. A review meeting for the capacity-building programme brought together seven facilitators from the Arab region (including North Africa); four field office colleagues and three HQ colleagues. Work continues apace on the ongoing updating and revision of curriculum materials and the development of new modules for safeguarding, sustainable development and gender. The capacity-building focus on providing policy consultations to Member States is being strengthened, with a workshop on policy advice having been completed and planning underway to increase these services. As highlighted in the evaluation conducted by IOS in October 2013, policy revision is engaged in the majority of States Parties, and the capacity-building programme is being considered as

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">most important to support this process.
Challenges and corrective actions:
The greatest challenge to the effective implementation of the Convention remains - as has been the case for several biennia - the steady reduction in Regular Programme staffing and the increase in workload and expectations. The Intangible Cultural Heritage Section continues to mobilize support from Member States (both financial and in-kind) to partially compensate for the staffing shortfalls. The Abu Dhabi Tourism and Culture Authority has approved the recruitment of a PA who will act as regional officer for the Arab States and strengthen programme delivery in North Africa, while a long-standing RP vacancy will be filled with an experienced UNESCO colleague who will substantially reinforce programme delivery in French-speaking Africa.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States (=ER6/PI4)
B: 20/biennium
T 2014-2015: 25 plans developed and/or implemented</td><td>6 plans developed and 1 plan under implementation</td><td></td></tr>
<tr><td></td><td>PI: Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and best practices submitted by Member States and disseminated by them and other stakeholders (=ER6/PI5)
B: 10 international assistance requests processed and 6 projects implemented per biennium 15 nominations processed per biennium
T 2014-2015: 10 international assistance requests processed and 5 projects implemented 15 nominations processed</td><td>8 International Assistance requests being treated for possible examination in 2014 and 2 for possible examination in 2015; 5 projects under implementation 9 nominations being treated for examination in 2014 and 6 nominations being treated for examination in 2015</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 5, ER 1: Cultural-policy frameworks and strategies in cultural matters developed and/or strengthened in Member States to improve the protection and safeguarding of the heritage and emergence of a more dynamic cultural sector (through the contribution of MP IV)	2003 Convention: at present, 81% of African States are already party to the 2003 Convention and those that are not yet States Parties have all received prior capacity-building aimed at encouraging ratification. Targeted technical assistance is provided upon request of the State non-party, and is usually in response to specific developments within their domestic political process. Such targeted assistance is in addition to the on-going attention within the capacity-building programme to encouraging ratification (e.g. Angola); needs assessments in two additional States non-party (Somalia and South Sudan) will lead to development of full-fledged capacity-building programmes including technical assistance for ratification. More generally, technical assistance to introduce or revise cultural and non-cultural policies is an integral part of the on-going capacity-building activities underway in nine countries, with funding secured for five more. Establishing a fundamental knowledge of the 2003 Convention's concepts and mechanisms is a prerequisite for the more directed policy assistance. The restructuring of African field offices has been consolidated in some cases but was still on-going during the first semester of 2014 in several others, which implied delays both in the implementation of current, and in the development of new, capacity-building projects for intangible cultural heritage. Similarly, temporary staffing gaps within the section among regional officers for the region have had an impact. In both cases, the second semester of 2014 promises more favourable conditions for timely and effective programme delivery. 2005 Convention: the implementation of activities to meet global priority Africa are having greatest impact through the International Fund for Cultural Diversity and the provision of technical assistance to strengthen policies for the cultural and creative industries. This progress will be challenged by the lack of extra-budgetary funds to continue providing capacity building support to Parties to the 2005 Convention, deemed a priority by its governing bodies. The Secretariat is actively seeking extra-budgetary funds in order to meet expectations that are beyond the current capacity of the available Regular Programme funds.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of new institutions established and existing institutions strengthened in the field of cultural and creative industries or the heritage **B:** 0 **T 2014-2015:** At least 30	2003 Convention: the Regional Centre for the Safeguarding of Intangible Cultural Heritage in Africa established in Algeria as a category 2 centre under the auspices of UNESCO 2005 Convention: technical assistance	

	mission led to the creation of a new "Standards and Classification Board" to replace the "Censorship Board" in order to ensure respect of the rights and freedoms for creators in the creative industries	
PI: Number of policies, strategies and laws on the cultural and creative industries and/or the heritage formulated or amended **B:** 0 **T 2014-2015:** At least 15	2003 Convention: first steps to assist Mauritania in revising its institutional and legal framework for the safeguarding of intangible cultural heritage. 2005 Convention: Technical assistance led to the preparation and publication of new while paper "Creative Mauritius - Vision 2025" adopted by the government. 4 IFCD projects underway: - Reproduction Rights Organization of Zimbabwe project to strengthen the enforcement of copyright law through the development of a national strategy and the creation of a platform to regularly review the strategy. - The Malawi National Commission for UNESCO is implementing a project which aims at strengthening the national film industry in Malawi through the development of a national film strategy and investment plan. - The NGO PEN International is implementing a project aiming to reinforce national and regional cultural policies related to the publishing sector in Kenya and Nigeria. - The Ministry of Culture and Tourism of Burkina Faso is implementing a project which aims to strengthen cultural development at	

		the local level through the formulation and implementation of cultural policies.	
Flagship 5, ER 2: Enhancement, protection and safeguarding of the heritage improved (through the contribution of MP IV)	2003 Convention: in the first semester of 2014, the 2003 Convention has provided training to more persons (110) than the Sector's target for the biennium (100). Although no States have newly ratified the Convention in 2014, the ratification process is underway in several. Financial assistance from the Intangible Cultural Heritage Fund depends on the capacities of States to plan, elaborate and implement projects, and the long-term capacity-building programme seeks to strengthen those capacities, although its results are necessarily not instantaneous. A new programme of individual technical assistance to support international assistance requests was approved by the Committee in December 2013 and put in place in the first semester of 2014; one such assistance is already underway and others will follow early in the second semester. The restructuring of African field offices has been consolidated in some cases but was still on-going during the first semester of 2014 in several others, which implied delays both in the implementation of current, and in the development of new, capacity-building projects for intangible cultural heritage. Similarly, temporary staffing gaps within the section among regional officers for the region have had an impact. In both cases, the second semester of 2014 promises more favourable conditions for timely and effective programme delivery. 1972 Convention: all the International Assistance requests submitted by African States Parties for the 2014 cycle were assessed eligible for approval. Those requests represented almost half of the International Assistance requests approved in 2014, thereby depicting an encouraging balance in favour of Africa. This upward trend provides evidence that the training programmes launched in the wake of the Periodic Reporting Exercise during the last biennium are bearing fruit. It also demonstrates African Member States' commitment to the identification and safeguarding of their tangible heritage, whether cultural or natural. Other types of training, related to the sustainable management of heritage, are underway. 1970 Convention: the number of States Parties to the 1970 Convention has continued to increase. Nonetheless, it is insufficient in the light of the need to harmonize national legislation and international cooperation mechanisms in order to offer the broadest and most complete protection to cultural property in circulation. In that respect, UNESCO has continued to provide technical and capacity-building support, for instance through its participation as a partner in a workshop on the Fight Against Illegal Trafficking of Cultural Goods in Casablanca, Morocco, in January 2014, organized by the Joint Africa-EU Strategy Support Mechanism (JAES) and the European Commission, and which brought together over 80 experts including from African governments, African regional organizations and the African Union Commission. This initiative contributed to raising further awareness among African countries to ratify the Convention. The 2nd session of the Subsidiary Committee of the 1970 Convention took place from 30 June to 2 July 2014 at UNESCO Headquarters and 64 States (18 Committee Members, of which 3 are from Africa and 46 Observer		

States, of which 6 were from Africa) participated in the deliberations. While the establishment of the new Committee has absorbed important staff and time resources, the Secretariat has strived to extent its support to Members States to improve the protection of their movable cultural heritage against thefts, lootings and illicit exportations. Additional financial and staff resources need to be further mobilized to assist in the comprehensive implementation of the 1970 Convention and sustain these efforts, especially in Africa.

1954 Convention and its two (1954 and 1999) Protocols: the number of State Parties to the Second Protocol increased by 3.07%, albeit no new ratification was achieved in Africa. Although the global positive impact of this increase cannot be underestimated, more efforts are necessary to increase ratifications and enhance the implementation of the Convention and both protocols in Africa. This in turn requires financial and staff support, for which the Secretariat continues to be mobilized.

2001 Convention: the number of States Parties to the 2001 Convention increased by 6,6 %, albeit no new ratification was achieved in Africa. It is however expected that Madagascar will ratify the Convention in the 2nd half of 2014. This global increase shows an encouraging trend and the growing concern of Member States for the safeguarding of underwater cultural heritage. Nonetheless, further efforts need to be undertaken, especially in Africa, to increase ratification as a precondition to enhance underwater heritage safeguarding.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of persons trained in the field of cultural heritage **B:** 0 **T 2014-2015:** At least 100 African cultural officers, heritage specialists, museum professionals and practitioners benefit from training activities	2001 Convention: 0 1954 Convention: 0 1970 Convention: 0, however, UNESCO participated as a partner in a Workshop on the Fight Against Illegal Trafficking of Cultural Goods in Casablanca, Morocco in January 2014, organized by the Joint Africa-EU Strategy Support Mechanism (JAES), and which brought together over 80 experts including from African governments, African regional organizations and the African Union	

		Commission. 1972 Convention: 10 workshops organized in Africa on both cultural and natural heritage (in collaboration with the advisory bodies) with an average of 20 participates (200 participants in total); 2003 Convention: 110 persons trained	
	PI: Number of countries that have ratified the cultural conventions **B:** 0 **T 2014-2015:** At least 4 new ratifications of each Convention (except the 1972 Convention)	2001 Convention: 0 1954 Convention: 0 1970 Convention: 0 1972 Convention 0 2003 Convention: 0	
	PI: Number of financial assistance packages provided in the fields of the heritage and creativity **B:** 0 **T 2014-2015:** At least 100 financial assistances granted	2001 Convention: 0 1954 Convention: 0 1970 Convention: 0 1972 Convention: 13 international assistance requests approved for a total of 279,619 USD; 2003 Convention: no new financial assistance granted; 5 projects benefitting from international assistance under implementation.	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 5, ER 3: The general public, in particular young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs (through the contribution of MP IV)	Activities under this Expected result are largely dependent on extrabudgetary funds. Nevertheless, over the reporting period, a certain number of activities were implemented to raise awareness on the values of cultural heritage and to encourage mobilization to protect and safeguard it among the general public, targeting youth in particular. Under the World Heritage Convention, 3 States Parties participated in World Heritage Education Programme activities organized in Africa, and 2 World Heritage Education initiatives involving African youth specifically from 5 countries were undertaken. As regard intangible cultural heritage, the Culture Sector elaborated an outline for a US$3 million project, ‘Learning through heritage: enhancing youth engagement’ which will be implemented in Africa, if funds are mobilized, and that also includes activities for the revision of curricula. Through the multidisciplinary approach of the General History of Africa project, the pedagogical materials that have been developed for primary and secondary schools also contribute to promoting Africa’s cultural heritage, shedding light on its

	specificity and diversity. Those materials are currently under peer review and validation by the International Scientific Committee. Advocacy efforts have also been undertaken to mobilize political support from the African Union, which called on African Member States to integrate those pedagogical materials in education curricula during its last Conference of Ministers of Education (COMEDAF) in Yaoundé, in April 2014. Efforts to raise awareness and mobilize professionals and the public about the General History of Africa continued with the elaboration of a video clip and other information materials (brochures, posters, and exhibition) which highlight the diversity of the African cultural heritage. In that respect, a new partnership has been established with a donor and a production company for the elaboration of a series of six films about the General History of Africa and which will be proposed for free to African TV channels for broadcasting. Here again, financial support will be required to sustain those efforts.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of teaching materials to promote and enhance the heritage and based, in particular, on the General History of Africa **B:** 0 **T 2014-2015:** -10 teaching materials (3 curriculum outlines, 3 teachers' guides, 3 textbooks and 1 accompanying glossary) for use in African schools	7 pedagogical materials (3 curriculum outlines, 3 teachers' guides, and 1 textbook) that also reflect Africa's heritage were developed and will be used by targeted children of 10 year olds up to young people of 17 year olds. The materials were reviewed by a team of scholars as requested by the scientific Committee entrusted with the scientific and intellectual orientation of the project.	
PI: Number of curricula revised in order to enhance the heritage **B:** **T 2014-2015:** -10 curricula revised	0	
PI: Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people **B:** One product for formal education **T 2014-2015:** Production and dissemination of 1 video, 1 DVD and a	A first version of the video has been made and the production of a series 6 TV documentaries is being discussed with a production company and a donor which will provide the funds (2, 5 millions). The	

brochure on the GHA addressed to the young people • 6 volunteer projects organized in Africa region • 7 States Parties involved in World Heritage Education Programme activities/initiatives • 4 World Heritage education activities/initiatives involve African youth (forum, meetings, conferences) 1 cartoon episode produced and disseminated to schools in the region on the theme of sustainable tourism featuring the site in Cameroon	Agreement will be signed in August 2014. 3 Volunteer projects organized in Kenya, Zimbabwe and Togo in cooperation with concerned Authorities (National Commissions, site management authorities and UNESCO Field Offices). 2 World Heritage Youth activities undertaken in Qatar (linked to the 38th session of the World Heritage Committee) and in Germany (planning meeting for a World Heritage Volunteer campaign) with the participation of Senegalese, Mauritanian, Moroccan, Nigerian and Ziwbabwean youth. Activity to produce the cartoon is being implemented in collaboration with the Education sector. Procedure for selection of production team carried out and framework agreement signed. Research work initiated and work plan currently being drawn up.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management		Progress has been made in the development of capacity building tools to support the implementation of the Conventions, although more limited progress can be seen in terms of gender balance in training and capacity workshops and though periodic reporting mechanisms. The publication of the report on gender quality in cultural life in the second semester is expected to contribute to advocacy efforts.
ER 2: Creative horizons of women and girls broadened and encouraged		Efforts in this first semester have focussed on adapting IFCD mechanisms to promote gender equality in project applications. It will only be possible to assess the results of this when the 8IGC makes decisions about projects for the current cycle.
ER 3: Cultural policies that respect gender equality, women's rights and freedom of expression and ensure women's access to decision-making posts and processes		Progress is broadly on track with increasing gender balance among experts and participants in capacity workshops and technical assistance to developing countries on the strengthening their systems of governance for culture. Efforts are underway to adapt periodic reporting guidelines so as to ensure greater attention to gender equality. However, it will take time to see the full impact of these endeavours in terms of policy measures at country level.
ER 4: Women's and girls' access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services enhanced		Efforts to feature gender in capacity building activities under the conventions have increased although this will take time to translate into results at the policy level. Funds were mobilized to continue work on the report on gender equality in cultural life, with publication scheduled for September 2014. Work on the 2005 global monitoring report is hampered by the absence of extra budgetary funds.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the

responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management	Concerning the Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management, it can be noted that gender balance has not yet been achieved in terms of participation in training and capacity workshops; statutory documents which include gender equality remain limited; However some progress has been made in terms of policy measures by national authorities: Progress has been made the development of capacity building tools to support the implementation of the 2005 Convention KMS related activities such as the Culture for Development Indicators, the collection of best practices on measures to promote the participation of women in the cultural and creative sectors derived from projects supported under the International Fund for Cultural Diversity and from the Quadrennial periodic reports. These developments are reported on in three statutory documents to be presented to the 8IGC in December 2014. One of the main challenges is the lack of institutions at the national level that systematically collect and monitor information and/or data on gender equality in the cultural and creative industries. The majority of studies undertaken by universities and/or private sector companies are one-off initiatives producing reports on a specific sector. This has implications on the information received by the Secretariat from Parties through their periodic reports on measures they have taken to implement the 2005 Convention and gender equality in the cultural and creative sectors.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Number of periodic reports that describe policies promoting equal	ITH: 28 reports on national implementation	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	access to and participation in cultural life **B:** 11 **T 2014-2015:** 25	and 8 on USL elements under treatment for examination in 2014; letters sent to all submitting States reminding them to address gender issues and describe policies promoting equal access;	
	PI: Number of UNESCO-led workshops, events and capacity-building programmes that raise awareness of gender principles, especially women's roles in heritage or creativity **B:** No data available **T 2014-2015:** 30	A number of training workshops organized jointly with ICCROM on World Heritage integrated raising awareness about gender equality, including at Kasubi (Uganda).	
	PI: Number of Member States whose policies/measures to promote women's contributions to cultural life are disseminated as best practices **B:** 0 **T 2014-2015:** 25	0	
	PI: Number of statutory operational documents related to the Conventions that reflect gender equality principles **B:** 1 **T 2014-2015:** 1	Gender equality to be included in draft policy guidelines document for which a scoping study is requested from ICCROM (Decision 37 COM 13). 2005: 3	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Creative horizons of women and girls broadened and encouraged	The 4CP approved new operational guidelines for the International Fund for Cultural Diversity that include the promotion of gender equality among the uses of the resources of the fund. The application forms have been revised to reflect the new guidelines, thereby encouraging applicants to include gender equality dimensions in their projects. 30% of the total number of IFCD projects aim to empower women and girls and promote their participation in the cultural and creative sectors. IFCD funding for new projects will be decided upon in December 2014 by the 8IGC. The challenge to maintaining this level will be dependent on the number and size of voluntary financial contributions to the IFCD.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of Member States that have introduced capacity-building programmes aimed at broadening the creative horizons of women and girls **B:** none **T 2014-2015:** at least 4	0	
	PI: Percentage of beneficiaries of UNESCO-funded activities that empower women and girls **B:** An estimated 10 % **T 2014-2015:** Over 20% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)	30% of existing IFCD projects. New projects will be decided upon in December 2014 by the 8IGC.	
	PI: Partnerships and collaboration with gender-related networks initiated **B:** 2 new partnerships/ collaborations **T 2014-2015:** At least 5 new or renewed partnerships /collaborations	0	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: Cultural policies that respect gender equality, women's rights and freedom of expression and ensure women's access to decision-making posts and processes	The Secretariat actively ensures gender balance in its cultural policy related activities to implement the 2005 Convention including in the composition of members of the Panel of Experts recommending projects for funding from the IFCD as well as in the members of the Expert Facility providing technical assistance to developing countries on the strengthening their systems of governance for culture. The majority of experts engaged by the Secretariat from Jan-June to work on the development of new capacity building modules are women (80%). The challenge to increasing the participation of female experts specializing in cultural policies and cultural industries is dependent upon future extra-budgetary funding to continue expanding the Expert Facility and the technical assistance project to involve new members who can then contribute to national-level decision making processes in the cultural and creative sectors. Such funding is actively being sought. 2003: Periodic reports under treatment in the first semester of 2014 were submitted in 2013 or earlier; work during the semester

was to assess the reports submitted and direct questions, comments and advice to the submitting States to improve their reports, notably by including more substantial attention to questions of gender. The revised reports will be re-assessed in the second semester of 2014 and presented to the Committee, and only then can it be known the extent to which the States heeded the advice (provided in all 36 cases) to enhance the attention to gender. The periodic reporting form and instructions (including an aide-mémoire to assist submitting States) have been revised to encourage States to address gender more centrally, and more substantial revisions will be presented to the Committee for its adoption at the end of 2014 (only the Committee can authorize structural changes to the periodic reporting form).
2003: Gender balance among participants in the capacity-building programmes remains a challenge. The Secretariat is taking a renewed commitment to being increasingly insistent with national counterparts (who are responsible for participant lists) concerning not only the gender balance among participants in future workshops but also a greater diversity of backgrounds and responsibilities, so that the beneficiaries will be more likely to be in a position to utilize the knowledge gained. Data-gathering about long-term impacts and effectiveness of the capacity-building activities has not yet begun, so concrete evidence does not yet exist. Similarly, there is an inevitable lag between the Secretariat's redoubled commitment to addressing gender and the responsiveness from beneficiary States wishing technical assistance to turn that commitment into policy.
2003: Challenges and corrective actions: Given the multi-year process of submitting, assessing and examining periodic reports and the specific requirement (uniquely for periodic reporting) that the Committee itself approve the reporting form, and given the time lags between creation of curriculum materials and their effective use, there is an inevitable lag between the time that the Secretariat focuses greater attention on questions of gender and the time that there will be a visible effect from the States Parties.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions **B:** Average (1972, 2003 and 2005 Conventions) 36.6% - 40% are women **T 2014-2015:** At least 40% of experts / participants are women	1972: 36% ITH: 38% women to date DCE: With regard to the International Fund for Cultural Diversity (IFCD), 50% of the members of the international Panel of Experts are women.	
PI: Percentage of UNESCO - trained female cultural professionals who then contribute to national-level decision-making processes in the field of	ITH: No data - data gathering mechanism under development DCE: 0	

	culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations) **B:** No data available **T 2014-2015:** At least 25% based on post training impact monitoring		
	PI: Number of supported Member States that have introduced national gender-sensitive and gender responsive cultural policies **B:** No data available **T 2014-2015:** At least 15	ITH: None to date DCE: 0	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Women's and girls' access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services enhanced	Work on the 2005 Convention global monitoring report 2015 is challenged by lack of extra-budgetary funds. Funding proposals have been produced and submitted by the Secretariat to different donors. As regards the 2003 Convention, given the time lags between creation of curriculum materials and their effective use, there is an inevitable delay between the time that the Secretariat focuses greater attention on questions of gender and the time that there will be a visible effect from the States Parties. The prerequisites are now being put in place so that gender can feature more prominently in all future capacity-building activities and so that those activities can translate into visible results at the policy level. The process of revising and updating the curricula of the capacity-building programme is an ongoing one, and gender questions are progressively being emphasized throughout the curricula, including the gathering and integration of examples of policies or measures within Member States that promote women's contribution. With regard to existing workshops, the low progress achieved is a consequence of incomplete data collection on this question – in fact, awareness of gender principles figures into many such workshops but monitoring information does not systematically demonstrate that.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of UNESCO-led workshops and capacity-building programmes that raise awareness of gender principles, especially women's roles in intangible heritage (=ER6/O4/PI2) **B:** 0/biennium	0	

T 2014-2015: 8		
PI: Number of Member States whose policies/measures to promote women's contributions to cultural life are disseminated as best practices through capacity-building curricula (=ER6/O5/PI6) **B:** 0 **T 2014-2015:** 5	0	
PI: Number of references to gender analysis published in the 2005 Convention global monitoring report 2015 **B:** 0 **T 2014-2015:** 10	Report to be published in 2015 pending extra-budgetary funding.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. Major Programme V - Communication and information

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: The environment for freedom of expression, journalistic safety and self-regulation is strengthened for both on-line and off-line media, especially in PCPD, and support to national media institutions including through the IPDC. Gender approach will be the baseline of this expected result. A special attention will also be dedicated to youth, notably through extra-budgetary programmes.		ER1 of MLA 1 is fully on track for the first six months of the biennium having successfully implemented planned activities within this period with other activities continuing as foreseen.
ER 2: Pluralistic media institutions are facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies		ER 2 of MLA 1 is fully track in the first six months of the biennium and have in certain instances surpassed the identified benchmarks.
ER 3: The Open Solutions for Knowledge Societies programme (Open Educational Resources, Open Access, Free and Open Source Software, Open Training Platform, Open Data, Open Cloud) and ICT accessibility including disabilities and multilingualism promoted in Member States		Overall ER 3: The Open Solutions for Knowledge Societies programme is on track for the first six months of the biennium.
ER 4: Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the WSIS outcomes, including through the Information for All Programme (IFAP)		ER 4 of MLA 2 is on track for the first six months of the biennium.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for

decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

Main Line of Action 1: Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: The environment for freedom of expression, journalistic safety and self-regulation is strengthened for both on-line and off-line media, especially in PCPD, and support to national media institutions including through the IPDC. Gender approach will be the baseline of this expected result. A special attention will also be dedicated to youth, notably through extra-budgetary programmes.	Outputs and Results **Freedom of expression projects in the Arab region funded by Finland & Sweden** UNESCO is currently implementing two projects funded by Finland and Sweden in the Arab region. The project “Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen”, funded by the Government of Finland began on 30 January 2013 and will finish on 30 May 2016. The total contribution by Finland is €2.34 million. The project “Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region (Egypt, Tunisia, Libya, Syria, Jordan, Morocco, Lebanon, Yemen and South Sudan)” funded Swedish International Development Cooperation Agency (Sida) started in April 2012 and until October 2015 with the budget of 2.8 million $US. Taking into consideration the flourishing of new media outlets in Arab States, as well as their impact on social and political transformation, the projects support member states in addressing the challenges related to reforming the legal and regulatory framework in support of free, independent and pluralistic media. Moreover, ensuring journalists’ safety and fighting impunity has been at the center of the efforts advanced under this project. Particular attention has also been paid to guaranteeing freedom of expression online, as well as to meeting media and information literacy needs, prioritizing women and youth as target audience. Specific actions have been implemented to enhance freedom of expression and access to information of Syrian refugees living in Jordan.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Both projects have had significant impact in the region. World Press Freedom Day commemoration in the respective countries resulted in unprecedented levels of public sensitization about the relevance of a free press and the need to ensure journalists´ safety. Concrete impact was recorded regarding the promotion of international legal standards, policies and norms conducive to freedom of expression, for instance, when freedom of expression and freedom of information were enshrined in the Tunisian Constitution passed in January 2014. Furthermore, with the support from the Norwegian government, UNESCO has been able to establish the Project Office in Tunis with a contribution to establish a post to coordinate and implement CI activities. **The Networks of Mediterranean Youth project** In early 2014, UNESCO launched the Networks of Mediterranean Youth project (NET-MED Youth), supported by the European Union, which has committed €8m to it for the next three years. Implemented by the SHS, CI and ED sectors in 10 countries around the southern Mediterranean, the project aims to contribute to the creation of an enabling environment for young women and men to develop their competencies, exercise their rights and meaningfully engage as active citizens. It includes a strong media component, to ensure a fair and objective coverage of youth related news, as well as youth rights, and perspectives in mainstream media (with attention paid to fostering a gender and disability sensitive approach. The project will promote young people’s awareness of freedom of expression, their empowerment through media and information literacy, and their involvement in media production. It will reinforce the capacities of young journalists, bloggers and citizen journalists; while also strengthening South-South and North-South exchanges between them. **World Trends in Freedom of Expression and Media Development** In March 2014 UNESCO launched the publication World Trends in Freedom of Expression and Media Development in Stockholm. Supported by the Sida the report, as per decision of UNESCO’s 36th General Conference provides a systematic analysis of global trends related to press freedom and the safety of journalists. It looks at evolutions in media freedom, pluralism, independence and safety since 2007 at the global and regional levels. It was coordinated by UNESCO’s Division of Freedom of Expression and Media Development with contributions from an Advisory Group of 27 international experts. Regional launch events were organized in Stockholm, Paris, Tirana, US, India. More launches are planned for the forthcoming 6 months. **Comprehensive study on Internet-related issues** As per decision of the 37th General Conference UNESCO is engaged in a multi-stakeholder consultations aimed to design and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	then implement a study of Internet in the fields of access to information and knowledge, freedom of expression, privacy and ethical dimensions of the information society. UNESCO organized eight consultation meetings with Member States as well as multiple consultation meetings in other forums, including the inter-governmental council meetings of IFAP and the IPDC, the WSIS High Level Review Events, the Freedom Online Coalition Meeting, the Stockholm Internet Forum, Eurodig, APC – Association for Progressive Communications and at the Global Cybersecurity Capacity Center, etc. We have also launched an online consultation process through the website www.unesco.org/new/internetstudy. The concept notes, including the questionnaire and the lists of actors to be consulted, have been revised and will be published online shortly. UNESCO is mapping the research gaps which will need to be filled in order to cover all the areas of the study and are exploring partnerships for the various components of the study. Funding is still needed for research, consolidation & compilation of the findings as well as for the multi-stakeholder conference (planned for February 2015) to review the findings. **Series of publications on internet freedom** To provide in-depth analysis and recommendations to its Member States and other stakeholders on internet freedom issues, UNESCO has commissioned a series of publications. Internet Universality Indicators study is in the planning stage, with two publications of the Internet Freedom Series forthcoming in the end of 2014. Below please see description of the two above mentioned publications: **Safety of online journalists and emerging media actors.** UNESCO with the help of funding from Denmark has commissioned research which aims to produce a qualitative picture of cases linked to guaranteeing the safety of journalists using digital media. It will be finalized & launched at the forthcoming IGF in Istanbul in September 2014; **Role of Internet intermediaries in promoting freedom of expression.** UNESCO, in partnership with Open Society Foundation and Internet Society, has commissioned new research to identify good practices aimed to protect right of freedom of expression of the end users online by the Internet intermediaries (i.e.: search engines and portals, Social media networks, telecommunication, cable and mobile operators, cloud computing services, etc.). **Cyber security & online hate speech** UNESCO recently joined UN Steering Committee for the Development of a Coherent UN-wide Strategy on

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Cybersecurity/Cybercrime and Policies on Information. UNESCO will contribute to this strategy by reinforcing the aspects on empowering users to protect themselves online and providing assistance to Member States in promoting a human rights and rule of law-based approach to cybersecurity and cybercrime within the framework of “Internet Universality” principles. To this end UNESCO will develop a policy framework aimed to reconcile the need for privacy and transparency in conducting their work. UNESCO is supporting multiple activities of media, self-regulatory bodies, civil society and governments aimed to combat the phenomenon of online hate speech. For example a UNESCO-organized regional conference in Sarajevo in October 2013 on the role of media accountability in combating online hate speech in the region produced a recommendation paper. **WSIS+10 and the Internet Governance Forum (IGF) in Istanbul** UNESCO organized multiple action-line meetings at the WSIS+10 High Level Review Meeting including the C9 Action Line facilitation meeting. UNESCO’s contribution to the vision document on action line C9 has been fully endorsed including the recognition of the right to freedom of expression online as well as offline. UNESCO is further preparing three events for the upcoming IGF in Istanbul. A workshop on digital safety of journalists, a workshop on Internet Intermediaries as well as a UNESCO Open Forum where the Comprehensive Internet Study will be discussed. **UNESCO’s work on safety of journalists** UNESCO, through the International Programme for the Development of Communication (IPDC) spearheaded the UN Plan of Action on Safety of Journalists and the Issue of Impunity. The Plan of Action, endorsed by the UN Chief Executive Board in April 2012, is the first systematic mechanism with a multi-stakeholder approach to address the issue of safety of journalists and impunity. In 2013, UNESCO together with other stakeholders including Member States, UN Agencies, NGOs, academia, and media practitioners began to implement the Plan in South Sudan, Nepal, Pakistan, Iraq, as well as Tunisia. This year, UNESCO will continue to strengthen the work we had started in 2013 expanding the implementation such countries as Honduras, Guatemala, and Brazil. Among the key areas to be further developed in 2014 is the training of security forces on freedom of expression issues, working with the judiciary systems to reduce impunity, and helping to develop international standards to investigate attacks on journalists in particular through the special prosecutor office.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	UNESCO has developed Journalists' Safety Indicators (JSI) to provide baseline information on the safety of journalists and the problem of impunity in order to assess the development of both over time. The new JSI are based on UNESCO's Media Development Indicators methodology and are available both on a national and international level. Furthermore, UNESCO has supported the survey "Violence and harassment against women in the news media: a global picture", a study authored by the International Women's Media Foundation (IWMF) and the International News Safety Institute (INSI). UNESCO continues to monitor fatal attacks on journalists in order to research the state of press freedom and impunity globally. In 2013, the Director-General condemned 91 cases of journalists, media workers and social media producers of news who have been killed while exercising their profession. In each of the public denouncements, Member States are also requested to investigate the case swiftly and to provide, voluntarily, the results of such judicial inquiry to UNESCO. In Tunisia UNESCO trained security forces how to carry out their responsibility and at the same time respect press freedom during the protests and demonstrations. UNESCO plans to use this pilot experience to offer similar support to security forces elsewhere in the world. Brazil will organize training of the judiciary system on freedom of expression and safety of journalists, in partnership with its Supreme Court, UNESCO, and the Special Rapporteurs on Freedom of Expression of the UN and the Organization of American States in 2014. Online courses for judges who are interested in increasing their expertise in these areas is being envisaged with the aim to export this type of training to other countries around the world. Relating to legal reforms, UNESCO aims to promote regulatory reform to better protect journalists. <u>Challenges, corrective actions and lessons learnt</u> The biggest challenges foreseen for the biennium are the lack of resources, both financial and human. Efforts were deployed for fund-raising, special grants, "loans" of scholars, co-publishing, etc... all initiatives that can support UNESCO efforts to achieve its C5 expected results. However, it takes time to secure, manage and do special reporting on these funds and relationships, and this puts stress on a severely shrunken staffing pool. Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs. There is a need to continue evidence-based Internet freedom studies such as Internet intermediaries, a combined media-ICT policy framework, social media governance and etc. Further UNESCO is expected by its Member States to provide a

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">comprehensive study regarding to its contribution to global Internet governance regarding Internet ethics and privacy and also a guideline framework on its Internet related work in all competence areas.

Lessons learned
The achievement of results can be ascribed to commitment by staff, and to the numerous and successful partnerships that have been built up, particularly around World Press Freedom Day and the UN Plan of Action. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, although it increases complexities, responsibilities and workload.

Cost effectiveness and efficiency measures
The Division kept within budget by not filling vacant posts, but in the long run this is not a sustainable foundation for cost-effectiveness.

Contribution to C5 results
The outputs and results achieved have contributed to results, although empirical measurement of this is not always possible, and there are counterfactuals in a complex world. The momentum and recognition, at least, demonstrate momentum towards fulfilment of C5 results in this area.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Press freedom, including on the Internet, promoted by Member States.. International campaign of sensitization of freedom of expression by professional organisations working in the field of press freedom.
B: 80 countries per year. - 1 UNESCO/Guillermo Cano World Press Freedom Prize per year. - more than 500 media articles/news/tweets per year
T 2014-2015: Press freedom, including on the Internet, promoted</td><td>90 countries and 1 World Press Freedom Prize Exceeded benchmark of 80 countries by 10 validating the importance of press freedom or the majority of countries through strong advocacy undertaken by field offices and UNIC centres</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	worldwide, notably through 10 major international fora, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of WPFD in at least 160 countries; Awareness campaign in mainstream media and social media, including: 100 local, regional and international professional organizations working in the field of press freedom actively engaged in the International campaign on freedom of expression through social media and a dedicated website on press freedom. - Adoption of a concept on Internet Universality **T CAP 2014-2015:** Participation of youth in all events linked to the promotion of press freedom.		
	PI: Policies and norms conducive to freedom of expression, freedom of information, press freedom and media independence strengthened. **B:** 15 countries per biennium **T 2014-2015:** 25 countries, including support for media during elections in at least 5 countries; Media independence supported through media legislation and editorial independence facilitated in at least in 10 countries, especially in Africa. **T CAP 2014-2015:**	7 countries, and 3 in Africa	
	PI: Self-regulation based media accountability systems supported in collaboration with media associations **B:** Professional associations in 15 countries biennium **T 2014-2015:** Professional and ethical standards reinforced in at least 15 countries in collaboration with media associations, including at least 6 countries in transition. Investigative journalism capacity is strengthened in at least 5 countries. **T CAP 2014-2015:**	Series of training in South East Europe countries	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: 7 first phase countries implementing the UN Plan of Action on Safety of Journalists and the Issue of Impunity. Contribution to the UPR, via submission of relevant information. **B:** 6 first phase countries, including Africa. **T 2014-2015:** In at least 7 countries and reinforcement of the coordination mechanism at the international level; Action Plan and gender dimensions promoted in at least 15 additional countries, at least 6 of which are in Africa Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 45 countries. **T CAP 2014-2015:** Reinforcement of UN action on Safety of Journalists through implementation of the UN Plan of action with a regional approach; global awareness campaigns on the issue of impunity with the celebration of 4 major events; reinforcement of professional capacity of media professionals and training of security forces, the judiciary on freedom of expression in 5 countries; implementation of safety indicators in a 5 Member States.	Pakistan, Nepal, South Sudan, Tunisia and launching of projects in Arab States and Nigeria	
	PI: Support to IPDC project and strengthening knowledge driven media development **B:** 120 media development projects biennium, with a special emphasis on Africa **T 2014-2015:** At least 100 media development projects supported by IPDC in at least 80 developing countries across all regions. **T CAP 2014-2015:** Depending on voluntary contributions to IPDC, 30 media developments project in Africa	Projects were launched during this first 6 months	
	PI: National media landscapes based on UNESCO's Media Development Indicators completed and integrated within programmes to strengthen	MDIs are still on-going. Official launch was done in Palestine.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	media development in these countries. **B:** 5 countries biennium **T 2014-2015:** In at least 7 countries **T CAP 2014-2015:**		
	PI: Adoption by journalism institutions of new syllabi, based on the UNESCO model curricula, on journalism and science, development and democratic governance, and/or new reporting techniques **B:** 6 new syllabi per biennium, particularly in African countries. **T 2014-2015:** At least 6 new syllabi addressing issues of democratic governance, sustainable development and peace are produced by journalism institutions and promoted as supplements to the model curricula, particularly in African countries. **T CAP 2014-2015:**	Syllabi are under preparation and work has been done on post-2015 Agenda	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Pluralistic media institutions are facilitated, including by adoption of gender-sensitive policies and through support for strengthened community media policy and practice, while citizens, and particularly youth, are empowered through enhanced media and information literacy (MIL) competencies	This Expected Result is being achieved by means of a strategy encompassing policy analysis and advice, knowledge development, and partnership-building. **Outputs and Results** **Community Media** * 10 community radio stations applying youth sensitive programming guidelines. Programming guidelines for young people's representation in radio published in English and French, and translated into Spanish and Swahili. Also being translated into Arabic and Kyrgz. * Call for Proposals launched for the development of programming guidelines to strengthen women's representation in community radio stations * "Tuning into development" on community media policies being produced in French and Spanish. Regulatory bodies being identified.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	* Preliminary discussions underway in 2 countries: Mongolia and Tanzania. **Gender in Media** * 3 international associations promoting UNESCO's Gender-Sensitive Indicators for Media (GSIM). * GSIM workshops being organized with CBU for August 2014, with SABA and Gender Links in August as well and with Eurovision Network and the Permanent Delegation of Austria for November 2014. * GSIM translated into French and Spanish and re-printed in English. * GAMAG Steering Committee being set up. * Number of organizations joining in GAMAG after UNESCO's December 2013 Gender and Media Forum on the rise (80). * Global Study on Gender and Media in Member States being prepared. * Over 13 organizations partnered for Women Make the News (WMN) , including the World Association for Christian Communication (WACC), the International Women's Media Foundation (IWMF), the Arab States Broadcasting Union (ASBU), the Asia-Pacific Broadcasting Union (ABU), COPEAM, the Asia-pacific Institution for broadcasting development (AIBD), and Educommunic Afrik. For 2014 WMN, the theme was "Advancing Global Partnerships to Achieving Gender Equality in and through Media." The WMN 2014 theme was connected the groundbreaking Global Alliance on Media and Gender (GAMAG) which was launched during the first Global Forum on Media and Gender conducted in Bangkok, Thailand on 2nd to 4th of December 2013. The WMN theme was also related the International Women's Day global theme: "Equality for women is progress for all. Assessment of 2014 Women Makes the News under way. **Media and Information Literacy** * Advisory services in Lebanon, Nigeria, and the Philippines for the development of national MIL policies. * Global Study on Gender in Member States being prepared. * Assessment of 2014 Women Makes the News under way. * 3 teacher training curricula integrating MIL being piloted in Brazil, Morocco, Turkey. Under discussion in Timor Leste. * GAPMIL promoting MIL * MILID week with University network being organized in China for September 2014. * MILID Yearbook being finalized. * Bali Global Media Forum in August 2014 will advance the APA Chapter of GAPMIL.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	* MIL European Forum successfully carried out. Mobilization of support from the European Union for its follow-up being explored. * Expansion of the MILID network with Universities in Canada (Northern Ontario), Israel, Latvia, Mexico, Nigeria, Sweden * 5 youth associations engaged in MIL. Of the associations enrolled in UNESCO's MIL online course, 3 are youth associations. Also the youth networks in Albania and Gambia are promoting MIL. **Observance of World Radio Day** * World Radio Day (WRD) 2014 succeeded in influencing the salience of gender issues in media content, played an agenda-setting role, and induced better knowledge of UNESCO's work in 155 locations. Radio broadcasters in all geographical regions had been mobilized to celebrate WRD by broadcasting radio shows or news concerning gender parity in radio, such as stereotypes, safety of women radio journalists or gender balance in executive and board positions of broadcasters. WRD's massive direct mailing to broadcasters and related partners placed the Day and its topic in the news on diverse radio programmes. UNESCO National Commissions and Field Offices all over the world sent out WRD information and carried out events locally. In Paris, 6 broadcasters and 2 online radio stations transmitted live from UNESCO's hall[1]. Simultaneously, UNESCO flagship events took place in Chile, Ghana, Kenya, Namibia, and Tanzania. UNESCO successfully partnered with a high number of external organizations in order to promote WRD and to set the agenda in the media on gender equality. Through reciprocal link exchanges and cross promotion on social media channels, UNESCO's message was carried by 11 UN organizations[2] and 13 international broadcasting organizations[3]. Furthermore, 145 broadcasters around the word registered events on WRD Crowdmap, making up the majority of the above-mentioned 248 registered events. [1] China Radio International, Mir Radio, Monte Carlo Doualiya, Radio France Internationale, Radio Exterior de España, Radio Orient, Radio VL and WNYU. [2] FAO - Food and Agriculture Organization of the United Nations; IAEA - International Atomic Energy Agency; OHCHR - Office of the United Nations High Commissioner for Human Rights; UN RADIO; UNDP - United Nations Development Programme; UNDPI - United Nations Development Programme; UNEP - United Nations Environment Programme; UNGEI - UN Girl's Education Initiative; UNIC – United Nations Information Centre; UNICEF - United Nations Children's Fund; and UN Women. [3] Academia Española de la Radio ; ABU - Asia-Pacific Broadcasting Union; AER- Association of European Radios; AIBD- Asia Pacific Institute for Broadcasting Development; AMARC- World Association of Community Radio Broadcasters; ASBU - Arab States Broadcasting Union; AUB/UAR- The African Union of Broadcasting; BNNRC- Bangladesh NGOs Network for Radio and Communication; COPEAM - Permanent Conference of the Mediterranean Audiovisual Operators; EBU/UER - European

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Broadcasting Union; IAB - International Association of Broadcasting; ITU - International Telecommunication Union; and URTI-International Radio and Television Union. **Challenges, corrective actions and lessons learnt** Reduced human resources and funds allocated to Expected Result 2 was the critical difficulty found in Programme implementation. A good part of staff performance is therefore now also devoted to fund-raising, on top of their already intense workload. In this sense, many project proposals have been presented to funding sources in an effort to obtain supplementary funds, which is often difficult in the present international context. Further a challenge is to answer to the growing demands of Member States to UNESCO in the domains of community media, gender in media and media and information literacy. When possible, synergies have been created between programmatic areas. **Cost-effectiveness** Cost-effectiveness is being secured through extensive partnerships so that outputs could be delivered without compromising the quality level. Capacity-building is being conducted at field level. UNESCO is also working closely with media organizations so that they themselves take ownership of the process and voluntarily undertake the desirable policy changes. **Contribution to C/5 Results** Most biennial benchmarks for Expected Result 2 of MLA 1 from Programme V are being exceeded. UNESCO is in the right direction as regards media pluralism and the response of Member States is overwhelmingly positive and collaborative.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of community radio stations that adapted programming guidelines to strengthen women and young people's representation **B:** 0 **T 2014-2015:** At least 10 community radio stations, mostly in AFR, adapted programming guidelines. They conduct audience assessments,	10 community radio stations applying youth sensitive programming guidelines; More linguistic versions being prepared; Gender sensitive programming guidelines being prepared.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	focus group workshops; establish listener's clubs, localize, published and implement guidelines **T CAP 2014-2015:** A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 30 radio stations, in particular in APA and LAC which are not priority regions for the Organization		
	PI: Number of regulatory bodies that introduce/strengthen community media sustainability policies **B:** 0 **T 2014-2015:** At least 2 regulatory bodies introduce community media sustainable policies. They conduct studies, consultative and expert workshops; draft policies and present proposals to legislative bodies in collaboration with research institutions, civil society and national community media networks, particularly in AFR **T CAP 2014-2015:** A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 regulatory bodies, especially in LAC and APA which are not priority regions for the Organization	Linguistic versions of community media policy document being prepared for planned action with regulatory bodies.	
	PI: Number of countries piloting community media funding models **B:** 0 **T 2014-2015:** Community media funding models are piloted in at least one country **T CAP 2014-2015:** Extrabudgetary funding would allow UNESCO to target additional 5 countries, especially in LAC and APA which are not priority regions for the Organization	Preliminary discussions underway in 2 countries.	
	PI: Number of countries celebrating World Radio Day (WRD) on 13 February each year **B:** 80 **T 2014-2015:** Radio pluralism is strengthened through World Radio Day	In 2014 there were 248 celebrations in 155 locations throughout the world registered on UNESCO's WRD Crowdmap. WRD continued with its ability to generate a significant social	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	celebrations in at least 40 countries **T CAP 2014-2015:**	media movement, raising UNESCO for the second consecutive year to "world trending topic" in Twitter. Other media statistics for WRD were noteworthy too: 15.864 Youtube plays, 2.401 SoundCloud plays, 2941 Infographics views and 85.986 website page views. UNESCO staff delivered 59 media interviews the world over.	
	PI: Number of international/regional associations of media organisations promoting UNESCO's Gender Sensitive Media Indicators **B:** 1 **T 2014-2015:** At least 3 international/regional associations promote the GSIM **T CAP 2014-2015:**	3 international associations promoting GSIM.	
	PI: Number of media institutions and journalism schools applying GSIM **B:** 1 **T 2014-2015:** At least 2 media institutions and 5 journalism schools are applying GSIM, in particular in Africa **T CAP 2014-2015:** A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 media institutions and 5 journalism schools, especially in LAC and APA which are not priority regions for the Organization	Relevant linguistic versions of documents prepared for media institutions and journalism schools.	
	PI: Number of media partners contributing to the action "Women Make the News" **B:** 80 **T 2014-2015:** At least 10 media partners contribute to the action "Women Make the News"	Over 13 media partners contributed to WMN.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: UNESCO could have additional 60 media partners through extrabudgetary funding		
	PI: A global mechanism for partnership on gender and media strengthened **B:** 0 **T 2014-2015:** Action plan by the Global Alliance on Gender and Media executed by relevant partners **T CAP 2014-2015:** This activity has zero RP budget allocation and would therefore be in need of extra-budgetary funding to meet the benchmark.	GAMAG plan being executed. Steering Committee being set up.	
	PI: Number of teacher training curricula integrating Media and Information Literacy (MIL) **B:** 1 **T 2014-2015:** At least 1 teacher training curricula integrating MIL, especially in AFR, and one youth association **T CAP 2014-2015:** A higher allocation and/or extrabudgetary funding would allow UNESCO to target additional 5 teacher training curricula, particularly in LAC and APA which are not priority regions for the Organization, as well as more youth associations	3 teacher training curricula integrating MIL and 5 youth associations.	
	PI: Number of Member States developing MIL-related national policies and strategies **B:** 0 **T 2014-2015:** At least 2 Member States initiate MIL-related national policies and strategies **T CAP 2014-2015:**	3 Member States treating MIL-related national policies.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Enabling Universal Access and Preservation of Information and Knowledge

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: The Open Solutions for Knowledge Societies programme (Open Educational Resources, Open Access, Free and Open Source Software, Open Training Platform, Open Data, Open Cloud) and ICT accessibility including disabilities and multilingualism promoted in Member States	**Outputs and Results** The ICT section of the Knowledge Societies Division delivered a number of important outputs since the beginning of the quadrennium. Some of the more significant outputs and results have been in the following areas: **Open Educational Resources (OERs) and ICT-CFT** As a follow-up to the Paris OER Declaration 2012 which has become the de facto global standard, several activities were undertaken including the finalization of the Kenya National Statement on OERs as well as the launch of the OpenupEd project to support OER MOOCS involving 30 African universities. A series of workshops were also conducted to support the adoption of elements from the ICT-CFT and the use of OERs in Indonesia, Oman, Rwanda, Togo and Kenya. 2 new OER Research Chairs were also established at the Monterrey Institute in Mexico and the Jozef Stefan Institute in Slovenia. As far as the development of the new ICT-CFT Strategy is concerned, a stakeholder's consultation with high-level representatives from Microsoft, Intel, and CISCO was organized to examine the possible revision of the ICT-CFT. There is now significant awareness of OER in many countries within the Ministries of Education and key educational institutions as a result of the many capacity-building workshops. **Outputs and Results** The ICT section of the Knowledge Societies Division delivered a number of important outputs since the beginning of the quadrennium. Some of the more significant outputs and results have been in the following areas: **Open Educational Resources (OERs) and ICT-CFT** As a follow-up to the Paris OER Declaration 2012 which has become the de facto global standard, several activities were undertaken including the finalization of the Kenya National Statement on OERs as well as the launch of the OpenupEd project to support OER MOOCS involving 30 African universities. A series of workshops were also conducted to support the adoption of elements from the ICT-CFT and the use of OERs in Indonesia, Oman, Rwanda, Togo and Kenya. 2 new OER Research Chairs were also established at the Monterrey Institute in Mexico and the Jozef Stefan Institute in Slovenia. As far as the development of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the new ICT-CFT Strategy is concerned, a stakeholder's consultation with high-level representatives from Microsoft, Intel, and CISCO was organized to examine the possible revision of the ICT-CFT. There is now significant awareness of OER in many countries within the Ministries of Education and key educational institutions as a result of the many capacity-building workshops Open Access (OA) UNESCO has succeeded in supporting a number of countries to establish their OA policies and initiatives. For example, UNESCO's policy development support to Mexico on OA resulted in the promulgation of a comprehensive national policy for the promotion and development of open access to scientific research. Furthermore, 13 national level institutes have developed mandates and policies on OA with UNESCO's support. Three sets of OA curriculum have been developed including a self-directed learning tool which will be deployed both within UNESCO as well as shared with Member States. A series of five publications on OA concepts, research and tools were completed in order to assist Member States in understanding OA principles and benefits. In February 2014, UNESCO along with the International Centre for the Registration of Serial Publications (ISSN) launched the ROAD Directory of OA scholarly resources. Open Solutions for the Empowerment of Marginalized Social Groups A number of initiatives have been initiated regarding the access to information of marginalized social groups, with a specific focus on persons with disabilities. A UNESCO-UNDESA expert group meeting was organized for finding effective means to integrate open solutions in the development agenda as well as for identifying methods and statistical approaches to understanding the scope and scale of the problem of disabilities. UNESCO continues its preparatory work on the 1st International Conference on ICTs for Persons with Disabilities to be held in New Delhi from the 24-26 November 2014. A strong multistakeholder partnership is being created for this conference including governments, private sector entities and civil society groups and many organizations have already confirmed their participation at the conference. Multilingualism in Cyberspace To enhance UNESCO's Recommendation concerning the "Promotion and Use of Multilingualism and Universal Access to Cyberspace", support was provided to the organization of the 3rd International Conference "Linguistic and Cultural Diversity in Cyberspace" in the Russian Federation from the 30 June to the 1st of July 2014. UNESCO in close cooperation with EURid continued monitoring the deployment of Internationalized Domain Names (IDNs). The draft version of the World Report on IDN

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Deployment 2014: Universal Acceptance and Arab States has been completed and is currently being peer reviewed. Within the framework of the WSIS Review process, a glossary of Internet Governance terms in English has been prepared by UNESCO for the localization of the glossary in Arabic. **Challenges, corrective actions and lessons learnt** The beginning of this quadrennium posed numerous significant challenges in accomplishing the benchmarks and performance indicators. The most important obstacle was the acute shortage of financial resources in order to meet our targets. Essentially, we were given a very large and ambitious mandate by the Member States (including a comprehensive study on the Internet and the preparation of a normative instrument for the MOW programme) and the activities envisaged were not provided adequate resources and therefore a number of strategic approaches had to be put in place to ensure effective delivery. These included making strategic partnerships with the private sector and alliances with centres of excellence including our Category 2 Institutes. A significant challenge emerged from assisting many countries with existing ICT policies to incorporate Open concepts and then to find the resources for implementation. Corrective measures such as the consolidation of activities, greater synergies with Field Offices, concentration on core issues relating to our mandate were deployed early in the year and these clearly helped to ensure that the sector was on track to accomplish its objectives. **Cost effectiveness and efficiency measures** The Division secured significant extrabudgetary funding (notably from the Hewlett Foundation (USA) to complement the low level of Regular programme funds. These could be also be considered as cost-effective and efficiency measures and they key challenge was to maximize delivery with limited resources. It is clear now that we need a realistic assessment of what can be accomplished before setting up ambitious objectives which are difficult to meet with the limited financial resources. This is perhaps the biggest lesson learnt during the first six months of the quadrennium. **Contribution to C5 results** The C/4 strategic objectives aims to promote openness in content, technology and processes through awareness raising, policy formulation and capacity building. Our initiatives in the first six months of this C/5 and quadrennium have clearly achieved these objectives through our work in the area of OER, OA, ICT-CFT, FOSS and Open and Distance Learning have actively pursued the "openness" agenda across various fields.

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	Open Access (OA) UNESCO has succeeded in supporting a number of countries to establish their OA policies and initiatives. For example, UNESCO's policy development support to Mexico on OA resulted in the promulgation of a comprehensive national policy for the promotion and development of open access to scientific research. Furthermore, 13 national level institutes have developed mandates and policies on OA with UNESCO's support. Three sets of OA curriculum have been developed including a self-directed learning tool which will be deployed both within UNESCO as well as shared with Member States. A series of five publications on OA concepts, research and tools were completed in order to assist Member States in understanding OA principles and benefits. In February 2014, UNESCO along with the International Centre for the Registration of Serial Publications (ISSN) launched the ROAD Directory of OA scholarly resources. **Open Solutions for the Empowerment of Marginalized Social Groups** A number of initiatives have been initiated regarding the access to information of marginalized social groups, with a specific focus on persons with disabilities. A UNESCO-UNDESA expert group meeting was organized for finding effective means to integrate open solutions in the development agenda as well as for identifying methods and statistical approaches to understanding the scope and scale of the problem of disabilities. UNESCO continues its preparatory work on the 1st International Conference on ICTs for Persons with Disabilities to be held in New Delhi from the 24-26 November 2014. A strong multistakeholder partnership is being created for this conference including governments, private sector entities and civil society groups and many organizations have already confirmed their participation at the conference. **Multilingualism in Cyberspace** To enhance UNESCO's Recommendation concerning the "Promotion and Use of Multilingualism and Universal Access to Cyberspace", support was provided to the organization of the 3rd International Conference "Linguistic and Cultural Diversity in Cyberspace" in the Russian Federation from the 30 June to the 1st of July 2014. UNESCO in close cooperation with EURid continued monitoring the deployment of Internationalized Domain Names (IDNs). The draft version of the World Report on IDN Deployment 2014: Universal Acceptance and Arab States has been completed and is currently being peer reviewed. Within the framework of the WSIS Review process, a glossary of Internet Governance terms in English has been prepared by UNESCO for the localization of the glossary in Arabic.

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	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)	
	Programmed	**Validated assessment of Progress against**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		Target/Benchmark as at 30/06/2014	
	PI: Number of Member States formulating Policy Frameworks on Universal Access to Information and knowledge using ICTs and Open Solutions, and on the provisions contained in the normative instrument "Recommendations concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace" **B:** 2 countries, developed national-level OER Policies; 450 institutions have a mandate on Open Access (OA); 3 countries have ICT CFT in national education policies; There are 9900 OA journals and 2500 OA repositories; **T 2014-2015:** At least 10 new Member States adopting national level OER policies; ICT CFT based teachers training become part of national education policies in at least 10 countries; At least 20 additional National level institutions establishing OA Policies; Number of journals in DOAJ increased by 200 and Open Access Repositories listed in DOAR increased by 90; At least 2 Member States enacted National policies on FOSS, Open Data, Open Cloud, and/or Open Source; At least 5 Member States introduced information and ICT accessibility policies and measures; At least 7 Member States implementing the Recommendation on multilingualism in Cyberspace in national policies, Strategies, initiatives and legislation; **T CAP 2014-2015:** 10 additional countries included ICT CFT based teachers training in their national education policies;	Finalized the draft Kenya National Statement on OERs at a high level Workshop in Nairobi, Kenya. Launched the OpenupEd Project to support OER MOOCs starting with a high-level Workshop of 30 African universities. UNESCO provided policy development support to Mexico on Open Access. A comprehensive study on Open Data, FOSS and Open Standards in the Arab region is currently being discussed with the Regional Offices in Beirut and Cairo. To enhance the Recommendation concerning the "Promotion and Use of Multilingualism and Universal Access to Cyberspace", UNESCO provided support to the 3nd International Conference "Linguistic and Cultural Diversity in Cyberspace" in Yakustsk, Russia.	
	PI: Number of Member States institutional capacities strengthened to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, learners, researchers, information	13 national level institutes have developed mandates and policy on Open Access. The YouthMobile Initiative held an Experts Meeting at UNESCO Headquarters from 19	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	professionals or scientists **B:** 2 Member States have implemented national OER Repositories; Information and ICT accessibility training resources: 3 national education institutions ; 1 Member State implements participatory Disaster Risk Reduction strategies based on Free/libre open source (FOSS) tools and openly licensed GIS data; **T 2014-2015:** At least 5 Member States implementing national-level, scalable OER repositories with a critical mass of teachers confidently developing and sharing teaching and learning materials; Information and ICT accessibility training resources in OER format developed and tested by 7 national education institutions; At least 2 Ministries of Education, and Youth launching initiatives to develop mobile applications for sustainable development and youth employment; 7 educational institutions in developing Member States adopted a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls; At least 2 Member States developing Media and Information Literacy-related action plans based on evidence-based data; 4 Member States implementing participatory Disaster Risk Reduction and green economy strategies based on Free/libre open source (FOSS) tools and openly licensed GIS data; **T CAP 2014-2015:**	to 20 March 2014 to share best practices and design a strategy to reach a critical mass of young people. The Paris Declaration on Media and Information Literacy in the Digital Era during the first European Media and Information Literacy (MIL) Forum, which was held at UNESCO in May 2014	
	PI: Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments **B:** 3 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT) **T 2014-2015:** At least 5 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)	Workshops to support the adoption of elements from the ICT CFT to support ICT in Education goals and the use of OERs were planned in this period for Indonesia, Oman, Rwanda, Togo and Kenya. A workshop was held in this period in Kenya to develop OER-	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015: 5 additional Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)	licensed courses on the ICT CFT based on Moodle (an open source learning management system).	
	PI: Policy support initiatives for open, distance, flexible and online (e-learning) education capitalizing on open solutions **B:** **T 2014-2015:** At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed Dynamic community-based inter-regional policy tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning) education **T CAP 2014-2015:** 3 additional policy support tools for open, distance, flexible and online (e-learning) learning developed	A stakeholders consultation with high level members from Microsoft, Intel, CISCO on the possible revision of the ICT CFT was held during the 2014 Mobile Learning Week at UNESCO in February, 2014.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Universal access to information enhanced and documentary heritage preserved in all its forms through a strengthened Memory of the World Programme, and Member States supported in implementing the WSIS outcomes, including through the Information for All Programme (IFAP)	**Outputs and Results** **Comprehensive study on Internet-related issues** As decided by the 37th session of UNESCO's General Conference, the Organization is engaged in multi-stakeholder consultations aimed to support the design and implementation of a study of Internet issues in the fields of access to information and knowledge, freedom of expression, privacy and ethical dimensions of the information society. In this regard, UNESCO organized eight consultation meetings with Member States as well as multiple consultation meetings in other forums, including the Intergovernmental Council meetings of IFAP and IPDC, the IGF Open Consultations and Multistakeholder Advisory Group (MAG) meeting. the WSIS High Level Review Events, the Freedom Online Coalition Meeting, the Stockholm Internet Forum, Eurodig, APC – Association for Progressive Communications and at the Global Cybersecurity Capacity Center, etc. We have also launched an online consultation process through the website www.unesco.org/new/internetstudy. The concept notes, including the questionnaire and the lists of actors to be consulted, have been revised and published online. UNESCO is mapping the research gaps which will need to be filled in order to cover all the areas of the study and are exploring partnerships for the various components of the study. Funding is still needed for research, consolidation & compilation of the findings as well as for

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the multi-stakeholder conference (planned for February 2015) to review the findings. **Information Ethics** UNESCO has organized or substantively participated in 4 regional and international debates aimed at addressing the ethical dimensions of the Information Society that were held in Austria, Brazil, Switzerland and Uganda. These events have served to deepen the exchange of experiences and policy insight in this rapidly evolving area amongst governments international organizations, academics and civil society. These debates are also contributing to informing the Comprehensive study on Internet related issues in UNESCO's fields of competence which UNESCO is conducting in response to the resolution adopted by Member States during the 37th session of UNESCO's General Conference. As a result of the Uganda event a national chapter of the African Network for Information Ethics (ANIE) is being established to support research and policy in Kenya, one of most rapidly growing centers for ICT innovation in Africa. In concert with academics and partners, UNESCO is also developing a set of training materials in the area of information ethics to support policy makers in their interventions. **Memory of the World (MOW)** A network of cooperating Institutions was established under the Memory of the World Sub-Committee on Education and Research (SCEaR to support teaching, research, capacity-building and cooperation in this field. This initiative is being conducted in concert with Institutions from 9 Member States and corresponding members from 15 Member States. In concert with the Government of Poland an international expert meeting with 39 participants was held 26-27 June which developed a first draft of a Recommendation on preservation and access to documentary heritage that will be further elaborated in the coming months. Some 100 nominations for inscription under the 2014-2015 MOW cycle have also been received and are currently under review. **The Intergovernmental Information for All Programme (IFAP)** Three Statutory Meetings (22nd and 23rd IFAP Bureau, the 8th IFAP Council) have served to provide opportunities for IFAP Network members (Member States elected to the Council & Bureau, Member States Observers, civil society, private sector and the UNESCO Secretariat) to develop joint strategies and plans to implement the programme established in the 37 C/5. The related decisions and recommendations adopted at these statutory meetings are available on the IFAP website (www.unesco.org/webword/ifap). In line with the resolution adopted by the 37th General Conference which called for various bodies including intergovernmental programmes, to conduct a self-assessment IFAP has commenced this exercise.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In concert with Field Offices, a survey of National IFAP Committees has been launched to assess their achievements, needs as well as to identify good practices and lessons. This exercise is expected to strengthening their role as agents for enhancing implementation of the WSIS outcomes and adopting/integrating UNESCO resources into national information policy frameworks. Three Member States (Botswana, Senegal and Switzerland) have indicated their intention to establish National IFAP Committees. Efforts to support IFAP's visibility and outreach to potential donors are underway and include the publication of a bilingual IFAP Report/Brochure **Information for All Programme: IFAP Report 2008 – 2013**. The publication provides enhanced access to key IFAP policy resources including guidelines, declarations, action plans, analyzes of implemented projects and proceedings of conferences as well as other resources that can support IFAP Network members in their advocacy efforts. Some countries (Argentina, Oman and the Russian Federation) are supporting the translation of key IFAP policy documents into their national languages to facilitate national/regional access to these resources by policy-makers. **UNGIS** At the High-level United Nations Group on the Information Society (UNGIS) meeting in June 2014, co-organized by ITU, UNESCO, UNDP and UNCTAD, UNESCO's Deputy Director-General, the Heads of Agencies of ITU, UNCTAD, UPU and other high-level UN representatives, renewed their commitment to work together on using technologies for reaching current and future development goals. The high-level guidance formed the basis for the development and adoption of the 2014-15 UNGIS workplan by its members in June 2014. This workplan incorporates various UNESCO activities and programmes; such as the forthcoming international conference **From Exclusion to Empowerment - The Role of Information and Communication Technologies for Persons with Disabilities** to be held November 2014 in New Delhi; thereby increasing their visibility and supporting participation and partnerships that support UNESCO's efforts. **WSIS+10 Review and preparations for the 9th Internet Governance Forum (IGF) in Istanbul** UNESCO hosted from 19-21 May the IGF Open Consultations and Multistakeholder Advisory Group (MAG) meeting. The Deputy Director-General used this opportunity to present and invite participants to contribute to UNESCO's comprehensive Internet study. This second round of IGF open consultations and MAG meetings facilitated the ongoing preparations for the 9th IGF annual meeting, which will take place in Instanbul, Turkey, in September 2014. The second WSIS+10 Review event was co-organized by ITU, UNESCO, UNDP and UNCTAD in Geneva, Switzerland from 10-13 June 2014. It attracted 1500 participants and over 80 ministers, who adopted by acclamation the WSIS+10 statement and

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	vision. These texts were developed in six preparatory meetings. During the Review event UNESCO organized six Action Line facilitation meetings (C3: Access to information and knowledge, C7: E-science, C7: E-learning, C8. Cultural diversity and identity, linguistic diversity and local content, C9: Media and C10: Ethical dimensions of the information society), a High-level Dialogue on “Inclusive Knowledge Societies: Reality, vision and how to get there…” and participated in a total of 16 sessions including the High-level United Nations Group on the Information Society (UNGIS) and the Ministerial Meeting. UNESCO is currently involved in the preparation of three events for the upcoming IGF in Istanbul. A workshop on digital safety of journalists, a workshop on Internet Intermediaries as well as a UNESCO Open Forum where the Comprehensive Internet Study will be discussed. UNESCO’s participation is serving to contribute to the implementation of the WSIS outcomes, the identifying of best practices, as well emerging needs and the shaping of the post-2015 plan. **Challenges, corrective actions and lessons learnt** Limited resources, financial as well as human create challenging operating conditions for delivering on UNESCO’s global mandate across fast-moving, evolving and complex areas addressed under this expected result. In concert with HRM solutions such as the solicitation of Associate Experts, Junior Professional Officers and Interns have been sought. The long lead times for JPOs and Associates Experts, which may exceed 1 year, means that the outcomes from these efforts are uncertain, do not address the immediate challenges and also impose costs on the current limited resources. Unpaid internships have provided a welcome injection of talent, however the limited duration of these internships, the need to train new intakes as well as the early departure of some interns for paid employment opportunities point to difficulties of this approach. Only fund-raising, through partnerships with Member States, other UN bodies and various external organizations with established relationships, it has been possible to acquire resources to ensure that programmed activities are undertaken. **Lessons learned** The progress achieved has resulted from a variety of collaborative relations based on shared goals and interests – HQ-Field, across Sectors and with external partners. The managing of these partnerships does impose challenges. **Cost effectiveness and efficiency measures** The scope of various projects have had to be scaled down and a variety of economies sought, though immediately expedient and

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">tactical approaches they do not position the Division to address the longer-term opportunities, challenges and emerging needs that characterize this rapidly evolving aspect of UNESCO’s work.

<u>Contribution to C5 results</u>
The activities undertaken in this period as well as the outputs and results achieved are all relevant and tightly coupled with the approved C5 targets.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States through the Memory of the World programme and a Recommendation
B:
T 2014-2015: -At least 40 new inscriptions on Memory of the World Register -At least 10 new National Memory of the World Committees and registers set up and operational -A draft Recommendation on preservation and access to documentary heritage elaborated
T CAP 2014-2015:</td><td>Member States submitted 100 nominations for inscription under the 2014-2015 MOW register confirming the impact of MoW. Evaluation of the submissions is underway. . The MOW SCEaR network has been established with Cooperating Institutions and Corresponding Members from respectively 9 and 15 Member States. With support from Poland an international expert meeting with 39 participants was held 26-27 June in Warsaw to commence drafting of a Recommendation on preservation and access to documentary heritage.</td><td></td></tr>
<tr><td></td><td>PI: Member State's libraries and archives contributing to the preservation of documentary heritage
B:
T 2014-2015: At least 2 new digital library services established by Member States</td><td>The SCEaR network has been established with Cooperating Institutions coming from 9 Member States and Corresponding Members coming from 15 Member States. Member States submitted 100 nominations for</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T CAP 2014-2015:	inscription under the 2014-2015 MOW register confirming the impact of MoW. Evaluation of the submissions is underway	
	PI: WSIS stakeholders implementing the World Summit on the Information Society (WSIS) outcomes through knowledge-sharing and multistakeholder partnerships **B:** UNESCO strengthened international cooperation, knowledge sharing and partnership building through the co-organization of at least one major meeting per year **T 2014-2015:** WSIS stakeholders actively contributing to international cooperation in the fields of ICTs through knowledge-sharing and multistakeholder partnerships building -10 Governments submit WSIS+10 Review reports; -Governments, civil society organizations and private sector participate in all WSIS Review meetings **T CAP 2014-2015:**	The 16 UNESCO sessions (high-level forums and thematic panels) organized at the WSIS+10 High-level facilitated knowledge exchange by diverse actors on the implementation of the WSIS plan and responses to emerging issues to be captured in the post-2015 WSIS plan. The event brought together some 1500 participants including ministers, civil society, private sector and IGOs who adopted two outcome documents.	
	PI: The international debate on Internet Governance (IG) prominently includes issues in UNESCO's field of competence **B:** UNESCO developed the Global Internet Governance (IG) agenda in UNESCO's field of competence with the contribution to the IGF work and the organization of one IGF Open Forum per year. **T 2014-2015:** Global Internet Governance agenda and debate includes issues in UNESCO's field of competence in relevant fora **T CAP 2014-2015:**	Through the comprehensive survey on Internet issues within its fields of competence UNESCO has led regional/international consultations with Members States, institutions and other key partners on Internet Governance issues and launched a global survey to inform its programs and strategic orientations.	
	PI: Multistakeholder implementation of WSIS outcomes enhanced through the strengthening of UN partnerships and networks **B:** **T 2014-2015:** - UN partnerships and networks strengthened through high-	UNESCO has advanced UN partnerships by co-organizing with ITU, UNDP, UNCTAD and other UN Agencies the second High-level WSIS+10 Review event in June 2014. As a	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	level and working level meetings in 2014 and 2015 **T CAP 2014-2015:**	vice-chair of UNGIS UNESCO has contributed to the development of the inter-Agency workplan, strategically positions its programmes.	
	PI: Number of IFAP National Committees established or strengthened by Member States, particularly in Africa & SIDS Member States, to assess and operationalize responses to national policy needs in the IFAP priority areas through strategies, policies and projects **B:** 58 IFAP National Committees established by Member States **T 2014-2015:** At least 5 National IFAP Committees established/ strengthened by Member States, of which 3 are in Africa and/or SIDS. **T CAP 2014-2015:**	Three Member States (Botswana, Senegal and Switzerland) have undertaken the establishment of National IFAP Committees. A survey of National IFAP Committees to assess their achievements, support exchanges of good practices and identify needs is underway.	
	PI: Number of formal partnerships established with IGOs, INGOs, private sector & academic institutions to promote cooperation, outreach formulation and implementation of policies in the 6 IFAP priority areas. **B:** No formal partnerships **T 2014-2015:** -At least 2 formal partnerships established; -Cooperative programme of work elaborated /funded and activities implemented ; **T CAP 2014-2015:**	With the United Nations University (UNU) and African Center for Excellence in Information Ethics (ACEIE) regional and international capacity building programmes for policy makers are being developed.	
	PI: Number of Member States which have integrated UNESCO policy development resources / activities (declarations, guidelines, studies, capacity-building initiatives) in IFAP priority areas into their national information policies **B:** **T 2014-2015:** Two Member States integrated information policies resources in their national information strategies **T CAP 2014-2015:**	With the support of partners in Argentina, Oman and the Russian Federation key IFAP policy documents are being translated into national/regional languages to enhance access and uptake of these resources by policy-makers.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Number of MS implementing strategies and actions related to the Ethical dimensions of the Information and Knowledge Societies **B:** **T 2014-2015:** One SIDS and one developing countries in Africa implementing strategies and actions in the Ethical dimensions **T CAP 2014-2015:**	Regional and international policy debates/conferences have been convened in Austria, Brazil, Uganda and Switzerland. A national chapter of the African Network for Information ethics is being established in Kenya.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Africa

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
Flagship 5, ER 1: UNESCO-supported community radios transformed into spaces promoting intercultural and intergenerational dialogue and social cohesion. Young Africans' awareness raised in furtherance of dialogue and peace by the social media and mobile phone networks (through the contribution of MP V)		Flagship 5, ER 1 is fully on track.
Flagship 3, ER 7: Member States empowered in building inclusive knowledge societies, creating the conditions for sustainable development and peace by promoting and using multilingualism in cyberspace, universal access and preservation of information, enhanced information and communication technologies (ICTs) skills, and open solutions (through the contribution of MP V and MP I).		Africa Flagship 3, ER 7 is on track for the first 6 months of the biennium.
Flagship 3, ER 8: Increased participation and active contribution of young Africans in the resolution of issues of local sustainable development and livelihood, through the development of dynamic mobile applications (through the contribution of MP V)		The Africa Flagship 3, ER 8 is on track.
Flagship 6, ER 1:The environment for freedom of expression, press freedom, journalistic safety and self-regulation is strengthened, for both on- and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices (through the contribution of MP V)		Africa Flagship 6, ER 1 is fully on track for the first 6 months of the biennium.
Flagship 6, ER 2: Independence and sustainability of media institutions are supported, particularly through IPDC projects that are innovative, policy-		Africa Flagship 6, ER 2 is on track for the first 6 months of the biennium.

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
relevant and knowledge enhancing, and through capacity-building for journalists and journalism schools (through the contribution of MP V)		
Flagship 3, ER9 - Preservation of documentary heritage for enhanced access to knowledge through Memory of the World		Africa Flagship 3, ER9 is partly on track and is expected to be fully on track later on in the biennium when foreseen activities are implemented in the second half of 2014 - early 2015.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 5, ER 1: UNESCO-supported community radios transformed into spaces promoting intercultural and intergenerational dialogue and social cohesion. Young Africans' awareness raised in furtherance of dialogue and peace by the social media and mobile phone networks (through the contribution of MP V)	Outputs and results: Guidelines have been issued, adapted and distributed to more than 32 radio stations in Africa. An external and independent evaluation of the project was carried out in 2014 to review progress towards results of the project “Empowering local radios with ICTs”. The evaluation discovered that the project is relevant, effective and efficient. Among other, the external evaluators highlight that up-take of new ICT applications was ranked as number one achievement by radio station managers and, that “The high quality support provided by UNESCO managers is a key asset which has enabled progress towards project objectives”. Numerous workshops and activities to turn radio stations into social service providers were carried out by UNESCO. More than 650 radio trainees acquired skills on reporting issues of local public concern, use of ICTs, humanitarian assistance, gender

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($507M Expenditure Plan)</th><th>Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td>sensitive reporting and working with correspondents’ network to increase news coverage area.

Challenges, corrective actions and lessons learnt:
In the current financial context, it is particularly difficult to respond to the growing demands from Member States to carry out similar action and scale up the project due to the lack of sufficient funding. The invaluable experience being developed merits attracting further funding for project replication or expansion. Further fundraising is being sought, although this is a time-consuming and difficult task which stretches the team in another direction than the programmatic work around policy, strategy and implementation of this benchmark. Also a challenge is to increase learning from the activities and to publicise results.

Cost-effectiveness/efficiency measures:
Efforts have been made to adapt activities to national contexts and other CI activities, while respecting the schedule of activity implementation. A close working relation between UNESCO field officers and Headquarters pulled the project ahead despite infrastructure and governance difficulties at the radio stations. Physical exchange programmes between radio stations had as important an impact as on-site individual training. Local managers and personnel are motivated to learn more from one another, they enhance each other capacities and understanding on ICTs in radio broadcasting and they confront ideas and best practices, thus creating a sound basis for sustainability of the results.

Contribution to C5 results
The outputs achieved have contributed to results, although empirical measurement of this is not always possible</td></tr>
<tr><td></td><td>
<table>
<tr><th colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</th></tr>
<tr><th>Programmed</th><th colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</th></tr>
<tr><td>PI: Number of community radios adapting programming guidelines to strengthen women and young people's participation
B: 1
T 2014-2015: At least 10 community radio stations adapted programming guidelines</td><td>Linking Generations through Radio, a toolkit from Africa for radio with children and youth has been published in English and translated into French, Spanish, and Swahili, is distributed to Field Offices who have in turn</td><td></td></tr>
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37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		distributed to more than 20 community radio stations (Kenya, Tanzania, DRC). All 32 radio stations covered by the SIDA supported project "Empowering Radio through ICTs" are using the guidelines in the publication to increase young people's production input to radio (Kenya, DRC, Tanzania, Lesotho, Namibia, South Africa, Zambia). The tool is being translated and adapted to the local context in Mali. In DRC, it is shared with 20 community radio stations. It is also being translated and adapted to the contexts of non-African countries such as Kyrgyzstan and Jordan to facilitate usage among local and community radio stations. The terms of reference for an additional generic guidelines promoting gender and media has been finalized and advertised on UNESCO's website to guide the work of media stakeholders worldwide. This part of the project will be realized during the second quarter of the current year.	
	PI: Number of youth associations able to analyse and critically evaluate and apply information and media content, enabling diversity, dialogue and tolerance **B:** **T 2014-2015:** At least 1 youth association engaged in media and	Negotiations underway with youth associations in three African countries (Gambia, Nigeria, Zimbabwe)	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	information literacy
37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
Flagship 3, ER 7: Member States empowered in building inclusive knowledge societies, creating the conditions for sustainable development and peace by promoting and using multilingualism in cyberspace, universal access and preservation of information, enhanced information and communication technologies (ICTs) skills, and open solutions (through the contribution of MP V and MP I).	Results & Outputs A total of 7 workshops have been organized at the national, regional and international level with a view towards advancing the development of policy frameworks that support universal access to information. These workshops have targeted a range of stakeholders - academics, linguists, preservation professionals, government officers - and supported the transfer of related experiences and the development of cooperative partnerships within and across countries and regions. These events have also served as the initial phase of larger initiatives. The launch of the OpenupEd project will position 30 universities in 9 African countries to develop, disseminate OER MOOCS thereby opening up new possibilities for regional and international collaboration and innovation in tertiary education both across the continent and internationally. Potential benefit include reducing cost and other access barriers to higher education. The participation of 3 young persons from Cote d'Ivoire, Kenya and Uganda - which are amongst the African countries with the highest mobile phone usage - served to highlight African challenges as well as home grown innovations that could benefit other regions. The open exchanges, spirit of cooperation, local knowledge and expertise enabled this initial expert meeting to achieve its goal. The 4 national ICT-CFT workshops have contributed to raising national awareness and capacity in this area and demonstrating the frameworks value in advancing national ICT in Education goals. The ICT-CTF workshops have also supported the development and uptake of OER courseware and is contributing to the presence of a growing body of education professionals across Africa with these competences. Cost-effectiveness / efficiency measures Partnerships and collaboration between CI Headquarters and Field Offices continues to play an important role in overcoming the financial and human resource challenges. Challenges and lessons learnt Close collaboration between HQ and Field Offices and working with partners has proven to be a very successful strategy for ensuring the outreach of UNESCO's programmes to multiple regions and their adaptation to specific country and sub-regional

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	needs. Collecting and disseminating success and lessons in real time remains a challenge. Contribution to C5 results The activities undertaken in this period as well as the outputs and results achieved are all relevant and tightly coupled with the approved C5 targets.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of Member States which have formulated Policy Frameworks on Universal Access to Information using ICTs and Open Solutions **B:** 1 **T 2014-2015:** - At least three Member State/States adopt National OER Policies - At least three National level institutions introduce OA Policies - At least three National policies adopted on Open Data, Open Cloud, and Open Source	1 African nation, Kenya finalized a National Statement on OERs following a National OER workshop. In Zimbabwe, 30 African universities attended the launch of the OpenupEd project aimed at supporting OER MOOCS on the continent. National workshops to support the adoption of elements of the ICT-CFT and the use of OERs were convened in Kenya, Rwanda and Togo.	
	PI: • Number of Member States implementing national policies for universal access to information and knowledge and provisions contained in the normative instrument: Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace **B:** **T 2014-2015:** At least one Member State/States adopt information and ICT accessibility policies - At least five Member State/States submitting reports on measures taken for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism	5 African nations - Botswana, the Central African Republic, Nigeria, Rwanda and Togo attended the 3rd International IFAP Conference " Linguistic and Cultural Diversity in Cyberspace" held in Yakutsk, Russian Federation to support the implementation of national and regional activities that support implementation of the Recommendation.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	and Universal Access to Cyberspace. - At least 3 Member States implementing National-level OER Policies to be highlighted at the 2015 2nd World OER Congress - At least 3 Member State/States implementing policies and/or strategies on Open Data, Open Cloud or Open Source - At least one OA best-practices researched and published		
	PI: • Number of Member States which have accessed, developed and shared knowledge resources including through broadband- enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals or scientists **B:** **T 2014-2015:** - At least 40% of the 20 universities and teacher education institutions trained use, develop, and share OERs on the UNESCO OER Platform - One self-directed-learning courses on OA developed and 150 OA managers, students and other stakeholders trained - Information and ICT accessibility training resources in OER format developed and tested by 3 national education institution/ institutions - Indicators for Competency Assessment of teachers tested in one pilot Member State/ States - FOSS ICT toolkits for data journalism and open data developed and adopted by three information professionals institutions - Eight educational institutions in developing Member States adopt a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls	Universities from 9 African nations - Ghana, Kenya, Mozambique, Nigeria, South Africa, Sudan, Tanzania, Zambia and Zimbabwe - are involved in the development and exchange of OER content with a focus on MOOCs 3 African Nations - Cote D'Ivoire, Kenya and Uganda - participated in the Youthmobile Expert meeting at UNESCO HQ aimed at supporting development and dissemination of development-oriented content on mobile networks.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER 8: Increased participation and active contribution of young Africans in the resolution of issues of local sustainable development and livelihood,	**Results & Outputs** The international Expert Meeting organized at UNESCO HQ served to initiate the Youthmobile project and brought together the various regional youth collaborators and partners to develop the strategies and design the activities that are to be undertaken to

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
through the development of dynamic mobile applications (through the contribution of MP V)	realize the project's goals. The event provided an opportunity for rich cross-regional collaboration, co-learning and co-creation. The participation of 3 young persons from Cote D'Ivoire, Kenya and Uganda - which are amongst the African countries with highest mobile phone usage - served to highlight African challenges as well as home grown innovations that could benefit other regions. The open exchanges, spirit of cooperation, local knowledge and expertise enabled this initial expert meeting to achieve its goal. Cost-effectiveness / efficiency measures The leveraging of financial and in-kind resources through partnerships with civil society and the private sector as well as collaboration with Field Offices have played an important role in this project. Challenges and lessons learnt Close collaboration between HQ and Field Offices and working with partners has proven to be a very successful strategy for ensuring the outreach of UNESCO's programmes to multiple regions and their adaptation to specific country and sub-regional needs. Collecting and disseminating success and lessons in real time is a challenge. Contribution to C5 results The activities undertaken in this period as well as the outputs and results achieved are all relevant and tightly coupled with the approved C5 targets.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: • African girls and boys received relevant, high quality and motivating training at the local level, providing mentoring for the development of mobile phone applications. **B:** 1 **T 2014-2015:** At least 750 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile	3 African youth experts participated in an expert meeting aimed at developing strategies and activities to support training, outreach and OER delivery to youth across the continent.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	phone applications for sustainable development -At least 100 mobile phone applications developed and downloaded from the UNESCO Open Training Platform Site, from local and international application markets and from the Open Cloud (such as Software as a Service - SaaS) -First draft compilation of African and global competitions for mobile applications in order to provide incentives and means for learners to submit applications The top eight applications highlighted at international events such as NetExplo -Partnerships developed with mobile device manufacturers and software developers, network providers and schools.		

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 6, ER 1:The environment for freedom of expression, press freedom, journalistic safety and self-regulation is strengthened, for both on- and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices (through the contribution of MP V)	**Outputs and results** World Press Freedom Day on 3 May in Africa exceeded the benchmark of 25 countries, bringing attention particularly to free expression in the Post-2015 Development Agenda. Safety of journalists in Africa was promoted in various countries, including South Sudan and Nigeria. IPDC supported safety projects in these two countries as well as in Zambia, Malawi, Liberia and a regional initiative. Additionally, UNESCO submitted contributions to the Universal Periodic Review process for four African countries. **Challenges and Lessons learned** The achievement of results can be ascribed to commitment by staff, and to the numerous and successful partnerships that have been built up, particularly around World Press Freedom Day, the UN Plan of Action, African journalism schools, and Media Information Literacy programmes. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, although it increases complexities, responsibilities and workload. The biggest challenges foreseen for the biennium are the lack of resources, both financial and human. Efforts continue to be deployed for fund-raising, particularly with the European Commission which has recently launched the first phase of the “pan-African programme”, which will promote Africa's integration process at a continental level.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Cost effectiveness and efficiency measures The Division kept within budget by not filling vacant posts, but in the long run this is not a sustainable foundation for cost-effectiveness. A number of vacant CI posts in Africa need to be filled. **Contribution to C5 results** The outputs achieved have contributed to results, although empirical measurement of this is not always possible		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Awareness raising, monitoring and advocacy for freedom of expression and access to information as a basic human right is increased and related internationally recognized legal, ethical and professional standards are applied **B:** 1 **T 2014-2015:** - Press freedom, including on the Internet, promoted by publications and guidelines, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of WPFD in at least 10 countries each year; international campaign of sensitization of freedom of expression. - Policies and norms conducive to freedom of expression, press freedom and freedom of information strengthened in at least 3 countries, including support for media during elections. - Criminal libel and sedition laws repealed in 5 African countries - Self-regulation based media accountability systems supported in at least 2 countries, and professional and ethical standards reinforced in at least 2 countries in collaboration with media associations.	UNESCO's flagship awareness raising campaign, World Press Freedom Day on 3 May was celebrated in 25 countries in Africa, exceeding the benchmarks. This includes eight country celebration organized by UNESCO's Field Offices in Chad, Republic of Congo, Democratic Republic of Congo, Mauritius, Senegal, South Sudan, Tanzania, and Zambia. 2014's global theme is Media Freedom for A Better Future: Shaping the Post-2015 Development Agenda. 3 May is a date which celebrates the fundamental principles of press freedom; to evaluate press freedom around the world, to defend the media from attacks on their independence and to pay tribute to journalists who have lost their lives in the exercise of their profession. It	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		was proclaimed by the UN General Assembly in 1993 following a Recommendation adopted at the twenty-sixth session of UNESCO's General Conference in 1991. The WPFD is also the occasion where the prestigious UNESCO/Guillermo Cano World Press Prize is awarded by the Director-General. This year, a jury of independent media practitioners including from Africa selected Turkish journalist Ahmet Sik as the winner of the Prize.	
	PI: International and national campaigns and capacity-building for safety of journalists and dangers of impunity are reinforced **B:** **T 2014-2015:** - Implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity in at least 1 country and reinforcement of the coordination mechanism at the international level. - At least 250 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least 6 countries in Africa. - Contribution to the Universal Periodical Review process of the UN Human Rights Council via submission of relevant information about at least 6 countries.	UNESCO also works on promoting the safety of journalists in Africa. South Sudan is one of the countries selected to implement the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. A thematic working group has been formed in the country where local stake holders work to produce a national strategy on safety of journalists. In Nigeria, work is now underway to improve the safety of journalists covering the upcoming election in 2015. Additionally, UNESCO submitted contributions to the Universal Periodic Review process for four African countries. Support provided through IPDC to projects in Liberia, Nigeria and Malawi for journalism training on safety issues.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 6, ER 2: Independence and sustainability of media institutions are supported, particularly through IPDC projects that are innovative, policy-relevant and knowledge enhancing, and through capacity-building for journalists and journalism schools (through the contribution of MP V)	Outputs and results: Relevant steps taken to facilitate training on climate change and planning underway to develop new syllabi. Community radio support has been provided. Challenges, corrective actions and lessons learnt: The capacity building on climate change is a resource-hungry challenge, but a lesson learnt is that it may be possible to attract resources through linkage to the upcoming COP21 Conference. The development of new syllabi could be enhanced if a journalism school or organisation would champion this with its own independent award system, which is something the Secretariat has been encouraging. Particularly at this stage of the biennium it is too early to track the impact of distributing the knowledge resources concerning community radio, in terms of actual behavioural or policy change results. This will be assessed as part of project evaluations in 2015. Cost-effectiveness/efficiency measures: Cost-effectiveness is achieved when a knowledge resource is availed in more than one language, which is a process achieved in some cases Contribution to C5 results: The outputs achieved have contributed to results, although empirical measurement of this is not always possible.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of journalists, journalism educators and their institutions is increased and their capacities are enhanced **B:** 1 **T 2014-2015:** - At least 150 journalists, of whom 50% are women, apply new reporting techniques - At least 150 journalists, of whom 50% are	Twelve African schools of journalism (Kenya, Madagascar, Namibia, Nigeria, Senegal, South Africa, Uganda, and Zimbabwe) -- have been enlisted for free as Associate Members of the global journalism educators	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	women, report on science and development - At least 3 new syllabi addressing issues of democratic governance, sustainable development and peace are produced and promoted as supplements to the model curricula	network, ORBICOM, for the period 2014-2015. Using IPDC support, at least 4 of them will participate in ORBICOM's annual conference (Bordeaux, November 2014) to facilitate teaching, journalism and research exchanges with Latin American and other counterparts. This event will obtain inputs for the planned new syllabi. - "Climate Change in Africa: A Guidebook for Journalists" has been launched by UN SpecialEnvoy on Climate Change, John Kufuor. The publication has been introduced to over 50 journalism teachers and students from Cameroon and Burkina Faso.	
	PI: Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation **B:** **T 2014-2015:** - At least 10 community radio stations adapt programming guidelines to strengthen women and young people's representation - At least 2 regulatory bodies introduce community media sustainability policies and community media funding models in 1 country	15 community radio projects, supported by IPDC have access to programming guidelines related to young people's representation to media (Ethiopia, Ghana, Kenya, Niger, Lesotho, Mali, Mozambique, Namibia, Rwanda, Senegal, Sierra Leone, Swaziland, Togo, Uganda, Zambia). Tuning into Development: an international comparative survey of community broadcasting regulation dispatched to all Field Office to sensitize regulatory bodies. Translations of the survey carried out into French and Spanish languages. Voluntary translation to Arabic	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	underway by InterNews Palestine.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
Flagship 3, ER9 - Preservation of documentary heritage for enhanced access to knowledge through Memory of the World	**Results & Outputs** The national capacity building workshop convened in concert with the Malian National MOW Committee facilitated the training of 15 preservation professionals from various heritage and memory institutions. The training provided is expected to enhance the operations of their respective institutions. The participation of experts from Senegal and Zimbabwe in the expert meeting for the preparation of the first draft of Recommendation on preservation and access to documentary heritage has contributed to the building of the respective countries' national expertise in the area of international standard setting in the field of digital preservation. Results 11 submissions were made by 8 African countries in response to the call for documents to be inscribed on the MOW International Register. This points to both the growing interest, expertise and institutional capacity in documentary heritage preservation in the region. Cost-effectiveness / efficiency measures The leveraging of financial and in-kind resources through the support of Member States (Poland) and cooperation with professional NGOs in this field are playing an important role in contributing to the realizations that have been achieved. Challenges and lessons learnt Close collaboration between HQ and Field Offices and working with partners has proven to be a very successful strategy for ensuring the outreach of UNESCO's programmes to multiple regions and their adaptation to specific country and sub-regional needs. Collecting and disseminating success and lessons in real time is a challenge. Contribution to C5 results The activities undertaken in this period as well as the outputs and results achieved are all relevant and tightly coupled with the

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	approved C5 targets.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States **B:** 1 **T 2014-2015:** -At least 3 new inscriptions on Memory of the World Register	11 submissions for possible inscription on the Memory of the World Register have been received from 8 African Member States. 2 African nations, Senegal and Zimbabwe participated in the Warsaw Experting Meeting which developed the first draft of the Recommendation on preservation and access to documentary heritage	
	PI: Member States and their institutions empowered in information preservation. **B:** 3 MS whose capacity has been built in information preservation **T 2014-2015:** 4 Member States	1 national capacity building workshop for preservation professionals from various heritage institutions in Mali has been conducted in concert with the Malian National MOW Committee.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Global Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Member States and media institutions develop and implement Gender-sensitive journalism policies and use gender-sensitive media indicators.		Gender Equality Expected Result n°1 is on track for the first 6 months of the biennium.
ER 2: ICT and Knowledge Societies' Fora integrate gender equality strategies and practices for building capacities of women and girls; and reinforce gender-inclusive access to information and knowledge.		Gender Equality Expected Result n°2 is partially on track during the first 6 months of the biennium with expectations of it being fully on track later on in the biennium as planned activities that are evolving are fully implemented.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Member States and media institutions develop and implement Gender-sensitive journalism policies and use gender-sensitive media indicators.	Over the past six months, positive steps have been taken towards enabling Member States and media institutions develop and implement gender-sensitive journalism policies and use gender-sensitive media indicators while empowering civil society to actively participate in the process. **OUPUTS underway:**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	To increase access and use of UNESCO's Gender-Sensitive Indicators for Media (GSIM), it has been translated and distributed in the following languages in collaboration with a number of partners: French, Spanish, Italian, Albanian and Chinese (COPEAM, UN Women). Women Make the News 2014 was organised under the theme, Advancing the Global Alliance on Media and Gender. This online policy advocacy initiative called on media houses to commit to ensuring that at least 30% of all experts interviewed in the news are women. Furthermore, UNESCO in partnership Southern African Broadcasting Association (SABA) and Caribbean Broadcasting Union (CBU) has finalised plans for two executive workshops that will take place in August and designed to generate statements of commitment and regional action plans in support of gender and media policy development and monitoring. With a view to enhancing young people's capacity to contribute to gender equality, in February 2014 UNESCO in cooperation with Athabasca University and the MIL and Intercultural Dialogue University Network launched an online MIL course which focuses on intercultural dialogue and gender equality and developed in general. The course is now accessible in English globally. To build media organizations capacities to improve safety of women journalists and develop relevant partnerships, UNESCO partnered with International Women's Media Foundation (IWMF) and the International News Safety Institute (INSI) who carried a survey *"Violence and harassment against women in the news media: a global picture".* This report was presented in March 2014 at the Human Rights Council in Geneva and at the United Nations in New York. Plans are underway to use the findings of the survey as a basis for capacity building of media organizations. **RESULTS underway:** At least 13 media organizations promoted the Women Make the News initiative. These included the Arab States Broadcasting Union, the Asia-Pacific Broadcasting Union, COPEAM (the Permanent Conference of European Audiovisual Organization), the International Women Media Foundation, the World Association of Christian Communication, the Asia-pacific Institution for broadcasting development (AIBD) and Educommunic Afrik.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Progress is being made in respect to fostering the Global Alliance on Media and Gender (GAMAG) as a mechanism to give impetus to gender equality in and through the media. Civil society actors are being empowered and partnerships established between them and media organizations. Through an open and inclusions process, members of GAMAG have elected a diverse 20 member international steering committee. The committee consists of 7 print/broadcasting unions, 11 international and regional civil society organizations, and two youth representatives (one female and one male). Steps are being taken in respect to cooperation on concrete projects. 10 civil society actors, coordinated by the International Association of Media and Communication Research (IAMCR) and linked to GAMAG, have promoted awareness on existing gender inequalities and made recommendations to achieve change by having jointly prepared and distributed a research agenda for GAMAG. The research agenda analyses existing research findings, their potential link to policies, existing research gaps, and recommends research and policy actions to be taken by GAMAG and other stakeholders globally. This resource was published by UNESCO and launched during the IAMCR Hyderabad conference on 16 July. UNESCO's Gender-Sensitive Indicators for Media have been tested in Liberia and the Democratic Republic of Congo and has inspired consultative discussions and activities in Djibouti, Congo, Malawi; Mongolia and Thailand. 14 members of the Southern African Broadcasting Association (SABA) and 4 media training institutions located in the region, and more than 40 members of the Caribbean Broadcasting Union (CBU) would have improved their knowledge to promote gender-sensitivity in the media and commit to taking concrete steps to develop relevant internal policies. 23 young girls and boys have acquired knowledge on how through being media and information literacy (MIL) they can participate in gender equality advocacy and intercultural dialogue. **Challenges, corrective actions and lessons learnt** Gender and media actions in CI holds much potential and are a basis to accelerate other gender equality objectives. However, there is limited dedicated budget for these initiatives and to ensure systematic follow-up. These Global Alliance on Media and

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">Gender (GAMAG) is once such example. There are limited resources to implement this activity of narrow scope and other related actions connected to GAMAG’s Global Framework and Plan of Action. Proposal has been prepared and extra-budgetary resources are being sought. Strategic partnership with media and other civil society partners can help to achieve certain results.

<u>Cost-effectiveness/efficiency measures</u>
Focusing on strategic partnerships is a viable way to minimize project expenses paid by UNESCO. Illustratively, the research agenda for GAMAG was prepared through the cooperation of members of GAMAG. UNESCO’s contribution was in terms of technical inputs to the content and co-publishing. This is viable way to publish in the future. In some cases, such as this, we did need to pay consultancy or huge authorship fees. Many academics/researchers need and want to publish. UNESCO can help. The challenge is to ensure that UNESCO’s mandate and expected results align with the research intentions of academics. This requires early planning and negotiation.

Another cost effective measure is the use of in-house expertise where these exist and where possible. One example is the global survey on government actions to achieve the gender and media strategic objective of the Beijing Declaration. A large part of this work is being carried jointly by colleagues in HQ and Field.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Media institutions taking up UNESCO's gender-sensitive indicators or other gender-sensitive actions, including gender balance at leadership levels.
B: 1
T 2014-2015: At least 10 media partners are contributing each year to the action Women Make the News At least 2 media institutions and 5 journalism schools are applying GSIM At least 3 international/ regional associations of media organizations promoting GSIM</td><td>At least 13 media organizations promoted the Women Make the News 2014 initiative. 10 of the 19 regional and international, print/broadcasting media unions, associations and institutes have appointed focal points for Women Make the News and the Global Alliance on Media and Gender. UNESCO's Gender-Sensitive Indicators for Media have been tested in Liberia and the Democratic</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		Republic of Congo and has inspired consultative discussions and activities in Djibouti, Congo, Malawi; Mongolia and Thailand. UNESCO in partnership Southern African Broadcasting Association (SABA) and Caribbean Broadcasting Union (CBU) has finalized plans for two executive workshops that will take place in August and designed to generate statements of commitment and regional action plans in support of gender and media policy development and monitoring. The SABA workshop will include 4 media training institutions.	
	PI: Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation. **B:** **T 2014-2015:** At least 10 community radio stations adapt programming guidelines to strengthen women and young people's representation	Through the Empowering Local Radios with ICTs 3 Radio Stations: Base FM in Namibia; Orkonerei-FM, Tanzania; and Valley FM in South Africa have adopted gender-sensitive media policies as well as gender-sensitive editorial policies in order to increase the gender balance on coverage of gender related topics. Questionnaire is being finalized for a global survey on media and gender actions from the standpoint of Member States. This will enable them to carry assessment of their actions towards achieving the media and gender strategic objective of the Beijing Declaration and	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		Platform for Action and guide them to take necessary policy decisions for pluralistic media.	
	PI: Journalists trained who use new reporting techniques and report on science and development. **B:** **T 2014-2015:** At least 1000 journalists, of whom 50% are women, are empowered in reporting on science and development At least 1000 journalists, of whom 50% are women, are empowered in new reporting techniques	UNESCO is promoting its new publication in its ongoing series on Journalism Education, which is titled "Climate Change in Africa: A guidebook for journalists" (available in French and English). Fundraising has begun for a possible training programme around coverage of the COP21 conference on climate change to be held in Paris in 2015. A call has been put out to journalism educators worldwide to voluntarily contribute modules to a new series of specialized syllabi in journalism education.	
	PI: Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality. **B:** **T 2014-2015:** At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality	Online MIL course focusing on intercultural dialogue and gender equality launched in February 2014. 23 young girls and boys have acquired knowledge on how through being media and information literacy (MIL) they can participate in gender equality advocacy and intercultural dialogue.	
	PI: International/regional partnerships established among media relevant institutions. **B:** 1 **T 2014-2015:** At least two international/regional partnerships strengthened	Universities among the Global Alliance on Media and Gender have been identified and steps at being taken to set-up the first International University Network on Media and Gender.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Civil society actors to promote awareness on existing gender inequalities and to contribute to change. **B:** **T 2014-2015:** Agreement reached to cooperate on joint projects relating to gender equality and media	A 20 member international committee for the Global Alliance on Media and Gender has been established among its members as a step towards operationalizing agreement to cooperate on joint projects. During the Bali Global Media Forum, 26-28 August, media and other civil society actors will debate and hopefully agree on an action plan to set up the Asia-Pacific Chapter of the Global Alliance on Media and Gender to strengthen cooperation on joint projects. An international partnership of civil society actors has led to the publishing of a Research Agenda for the Global Alliance on Media and Gender at little cost to UNESCO. The research agenda promotes awareness existing research about gender inequalities in media and identifies gaps and necessary research policy actions needed. Through the widely circulated newsletter, "Genres et Médias au Maghreb" civil society's contribution of articles and research findings has resulted in an increased interest on the gender equality issues and the role of media in the Maghreb countries. To give you an example, there are more than 700 members who joined the facebook group "Femmes et médias au Maghreb" through which the newsletter is	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		disseminated. For the June 2014 issue more contributions were received than could be accommodated.	
	PI: Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships. **B:** **T 2014-2015:** Agreement reached to cooperate on joint projects relating to gender equality and media	UNESCO partnered with International Women's Media Foundation (IWMF) and the International News Safety Institute (INSI) who carried a survey "Violence and harassment against women in the news media: a global picture". This report was presented in March 2014 at the Human Rights Council in Geneva and at the United Nations in New York. Plans are underway to use the findings of the survey as a basis for capacity building of media organizations.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: ICT and Knowledge Societies' Fora integrate gender equality strategies and practices for building capacities of women and girls; and reinforce gender-inclusive access to information and knowledge.	**Results & Outputs** The Expert meeting organized to support the development and roll-out of the Youthmobile Project attracted young men and women who devoted specific attention to ensuring that appropriate participation targets and activities for their regional peers were developed. Their involvement also served to ensure that in the design of activities contextual factors specific to the African region, which could potentially impact the participation of either gender and the attainment of project objectives, were adequately considered and reflected. The model agreement for the open data repository to be established in Ethiopia is under preparation. Funding has not yet been secured to complete the collection and preparation of the materials on the remaining 11 female role models selected for their outstanding contributions to African heritage. However, other activities such as the enhancement of the web platform to allow content to be readily accessed from a range of devices - desktop computers, mobile phones, tablets etc.; the preparation of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	advocacy materials; discussions with potential publishers; as well as the launch of a visibility campaign are underway. In line with its commitment to the realization of inclusive, people-centred knowledge societies, gender themes were incorporated in the High Level panel and all thematic sessions which UNESCO convened or participated during the WSIS +10 High Level Forum in Geneva. Cost-effectiveness / efficiency measures Cooperative partnerships, fund-raising efforts, the use of smaller delegations at meetings, virtual conferencing and co-funding activities with Field Offices are playing an important role in contributing to the achievement of the expected results and outputs under the current constraints. Challenges and lessons learnt Close collaboration between HQ and Field Offices and working with partners has proven to be a very successful strategy for ensuring the outreach of UNESCO's programmes to multiple regions and their adaptation to specific country and sub-regional needs. Collecting and disseminating success and lessons in real time is a challenge. Cost effectiveness and efficiency measures The scope of various projects in some cases have had to be scaled down and a variety of economies sought, though immediately expedient and tactical approaches they do not position the Division to address the longer-term opportunities, challenges and emerging needs that characterize this rapidly evolving aspect of UNESCO’s work. Contribution to C5 results The activities undertaken in this period as well as the outputs and results achieved are all relevant and tightly coupled with the approved C5 targets.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Young girls and boys are trained with open-licensed OER and materials, and develop locally relevant FOSS mobile applications for sustainable development and gender equality. **B:** 0 **T 2014-2015:** Through the YouthMobile Initiative: at least 2,000 young girls and boys fully trained with openly-licensed OER training materials to develop locally relevant FOSS Mobile Apps for Sustainable Development and gender equality; at least 400 mobile apps promoted through new and existing App development competitions and "hackathons" and uploaded to local and international App markets, and other Cloud-based repositories; At least 2 partnerships established with mobile device manufacturers and software makers, network operators, schools; Training materials and courses uploaded on the UNESCO Open Training Platform.	3 African youth have experts have participated in the strategic global/regional roll-out Expert meeting for the Youthmobile Project.	
PI: Percentage of usage of UNESCO databases providing free and easy access to gendered knowledge and data disaggregated by sex **B:** **T 2014-2015:** 50% increase in the number of online databases providing free and easy access to gendered knowledge	.	
PI: Open Access articles and Open Data repositories for gender equality research created. **B:** **T 2014-2015:** At least 200 new Gender Equality peer-reviewed scholarly articles released as Open Access and associated research datasets released with the relevant Open Data license	Ethiopia is participating in a 4-country, 3 region (Africa - Asia - Latin America) South-South OpenData and Citizen Science initiative. A model agreement for information exchange within the network is being drafted.	

PI: Member States supported who access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists **B:** **T 2014-2015:** 4 strategies and best practices developed and piloted in Member states on access to information including for women and girls with disabilities. 20 women figures central to African history integrated into the e-learning platform dedicated to women in African History, as a complementary part of Phase II of the General History of Africa; and similar initiatives in other regions gradually introduced. 10 cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.	Material in En & Fr is now available for 9 women figures central to African history. Fundraising activities underway to support development of material on the remaining 11 is underway. Another comic strip is being developed and discussions with publishers to support this project is in progress. A visibility strategy utilizing film and other advocacy modes has been launched in Nigeria. Technical enhancements to the platform to support access to content through a variety of ICT devices have been completed.	
PI: Number of sessions with an explicit gender perspective organized in WSIS-related fora **B:** **T 2014-2015:** At least 4 gender sessions organized	Gender dimensions of the information / knowledge societies has been a cross-cutting theme in the 16 UNESCO sessions organized at the WSIS +10 High Level Event held June 2014 in Geneva.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. UNESCO Institute for Statistics

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: More relevant and timely education statistics and indicators produced		The work accomplished in the first 6 months of 2014 shows that the activities are on track and should lead to achieving the established targets.
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined		The work is progressing according to plans and the targets are expected to be met within the established timeframe.
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data		With one target (training workshops) already reached, it is expected that the team will focus on the second target (national data plans and quality assessments) and progress will be made towards it as well in the next 6 months.
ER 4: Use and analysis of education statistics promoted		The implementation of the work programme is on track, and the established targets are expected to be met within the allocated timeframe.
ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes		In the next 6 months a revision of strategy will be needed to attain the stated target which is currently partially on track (performance indicator 1).
ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States		Activities undertaken to achieve the Expected results are progressing well delivering the outputs intended for the first 6 months of the biennium. It is expected that the implementation of the work plans will continue to be on schedule and present no challenges for the next 6 months.
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States		There has been progress made towards achieving the declared targets so it is expected that the result will be achieved as planned.
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States		The first 6 months of the biennium were mostly spent on preparing statistical publications based on already gathered data and preparatory work for the

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
		upcoming data collection operations. The first task (publications) was successfully completed; the results of the second will become apparent later on. On the whole, the implementation of the work programme does not present any concerns and is evaluated as being on track.
ER 9: The quality of data produced by UIS is improved and constantly monitored		Activities undertaken to achieve the Expected result are progressing well. It is expected that the implementation of the work plans will continue to be on schedule and present no major challenges for the next 6 months.
ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.		The implementation of the work programme has been quite successful in the first 6 months.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

Main Line of Action 1: Development of education indicators and promotion of data use and analysis

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: More relevant and timely education statistics and indicators produced	Data needs for post-2015 monitoring are still unknown because the targets and indicators for the post-2015 period have not been finalized.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	Regarding the availability of more comprehensive and relevant regional and national education data for policy and monitoring needs, in June 2014 the UIS finalized the design of a regional module on teachers for Asia and the Pacific that will be launched in 2015. A pilot survey was undertaken by the UIS in 2013. With regard to education statistics from household survey data, the UIS has defined the following indicators of school participation that will be added to the UIS Data Centre: • Out-of-school rate for children of primary school age (household survey data) • Out-of-school rate for adolescents of lower secondary school age (household survey data) • Net attendance rate: primary education (household survey data) • Net attendance rate: lower secondary education (household survey data) • Adjusted net attendance rate: primary education (household survey data) • Total net attendance rate: lower secondary education (household survey data) These indicators were added to the hierarchy of education indicators in the UIS database but so far no data are available to users of the Data Centre. The main challenge is lack of human resources at the UIS: extraction of data from household surveys is a labour-intensive task that must be carried out in addition to other responsibilities of UIS staff members.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Availability of more comprehensive and relevant global education data available to meet the needs of post-2015 goals **B:** Data for 0 countries as at January 2014 **T 2014-2015:** New global data collections designed to collect comparable, policy-relevant information implemented annually **T CAP 2014-2015:**	Not yet started as information needs for post-2015 goals and targets are still being determined.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Availability of more comprehensive and relevant regional and national education data available to meet regional and national policy and monitoring needs **B:** Data for 0 countries as at January 2014 **T 2014-2015:** - new regional modules designed together with local partners that address regional information needs conducted annually - pilot data collection for E9/BRICS and other countries, which collect key indicators at sub-national levels, is implemented **T CAP 2014-2015:**	Regional module on teachers designed for use in Asia and the Pacific to be launched in 2015. Design stage completed by end June 2014. Piloting already undertaken in 2013.	
	PI: Availability of education data disaggregated by specific population groups **B:** Data for 0 countries as at January 2014 **T 2014-2015:** Education indicators from censuses and surveys, especially in relation to group differences are integrated into UIS databases and disseminated. **T CAP 2014-2015:**	Specification of 6 key indicators based on household survey data completed by end June 2014 but not yet available in the UIS Data Centre.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	Training materials on ISCED were updated and adapted for use at regional workshops. The main focus in the first six months of the biennium has been on the review of draft mappings prepared by countries in response to the 2013 UIS Survey on National Education Programmes and/or during regional workshops. The UIS has also participated in the joint OECD/Eurostat review of ISCED 2011 mappings developed by OECD and EU Member States. Work also proceeded on the drafting of supporting materials including an Operational Manual - the first full draft of which was completed by June 2014. Drawing on the findings of a project review of the Global Initiative on Out-of-School Children carried out in the 2013, new elements were integrated into the design and proposed content of a forthcoming Operational Manual. This document is a step-by-step guide for studies on out-of-school children, with detailed instructions on all aspects of conducting studies on out-of-school

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">children - from assembling national teams and conducting statistical and policy analysis to the final presentation and interpretation of results. Work on the document is ongoing and publication is foreseen for September 2014. This document is intended to serve as a key resource for statisticians and policy specialists engaged in out-of-school studies at the country level. The Operational Manual is a joint product of the UIS and UNICEF.

In December 2013 the UIS released estimations of mean years of schooling for 103 countries (a total of 336 estimates for 1996-2013). A team of UIS staff is currently working with a consultant on refining the existing methodology to allow calculation of mean years of schooling for a larger number of countries and years. The UIS database will be updated in the fourth quarter of 2014 and the new data release will be accompanied by a more detailed description of the UIS methodology for calculation of MYS.

In the first half of 2014 the UIS has been actively contributing to the development of international targets and indicators in the field of education for the post-2015 period, most importantly through the work of the Post-2015 Education Indicators Technical Advisory Group of the EFA Steering Committee. A main concern of the UIS is that targets must be measurable and that indicator estimates can be generated for as many countries as possible from data collected with existing or yet to be developed tools.

As with other tasks, limited resources at the UIS in relation to a large number of tasks are the main challenge to increasing output over the reporting period.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of Member States with updated mappings of their national education system to ISCED 2011
B: As of 1 January 2014, no ISCED 2011 mappings published.
T 2014-2015: At least 80 countries with published ISCED 2011 mappings.
T CAP 2014-2015:</td><td>Approximately 160 countries have draft ISCED 2011 mappings</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Revised classification of fields of education (ISCED-F) implemented in UIS data collections **B:** As of 1 January 2014 ISCED-F not implemented in UIS data collections **T 2014-2015:** UIS surveys redesigned to collect data according to ISCED-F from 2016 **T CAP 2014-2015:**	Not yet started as will be implemented from 2016 only.	
	PI: Number of Member States reporting ISCED 2011 data to the UIS **B:** As of 1 January 2014, 0 member states report data to the UIS as classified in reference to ISCED 2011. **T 2014-2015:** All survey respondents provide data to the UIS in reference to ISCED 2011. **T CAP 2014-2015:**	Approximately 75 countries (or 36% of those targeted) have reported educational attainment data according to ISCED 2011 and 30 countries (or 18% of those targeted) have reported education data. Both surveys are on-going so response rates should rise during the second half of 2014.	
	PI: Documents published by UIS to describe new conceptual frameworks and to increase understanding of UIS methodologies and indicators **B:** Existing documents on UIS conceptual frameworks, methodologies and indicators **T 2014-2015:** 2 methodological documents: an Operational Manual for studies on out-of-school children, and a detailed description of the UIS methodology for calculation of regional averages. **T CAP 2014-2015:**	The Operational Manual on out-of-school children will be published in September or October 2014. The second core methodological document, the description of the UIS methodology for calculation of regional averages is on track for publication in early 2015.	
	PI: Number of countries with data on mean years of schooling (MYS) in UIS Data Centre **B:** 103 countries with data for 1996-2013 **T 2014-2015:** 115 countries with data for 1950-2014 **T CAP 2014-2015:**	Methodological development in the field of MYS has much advanced and more than 50% of the work planned for 2014 was completed by 30 June 2014.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	PI: Number of indicators for monitoring of post-2015 education targets with data in the UIS database **B:** As of 1 January 2014, the post-2015 targets and indicators have not been finalized. **T 2014-2015:** The UIS database contains data for two thirds of indicators to monitor post-2015 education targets **T CAP 2014-2015:**	By the end of June 2014, targets and indicators for post-2015 period were still under development, with active involvement by the UIS. The UIS is anticipating future needs by updating its tools for data collection and dissemination.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data	Regular regional workshops were conducted for countries in: (i) the Pacific region, jointly organized by the UIS and the Secretariat of the Pacific Community (SPC) in February in Noumea (New Caledonia) for 15 countries; (ii) the Caribbean, in May in Montego Bay (Jamaica) for 23 countries; (iii) Eastern and Southern Africa, in May in Harare (Zimbabwe) for 25 countries; (iv) South and West Asia, in May in Bangkok (Thailand) for 9 countries; (v) East Asia, in June in Bangkok (Thailand) for 14 countries. Two additional workshops were conducted for countries in: (vi) the Arab States, jointly organized by the UIS and the Arab League Educational, Cultural and Scientific Organization, in February in Tunis (Tunisia) for 21 countries; and (vii) the Gulf States and the Yemen, organized by the UIS in partnership with the Ministry of Development Planning and Statistics in Qatar, in March in Doha for 7 countries. No national data plans or assessments have taken place so far in 2014 partly because the UIS's Survey of Formal Education was being revised to adapt to the new International Standard Classification of Education (ISCED 2011). The survey was launched in April/May 2014.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions **B:** 2 regional workshops per year **T 2014-2015:** 4-6 regional workshops (2-3 per year) **T CAP 2014-2015:**	Target exceeded. 5 regular and 2 additional workshops conducted between January and June 2014.	
PI: National data plans and/or data quality assessments conducted and the recommendations implemented by Member States **B:** 2-3 per year **T 2014-2015:** in at least 10 member states (5 per year) **T CAP 2014-2015:**	Not yet started	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Use and analysis of education statistics promoted	Released new education data in January and May 2014. May release included updated regional and global values. Redesigned questionnaire for UIS survey on educational attainment and launched revised survey, based on ISCED 2011. Disaggregated education Indicators from household surveys will be added in October. Data visualization team continues to develop UIS Gallery concept. Reviewed and provided data for new out of school e-atlas. The report on higher education in Asia was released in March.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: UIS education data disseminated regularly **B:** Education data released 3 times per year via the Data Centre; no GED	Data disseminated on time	

tables; no indicators based on household surveys **T 2014-2015:** - Education data released 3 times per year via the Data Centre - Accessible format tables (reflecting current GED) and regional and national data collections; indicators from household surveys added to the database **T CAP 2014-2015:**		
PI: Data presented more visually **B:** Five e-atlases in old platform **T 2014-2015:** E-atlases in new platform and other new ways to present data visually **T CAP 2014-2015:**	New e-atlases produced	
PI: Technical, analytical, and informative products developed **B:** Global Education Digest, at least one technical paper, one policy note and four factsheets **T 2014-2015:** One flagship thematic report, at least two technical papers, two policy notes and six factsheets **T CAP 2014-2015:**	Flagship report drafted for release in November; , technical paper on regional averages drafted, policy note out of school children published	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 2: Development of international statistics on education outcomes

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes	2. Regional assessment instruments are linked to produce comparable results In April, the UIS and the World Bank hosted a meeting in Montreal to define an approach to target-setting and identify indicators that meet desired criteria for monitoring reading in primary school. This meeting helped to evaluate the feasibility of creating a baseline for reading skills for the post-2015 development framework, by potentially linking regional and national assessments. The discussions were informed by global experience with a range of assessment tools for measuring reading tested in different national contexts. The Australian Council for Education Research (ACER) presented an initial proposal to equate learning

<table>
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($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">outcome measures from assessments of reading skills on a well-defined learning metric to support a baseline for post-2015 monitoring. If plans are taken forward with building a common metric, it would start with the countries currently participating in LLECE, PASEC, PIRLS, and SACMEQ and data would cover some 90 countries, representing every region of the world. The proposal is now being developed. The concept note was shared with regional assessment constituents for consultation. A detailed proposal will be prepared and an advisory group established to develop an implementation strategy.

1. Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States
The catalogue template design and implementation strategy were validated by the Learning Outcomes Advisory Board in February. It is anticipated that about 45-50 countries will participate in the data collection supported by UIS field staff in 2014. A training workshop to complete the template for national assessments and public examinations was held in Dakar (Senegal) in May for 16 sub-Saharan African (SSA) countries. For countries that didn’t participate in the workshop, UIS regional staff will provide support to complete the template. The UIS is targeting 28 SSA countries in 2014 (includes those who participated in the workshop). The regional team in Asia and the Pacific is planning a workshop in the region in August for about 20 countries. Discussions are underway with UNESCO Santiago which will support the implementation in Latin America and the Caribbean. Given the ongoing cycle of the LLECE assessment, templates will be submitted over a period of one year, and complete profiles will be available in July 2015 for 17 countries.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Regional assessment instruments are linked to produce comparable results
B: New initiative
T 2014-2015: Comparable results for reading skills at the end of primary from at least three regional consortia
T CAP 2014-2015:</td><td>Consensus building among stakeholders</td><td></td></tr>
<tr><td></td><td>PI: Catalogue of national and international initiatives on the assessment</td><td>Data collection instrument and instruction</td><td></td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	of learning outcomes of school children established and used by Member States **B:** New initiative (partial data collected in pilot for 25 countries, but need to be further extended) **T 2014-2015:** Student assessment initiatives in at least 50 countries analyzed **T CAP 2014-2015:**	manual finalised and 15 country teams trained	
	PI: Good working practices are identified and used in oral assessments of reading proficiency **B:** New initiative **T 2014-2015:** Consensus built among measurement stakeholders. Common framework promoted. **T CAP 2014-2015:**	Meeting held with stakeholders, initial articles on good working practices discussed	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 3: Development of international statistics on science, technology and innovation; culture, communication and information

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States	Outputs 1. • On R&D, the mailout was postponed to July 2014, to be able to convert the questionnaire from pdf to Excel-SDMX format. At the end of June 2014, the final touch was being put to the questionnaire and the instruction manual, and the mailout was expected to take place as planned in early July. • Work on regional averages proceeded only slowly, due to higher priority activities. Work on metadata and historical data

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	was not scheduled to take place in the first 6 months of 2014. • In the area of innovation statistics, the first global data collection statistics was the priority activity in the first half of 2014. The activity is well on track, and the planned release date of July 2014 is still in sight. Concerning the inventory, the French version of the Catalogue of Innovation Surveys was made available on the website. 2. • The Guide on the Conduct of an R&D Survey was finalised and printed in English. Translation to French, Arabic, Spanish and Russian is ongoing. The Guide was used for a regional training workshop for North African countries in Morocco in June 2014 and for national training workshops in Angola (April 2014) and Indonesia (May 2014) • No work was carried out on the revision of *Scientific and Technological Activities*. • The OECD is in the process of revising the Frascati Manual. UIS is part of a number of revision groups and provided inputs relevant for developing countries in the run up to the annual OECD meeting of National Experts on S&T Indicators (NESTI) and at the meeting itself, in order to facilitate the mainstreaming of the developing countries perspective in the core of the Manual. • In the first half of 2014, technical assistance in the conduct of an R&D or innovation survey was provided to China, Angola and Indonesia (target: at least 4 countries receive methodological assistance in carrying out an R&D or innovation survey yearly). 3. The following training activities were carried out in the first 6 months of 2014: • A training workshop on innovation statistics in China with the National Bureau of Statistics in March 2014, with limited foreign participation as well (80 participants) • A national STI workshop in Angola in April 2014 (50 participants) • A national STI workshop in Indonesia in May 2014 (25 participants) • Regional R&D statistics workshop for North-African (Arab) countries in Morocco in June 2014, financially supported by

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the Islamic Development Bank (35 participants) These activities will help countries in implementing a national R&D or innovation survey (or both). 4. • UIS will co-author a chapter for the UNESCO Science Report 2015. In the first half of 2014, an outline was agreed with the other authors. • A chapter on the human factor in innovation was delivered and published in the WIPO/INSEAD Global Innovation Index. • A policy brief on the importance of collecting R&D statistics was produced and used at a regional R&D indicators workshop in Morocco, in June 2014. Results 1. In total, 26 countries responded to the innovation questionnaire, out of 65 questionnaires sent (target: 22 responses out of 65 questionnaires sent by March 2014). In addition, data for 31 European and 5 African countries were added, using data received from Eurostat and AU/NEPAD, leading to an expected total of data for 62 countries in the UIS database. 2. In the first half of 2014, technical assistance was provided to three countries (target: at least 4 countries receive methodological assistance in carrying out an R&D or innovation survey yearly). 3. In the first half of 2014, one regional and three national workshops were carried out (the target is one regional and four national workshops per year). 4. Seven requests were received for STI data (target at least 10 requests per year). Challenges Despite more than 10 years of R&D data collection and capacity building activities, there is no notable increase in the response

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	rate to the R&D questionnaire, and the quality of the data are not always of the highest standard. Capacity building therefore remains an essential component of UIS work. The shift to more targeted assistance at the national level should help. For innovation statistics, this problem is even more pressing. The results of the first global data collection of innovation statistics in 2013/2014 have highlighted that there are many comparability issues. In addition to targeted capacity building activities, a Guide to help countries conduct an innovation survey would be helpful. Cost effectiveness China paid part of the expenses of UIS staff, Indonesia and Angola paid all of the costs, while the regional workshop in Morocco was mostly financed by the IDB. Longstanding partnerships with the OECD, Eurostat, RICYT and AU/NEPAD also help significantly in bringing down costs.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: STI database extended **B:** Net response rate of 25% for countries to which UIS sends an R&D questionnaire for the 2012 survey - 108 surveys included in the Worldfile of the innovation inventory in 2013 **T 2014-2015:** - Net response rate of 30% for countries to which UIS sends an R&D questionnaire to by March 2015 - 22 responses out of 65 innovation questionnaires sent by March 2014 - at least 100 innovation surveys added to the innovation inventory (50 per year) - R&D metadata available for all countries with R&D data in the UIS database **T CAP 2014-2015:**	R&D response rate: cannot be evaluated yet. Innovation: 26 countries responded, out of 65 questionnaires sent. Innovation inventory: no files were added. This is scheduled for later in 2014. R&D metadata are available for all countries in pdf format.	
PI: Methodologies developed to assist Member States in carrying out STI surveys **B:** - 5 requests on average per year	Requests for technical assistance received from Angola, Algeria, Chad, Mongolia, Indonesia.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: At least 5 developing countries requesting assistance in carrying out an R&D or innovation survey yearly **T CAP 2014-2015:**		
	PI: Number of countries/participants where capacities have been enhanced to collect STI statistics **B:** - 1 regional workshop on average per year - 3 national workshops on average per year **T 2014-2015:** 1 - 2 regional workshops (1 per year) - 4 technical assistance workshops (2 per year) **T CAP 2014-2015:**	The following training activities were carried out in the first 6 months of 2014: • A training workshop on innovation statistics in China with the National Bureau of Statistics in March 2014, with limited foreign participation as well (80 participants) • A national STI workshop in Angola in April 2014 (50 participants) • A national STI workshop in Indonesia in May 2014 (25 participants) • Regional R&D statistics workshop for North-African (Arab) countries in Morocco in June 2014, financially supported by the Islamic Development Bank (35 participants)	
	PI: Reports and other electronic materials prepared that promote the use of STI indicators and their linkages to development issues **B:** - At least 10 requests per year on average **T 2014-2015:** 20 requests received for R&D and innovation data by UIS (10 per year) **T CAP 2014-2015:**	7 requests received.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States	Progress was made for all activities during the 1st half of 2014. In general, all activities planned for 2014 are on track and on budget. Follow up with countries in regards to the Latin America workshop has required more effort than anticipated.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Increase in the number of methodological resource documents produced to support the development of cultural statistics globally. **B:** Increase the number of resource documents from the current 3 available (2014). **T 2014-2015:** At least 2 methodological resource produced **T CAP 2014-2015:**	Progress towards the publication of 2 handbooks has been made.	
	PI: Cross-nationally comparable data and indicators produced and featured in a wide range of global reports **B:** Increase the number of countries for which data is available (125 countries/ territories in 2014) by 10%. **T 2014-2015:** Increase in the number of data and indicators available for dissemination for the Survey of Feature Film Statistics **T CAP 2014-2015:**	Preparations for FF Survey 2014 were completed and the new Cultural Employment Survey entered its final development stage. Both will result in more and/or new cross-nationally data and indicators.	
	PI: An increase in the number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics **B:** Increase the total number of national statisticians and cultural officers trained by 20% (from the approximately current 300 to 360 persons) **T 2014-2015:** At least 2 regional training workshop conducted **T CAP 2014-2015:**	Preparations for 1 workshop has been started.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States	Outputs ICT in education:

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• An information report on ICT in education in the Asia region focusing on about 30 countries was finalised and released. • Two chapters for WSIS targets 2 and 7 were written for the *Final Quantitative Assessment Report on the WSIS Targets*, released by the Partnership on Measuring ICT for Development and presented at the High Level meeting on the overall review of the WSIS, in June 2014. • A Symposium on Mobile Learning was attended in Paris in February 2014, as well as a CETIC (Brazil) methodology workshop in Sao Paolo. • Data received from Francophone African countries are being processed, while the workshop for Anglophone African countries is being prepared. • A mini-workshop on ICT in education indicators for the Arab States region, which was planned for June is being postponed until the month of October. The event is being co-organised with our partner TAG.org (Jordan). • Supported by Intel, discussions are ongoing with ITU about inclusion of ICT in education indicators in the ICT Development Index (IDI) • Media statistics: For lack of funding, no survey is being conducted. The UIS and the UNESCO-CI sector agreed that rather than stopping completely the survey, for countries where UNESCO-CI will conduct a Media Development Indicators (MDI) assessment, UIS will provide the training of country focal points on the completion of the media statistics questionnaire, and collect data, to be used as complement. In that respect, a training on media statistics was conducted in Myanmar in May 2014 as part of an overall MDI assessment. <u>Results</u> It is too early to report on results. <u>Challenges</u>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• The area of ICT in education statistics is fairly new, and in many countries, especially the least developed, there is no monitoring system in place yet. This has a negative effect of response rates and quality of the data received, especially in Africa. Over time, this should get better, aided by the capacity building activities of the UIS. • For media statistics, the first challenge is to get the survey back on track. Cost-effectiveness/efficiency measures • As much as possible, we are working with partners, such as KERIS and CETIC, with whom we share costs. This strategy will be tried with Intel as well.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Global data on ICT in education are available and regularly updated **B:** - 70% for the regional survey (95% in Asia, 45% in Francophone Africa) - not available for the global survey (new activity) **T 2014-2015:** - response rate of 75% of the ICT in education regional survey; - response rate of 50% of the ICT in education global survey **T CAP 2014-2015:**	Too early to assess	
PI: Media statistics are available and regularly updated **B:** 90% for the two pilot surveys **T 2014-2015:** response rate of 75% of the media statistics regional survey **T CAP 2014-2015:**	Too early to assess	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Main Line of Action 4: Reinforcement of cross-cutting statistical activities

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 9: The quality of data produced by UIS is improved and constantly monitored	**1. All UIS surveys and questionnaires included in data quality monitoring framework** The UIS data quality framework now includes response rates and timeliness indicators for all surveys. Overall the Institute received more data in 2013 than in 2012 while meeting its objectives concerning the timeliness of data processing. **2. Mechanisms to share data and metadata among international organizations and with users improved** The first phase in the Institute's transition to Statistical Data and Metadata Exchange (SDMX)-based data collections was very successful despite delays in finalizing content and the tight timeline for implementation. **Results include:** - Consensus reached by UIS, OECD and Eurostat concerning the first draft of the SDMX Global Data Structure Definition (DSD) for Education and Research and Development (R&D) and a draft version of the governance and maintenance strategy is being reviewed by partners; - SDMX-injected Excel questionnaires were implemented for the UIS education survey; the UOE survey; and the R&D survey; - New website developed for national respondents to support the new questionnaires and UIS regional modules; - UIS internal data production systems updated to accommodate the SDMX standard; - Survey mail-outs and reminders (for non-response follow-up) launched on time with one exception. The English version of the UIS education survey was launched on schedule but there was a slight delay for the Arabic, French, Russian and Spanish versions (released in May) due to delays in translation and adaption; - Feature film questionnaire was updated. **3. Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced** The first phase towards reaching this objective was reached through the development of common Education Data Structure Definition (DSD) and questionnaires between UIS, OECD and Eurostat. ***Problems encountered/lessons learned***

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	The move towards SDMX is leading to greater efficiency within UIS data production services and was very successful despite the tight timeline and learning curve. The development of questionnaires has seen considerable gains in efficiency since the move to Excel by decreasing the cost and effort required to update the questionnaires. Countries seem generally appreciative of the change and have responded very well to the new format. The team adapted quickly to the new methodology while ensuring the quality of the questionnaires and translations. Collaboration with Eurostat and OECD was very strong and also helped to develop capacity in the team. Content delivery was quite late which resulted in a delay in the launch of the education survey and system delivery and has put the dissemination of the data and processing objectives at risk. Additional pressure was placed due to turnover in DPS and in Eurostat. In order to mitigate the risks and concerns, the survey schedule was adjusted appropriately and the team did quite a lot of overtime. 4 Statistical Assistants were hired and trained in order to rebuild the team. As well the team has focussed first on having the minimum requirements for processing and dissemination and will plan future improvements when time permits. The UIS is actively seeking to reinforce its capacities in SDMX implementation and is planning to hire a specialist on SDMX and DSD implementation. This activity contributed to the C5 result through efforts to migrate the new questionnaires to SDMX, the updating of the UIS quality framework which uses the process data from this activity and the eventual efficiency gain which will be seen in the near future once SDMX is fully integrated. **4. Number of member states in where statistical capacities have been enhanced as a result of UIS field staff interventions** **Arab States.** This performance indicator is on track to being successfully achieved. The following activities have been undertaken so far: - Training on ISCED 2011 provided to Bahrain, Oman, Qatar, Saudi Arabia, UAE, and Yemen; - Training on new 2014 education survey questionnaires provide to Bahrain, Oman, Qatar, and Yemen; - Technical assistance for preparation of national EFA assessment report provided to Bahrain, UAE, and Qatar; - Technical advice provided to develop Open EMIS strategy for Jordan; - Training provided on cultural statistics and education finance statistics to Oman. **Asia and the Pacific.**

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	This performance indicator is on track to being successfully achieved. The following activities have been undertaken so far: - National training workshop on UIS questionnaires, indicators and ISCED provided to the Brunei Ministry of Education; - National workshop on ISCED organized for the Thai Education Ministry of Education; - Technical assistance for preparation of national EFA assessment report provided to Afghanistan, Lao PDR, and Thailand. In addition, around 30 national reports (Afghanistan, Bangladesh, Bhutan, Brunei, Cambodia, Cook Islands, DPRK, Fiji, Indonesia, Iran, Kazakhstan, Lao PDR, Malaysia, Myanmar, Nauru, Nepal, Pakistan, RMI, ROK, Samoa, Singapore, Sri Lanka, Thailand, Tuvalu, Uzbekistan, and Vanuatu) were reviewed and detailed comments were provided focussing mainly on coverage, the use of indicators, the methodologies of calculations and analysis, the use of multiples data sources, etc. - Technical support in calculation of education indicators provided to Bhutan, India, and Pakistan; - Support for the preparation/use of EMIS provided to the Maldives and Myanmar; - Technical support to establish a monitoring system on R&D statistics provided to Nepal. **Latin America and the Caribbean.** This performance indicator is on track to being successfully achieved. The following activities have been undertaken so far: - Technical assistance provided to Ecuador and Puerto Rico to help national teams report data to UIS; - Extensive follow-up and advice in order to finalize the ISCED2011 mappings of national education systems provided to Antigua y Barbuda, Barbados, Belize, Bolivia, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Panama, Puerto Rico, Dominican Republic, St Kitts and Nevis, St Vincent and the Grenadines, and Venezuela. **Sub Saharan Africa.** This performance indicator is on track. The following activities have been undertaken so far: - Technical assistance on UIS questionnaires and standards provided to: Bénin, Burundi, Chad, Comoros, Congo, DRC, Gabon, Mozambique, Sierra Leone, Swaziland, Uganda, Zanzibar, and Zimbabwe; - National training on data collection instruments and data processing tools was conducted for Togo. Similar projects are underway for Guinea Bissau and Tanzania; - Preparation work has been completed for several projects to be executed later during the year in support of data collection, analysis and reporting in Burundi, Côte d'Ivoire, and Equatorial Guinea.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	- Assistance was provided to various UNESCO projects in the region: e.g. DQAF validation and action plan development for Benin, validation of the education sector analysis (RESEN) in Chad, development of a statistical information system for the non-formal education in Gambia and TVET sub-sector in Liberia.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: All UIS surveys and questionnaires included in data quality monitoring framework **B:** Summary report available in the GB report in 2013 **T 2014-2015:** - response rates published for all survey collections - timeliness indicators published for all survey collections **T CAP 2014-2015:**	The UIS data quality framework now includes response rates and timeliness indicators for all surveys.	
	PI: Mechanisms to share data and metadata amongst international organizations and with users improved **B:** Manual data exchange through questionnaires **T 2014-2015:** The first phase will be to develop a common Data Structure Definition and questionnaire for the education survey **T CAP 2014-2015:**	The first phase in the Institute's transition to Statistical Data and Metadata Exchange (SDMX)-based data collections was very successful. Consensus was reached by UIS, OECD and Eurostat concerning the first draft of the SDMX Global Data Structure Definition (DSD) for Education and Research and Development (R&D) and a draft version of the governance and maintenance strategy is being reviewed by partners;	
	PI: Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced **B:** 39000 for one questionnaire **T 2014-2015:** The first phase in cost reduction will be to move towards standards based SDMX-Excel data collection instruments which will incur	SDMX-injected Excel questionnaires were implemented for the UIS education survey; the UOE survey; and the R&D survey; New website developed for national respondents to support the new questionnaires and UIS	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	additional costs in 2014-2015. **T CAP 2014-2015:**	regional modules; UIS internal data production systems updated to accommodate the SDMX standard;	
	PI: Number of member states where statistical capacities have been enhanced as a result of UIS field staff interventions **B:** (2013 is baseline year) Arab States: 7 bilateral visits to 4 member states and contributing to one multilateral workshop. Asia and the Pacific: 18 bilateral visit to 14 member States and contributing 4 multilateral workshops Latin America and the Caribbean: 4 bilateral visits to 4 Member States and contributing to 2 multilateral workshops Sub-Saharan Africa: 40 bilateral visits and contributing to 2 multilateral workshops **T 2014-2015:** Arab States: Twelve bilateral visits to seven member states and contributing to two multilateral workshops. Asia and the Pacific: 32 bilateral visits to 18 Member States and contributing to 4 multilateral workshops Latin America and the Caribbean: 8 bilateral visits to 8 Member States/Territories and contributing to 2 multilateral workshops Sub-Saharan Africa: 60 bilateral visits. **T CAP 2014-2015:**	Arab States: Seven (7) technical meetings/country visits/working sessions with national statisticians organized. 103 professionals in Member States trained on UIS questionnaires and standards. Asia and the Pacific: Ten (10) technical meetings/country visits/working sessions with national statisticians organized. 130 professionals in the Member States trained on the UIS questionnaires and standards. Latin America and the Caribbean: Three (3) technical meetings/country visits/working sessions with national statisticians organized. 21 professionals in the Member States trained on UIS questionnaires and standards. Sub-Saharan Africa: Twenty (20) technical meetings/country visits/working sessions with national statisticians organized. 46 professionals in the Member States trained on UIS questionnaires and standards.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.	By the end of 2014, of the 7 outputs identified, 6 will have been delivered over the first 6 months of 2014. The expected result, access to and use of UIS data are made easier, more efficient and better adapted to users' requirements, has already been achieved in the following ways and yielded the following results:

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	1. New types of products were released which have provided the UIS with increased visibility (UNESCO-L'Oréal Women in Science Awards) 2. Partnerships with data mediators will help provide consistent versioning of UIS data which will be in lockstep with our UIS.Stat data warehouse. 3. The impeding placement of embeddable visualisations on the UENSCO tailor made for the UNESCO country pages will provide more visibility to the UIS. Moreover, if users click on the object, they will be re-directed to the UIS site. This will contribute to making our website more accessible to users and it will raise the profile of the UIS. 4. Consultations exercise was organized to understand user needs and how they interacted with the site. This feedback is integral as it will drive the change in our products in order to better adapt to our user requirements. Challenges: The major challenge we face is providing users with a robust SDMX web service which will have zero downtime. This requires having robust security restrictions in place, ensuring the web service can handle a high volume of requests and that this service is available at all times. The last of the three aforementioned is the most critical. This requires the UIS to have servers physically located in different geographic locations to ensure that the user experience is not affected by one of our servers being down. By providing UNESCO Paris with embeddable objects to place on their site, the issue of availability is even more critical since we need our visualisations to be visible at all times. The UIS is currently undertaking a multistage work package to implement a robust SDMX Data Service that meets security, availability and performance standards. In terms of cost-effectiveness, the development of these products and solutions will improve efficiency for the UIS. Presently, institutional data exchanges are done in a manual way and this eats up UIS resources to build the SDMX files. In setting up robust web services, institutional users can download the data when they need it, freeing up our resources. Our new data visualisations bring context to the data, helping users to understand the message behind the data we disseminate. This helps achieve ER10. In terms of efficiency, we are taking the right approach. By putting our users first and providing them with the services they need to access our data, we are ultimately improving the visibility of the UIS. The consistent development of dissemination services and activities is on-going and will continuously evolve. The UIS will need to adapt to users, their needs and requirements as well

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	as technology in order to ensure that we continue to be a top tier data provider of statistics in our area of competence.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: New types of web-products and electronic publications to promote UIS data developed **B:** Any improvements made to the UIS Data Centre after the fall 2013 launch. Current web products at the beginning of 2014 include: 1. Global, Country and Regional Profiles 2. Global Rankings 3. Data Visualisations 4. Browse by theme pages 5. Create a dataset page 6. UIS.Stat Data Warehouse and Table Viewer 7. UIS Catalogue of Innovation Surveys 8. Guide to education statistics (PDF) 9. FAQ about Education Statistics page 10. FAQ about R&D page 11. UIS Glossary 12. UIS.Stat User Guides (PDF) **T 2014-2015:** At least 2 types of new products added per year 2 enhancements to the data centre introduced per year **T CAP 2014-2015:**	L'Oreal-UNESCO visual was built and made available online on 31 March 2014. .Stat was upgraded to version 5.0.2 in March which contains the SDMX-JSON web services application Launch of eAtlas, new product which allows users to visualize UIS data through maps First phase of UIS Gallery is complete. For now it is only available to users internal to the UIS. This is a platform that will allow UIS staff to build customised visualisations according to UIS branding guidelines. Subsequent phases will look to make this product available to our online users as well.	
	PI: Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established **B:** Provide SDMX files with copy of database to data mediators. This approach is risky and leads to inconsistent versioning of UIS data on different sites **T 2014-2015:** At least 2 UIS partners provided with SDMX data feeds UIS data visually present on UNESCO HQ website and at least one regional UNESCO website **T CAP 2014-2015:**	Mapping Worlds provided with SDMX data feed using UIS data so that users can visualise our data in the eAtlas platform with maps. UIS and UNESCO Paris are currently working on a project to embed UIS visualisations currently in our country profiles to appear on UNESCO country pages. As a first phase, four visuals were selected for this project. The visualisations have been	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		reformatted so that they can appear on the UNESCO country page and are ready.	
	PI: User experience of the UIS online Data Centre monitored and used to bring improvements **B:** New initiative **T 2014-2015:** Online surveys and consultations to be conducted and this feedback will drive change to our Data Centre. This applies to products which we develop and products which we develop in a collaborative sphere. This is an on-going process. **T CAP 2014-2015:**	A usability exercise was conducted with students at the University of Montreal to assess the .Stat table viewer. Users were asked to perform a series of task in the table viewer environment and report on the experience. A report has been written and this feedback is being shared with the .Stat community and improvements will be addressed in subsequent versions of .Stat. This was completed in quarter 2 and the feedback will be sent to the .Stat community to be implemented.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.A. Chapter 1 - Management of Field Offices

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Coordination of UNESCO's Field presence implemented in line with decisions of governing bodies		The UNESCO field presence was inevitably affected by the implementation of the $507 million expenditure plan for 37 C/5, nevertheless the limited staffing capacities were adjusted to allow most effective programme delivery and a number of temporary programme assistant posts were established to ensure minimum conditions for programme implementation.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Coordination of UNESCO's Field presence implemented in line with decisions of governing bodies	The UNESCO field presence was inevitably affected by the implementation of the $507 million expenditure plan for 37 C/5, nevertheless the limited staffing capacities were adjusted to allow most effective programme delivery and a number of temporary programme assistant posts were established to ensure minimum conditions for programme implementation. In line with the DG/Note/14/2 on UNESCO Reformed Field Network in Africa and DG/Note/14/3 on enhanced delegation of authority to UNESCO field offices and revised reporting lines, Field Offices were provided with programme delivery and managerial guidance. The

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	development of the performance objectives for field offices' Directors and Heads is intended to set clear and measurable operating standards and duties to be evaluated in close cooperation with the relevant sectors and services.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: First phase of UNESCO's reform of its field network (Africa) consolidated **B:** First phase of UNESCO's reform of its field network (Africa) is largely in place **T 2014-2015:** UNESCO Field reform in Africa in place **T CAP 2014-2015:**	Field structure in Africa largely in place; staffing structure of the field offices approved by the Director- General and being implemented by the Sectors/Services concerned with particular emphasis on reinforcement of programme capacities of Multisectoral Regional Offices in Africa	
	PI: Coordination of interaction between HQ and Field units on complex management issues **B:** **T 2014-2015:** Field Offices across all regions supported and provided with answers/ guidance as appropriate **T CAP 2014-2015:**	Advice was provided and decisions taken in order to facilitate operations of the Field Offices. Support from HQ was coordinated in reflection of DG/Note/14/3 on delegation of authority to field offices and revised reporting lines	
	PI: Performance assessment of all Directors and Heads of Field Offices completed **B:** **T 2014-2015:** Performance assessment of all Directors/ Heads of Field Offices completed at the end of 2015 **T CAP 2014-2015:**	Performance objectives for Directors/Heads of Field Offices established to be included in the integrated performance management tool.	
	PI: Field offices assisted in their participation in joint UN programming processes at the country and regional levels **B:**	See ER 3	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	T 2014-2015: See ER 3. **T CAP 2014-2015:**		

Note: : No information yet; : Not on track; : Partly on track; : On track.

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

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Impact of UNESCO's programmes in Africa enhanced and strengthened owing to improved identification of the continent's priority development requirements and joint/shared implementation, in particular with the African Union, other United Nations system agencies and/or a network of bilateral and multilateral partners comprising civil society and the private sector in order to support initiatives and flagship projects for global priority Africa		Les partenaires institutionnels et privés mobilisés ont exprimé un intérêt marqué pour les projets proposées. Ces avancées suivent de la communication améliorée (Communication sur le terrain et dialogue avec les Etats membres) sur les partenariats multiformes et l'approche prospective. Les progrès accomplis répondent à une phase liminaire du plan de travail pour des activités à finaliser ultérieurement. Le dynamisme de certaines activités a pu être affecté par la situation financière.
ER 2: Regional organizations, Member States and civil society in Africa mobilized for the culture of peace and supporting the African Union's "Make Peace Happen campaign		Culture de la paix et STI progressent via des actions pour 2014-15 (Angola, Côte d'Ivoire, Congo, Gabon, Libéria, Maroc), et des réseaux (recherche, jeunes et femmes).Des partenaires financiers et stratégiques renforcent l'action en Afrique : Forum Crans Montana, autorités nationales en Angola et Gabon, Fondations (Omar Bongo, Forest Whitaker, Houphouët-Boigny), Royal Air Maroc, Office Chérifien des Phosphates, UE-ACP et BAD.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Impact of UNESCO's programmes in Africa enhanced and strengthened owing to improved identification of the continent's priority development requirements and joint/shared implementation, in particular with the African Union, other United Nations system agencies and/or a network of bilateral and multilateral partners comprising civil society and the private sector in order to support initiatives and flagship projects for global priority Africa	**Mobilisation des partenaires :** Le renforcement des relations avec les États membres africains et les partenaires, institutionnels et privés, dans le cadre de la mise en œuvre de la stratégie opérationnelle pour la priorité Afrique a débuté dès le début du biennium. Au delà des partenaires traditionnels (UA, Etats membres africains), déjà investis dans le soutien à un certains nombres d'initiatives majeures pour le développement du continent, le secteur privé (Airtel Gabon, COP, RAM) a pu être également mobilisé. Ces contacts sont les prémices d'un partenariat concret qui pourrait aboutir ultérieurement. De même, on peut noter, avec l'UEMOA, l'intérêt porté vers de nouveaux domaines de coopération. L'institution monétaire, en partenariat avec l'UNESCO depuis 2011 dans les domaines de l'Education et de la Communication, a marqué son intérêt pour différentes actions dans le domaine de la culture. De même, l'UA, informée durant son 20ème Sommet des enjeux du patrimoine mondial africain, a réaffirmé son soutien à l'HGA et son utilisation pédagogique lors du COMEDAF VI (avril 2014). Le dialogue fructueux avec le Groupe africain a été poursuivi, et contribue à ces retombées positives en termes d'appropriation des programmes et d'encouragement au partenariat substantif. Les réunions d'information sur la priorité Afrique ont rappelé l'importance de partenariats multiformes afin de mettre en œuvre la stratégie opérationnelle pour la priorité Afrique et encouragé les Etats membres à s'investir dans cette mise en œuvre. Sur un plan plus bilatéral, les audiences bilatérales et visites officielles permettent de sensibiliser en amont sur la priorité Afrique et de répondre aux priorités nationales de chaque Etat membre. Les pays champions actuels dans le domaine de la culture de la paix (Angola, Gabon, Côte d'Ivoire) témoignent de la force de cette campagne de sensibilisation et d'information afin que certains Etats membres se mobilisent et prennent le « lead » sur certaines thématiques d'enjeux pour le développement de l'Afrique. Le partenariat naissant avec Airtel Gabon, démontre lui aussi la capacité des Etats membres africains à contribuer par eux-mêmes à la mise en œuvre de projets d'envergure en Afrique. **Défis principaux:** Dans la situation financière actuelle de l'organisation et l'exercice de redéploiement, la mobilisation des partenaires a du se faire avec un nombre de membres du personnel considérablement réduit, limitant de ce fait l'étendue des actions initialement envisagées, ainsi que le suivi optimal des actions entreprises. **Communication et visibilité de la PA:** Dans le cadre du mécanisme interne de suivi de la mise en œuvre de la stratégie opérationnelle pour la priorité Afrique, un

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	réseau de chargés de communication sur le terrain a été mis en place, en coopération avec ERI. Ce réseau doit permettre d'offrir une visibilité sur le continent des actions de l'UNESCO en faveur de l'Afrique, et de soutenir ainsi la mobilisation des partenaires. Les réunions d'informations des Etats membres au Siège, effectuées en collaboration avec les Bureaux régionaux en Afrique et BSP, ont permis de consolider la compréhension mutuelle sur la stratégie opérationnelle pour la priorité Afrique et d'informer sur le besoin de mobiliser les partenaires, africains et non africains, pour sa mise en œuvre. **Défis principaux:** Dans la situation financière actuelle de l'organisation et l'exercice de redéploiement, l'activité communication n'a pas joui du dynamisme dont elle aurait pu bénéficier. **Analyse contextuelle et prospective** **Défis, actions correctives et enseignements** L'Unité d'analyse et de prospective a fait face à des défis de deux ordres. D'une part, s'agissant d'une nouvelle structure correspondant à une nouvelle fonction dans un cadre de travail renouvelé du fait, notamment, du lancement de la Stratégie opérationnelle, l'unité est dans une phase de lancement et définition de sa stratégie. Les activités décrites plus haut et les contacts qu'elles ont permis ont donc joué un rôle important pour rechercher et identifier des pratiques de références et de modèles d'affaires. Un second ordre de défis tient à la mobilisation de ressources extrabudgétaires ainsi que la mobilisation de l'équipe face à un nombre réduit de personnel. **Rapport coût-efficacité** Le rapport coût-efficacité de la constitution du réseau d'institutions de prospective a pu être optimisé du fait que (1) la mobilisation de partenaires stratégiques et financiers a pu se faire en grande part à travers des événements auxquels l'UNESCO était invitée ou dont elle était coorganisateur et que (2) la Whitaker Peace and Development Initiative finance un demi-poste.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Constitution d'un réseau interdisciplinaire d'institutions africaines et d'autres régions, dans le domaine de la prospective ("think tank"), qui se	- Mission de l'UNESCO à la BAD: proposition de partenariat sur la fragilité et la résilience	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	concentrera sur des besoins/thématiques prioritaires dans les domaines de compétence de l'UNESCO **B:** Partenariat en cours avec 2 instituts de prospectives **T 2014-2015:** - Réseau institué avec nombre de think tank et partenariats de travail établis -Promotion et/ou association à des rencontres prospectives assurée -Mécanisme de suivi externe de la stratégie opérationnelle mis en place et réunion tenue - 1 réunion tenue **T CAP 2014-2015:**	en Afrique. - Forum de prospective coorganisé à Johannesburg: identification de partenaires potentiels du réseau. - Contribution du Département au renforcement de la dimension prospective de l'Alliance Globale pour la STI en Afrique rassemblant des centres de recherche, l'UA, les CER, etc. - Contacts et renforcement des capacités à travers la participation à un atelier sur l'avenir des STI dans l'Union européenne, avec des enseignements sur la prospective régionale en STI. - Contribution au lancement d'un réseau d'institutions de recherche sur la culture de la paix en Afrique prévu à Yamoussokro en septembre 2014. - Une dimension prospective a été apportée à la stratégie pour une culture de la paix actée par les jeunes en Afrique de la Fondation de l'Envoyé Spécial pour la Paix et la Réconciliation, Forest Whitaker.	
	PI: Mise en place et fonctionnement d'un cadre de concertation et de partenariats substantifs regroupant l'UNESCO, l'UA/NEPAD, les CER, les OIG, la société civile et le secteur privé **B:** Mobilisation des partenaires: - 1 programme commun - 1 protocole d'accord - 1 accord de coopération signé - 4 ONG africaines liées par un accord sur le biennium précédent - 2 plaidoyers - 0 pays champions - 0 projets portés par des pays champions - 1 MoU suivis - Visites officielles	Mobilisation des partenaires: 1. Renforcement de la coopération avec l'UA sur le plan institutionnel et programmatique, en particulier autour de l'HGA, du patrimoine africain et de la culture de la paix. 2. Coopération renforcée avec les CERs : étude avec l'UEMOA d'une coopération éventuelle	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	suivies Coordination, suivi et contribution à l'évaluation, avec BSP et les secteurs, de la mise en œuvre de la priorité Afrique: No data Communication et visibilité de la PA: No data **T 2014-2015:** Mobilisation des partenaires: - Nombre de programmes UA/UNESCO - 2 protocoles d'accord avec des CERs -Nombre d'accords de coopération avec des partenaires - Relations officielles avec nombre d'ONG africaines et de la diaspora -Plaidoyer commun - 2 pays champions impliqués dans des projets - 2 MoU/visites officielles suivis/actualisés Coordination, suivi et contribution à l'évaluation, avec BSP et les secteurs, de la mise en œuvre de la priorité Afrique: - 1 note conceptuelle par programme phare - Mise en place d'un mécanisme de suivi interne - Suivi de la mise en œuvre de la stratégie opérationnelle et des programmes phares Communication et visibilité de la PA: - Hausse de l'implication des parties cibles - Identité visuelle de la PA utilisée - Hausse de l'interactivité entre le Siège et les BHS - Nombres d'évènements organisés en faveur de la PA - Consultation accrue du Site web - PA respectée dans les publications de l'UNESCO **T CAP 2014-2015:**	dans le domaine de la culture 3. Premiers contacts établis avec des partenaires institutionnels (BAD, BID, UE) et privés (Royal Air Maroc ; Office Chérifien des Phosphates) 4. Intérêt, soutien et appropriation accrus des Etats membres et du Groupe africain à la mise en œuvre de la stratégie opérationnelle pour la PA et à l'importance de partenariats multiformes pour sa mise en œuvre. 5. Partenariat avec la Fondation Joseph Ki-Zerbo. Communication et visibilité de la PA: 1. Sensibilisation à la priorité Afrique des chargés de communication des Bureaux régionaux 2. Information des Etats membres sur la PA 3. Refonte du site internet du Département Afrique	
	PI: Participation active, au plan substantif, technique et du leadership, aux programmes conjoints et aux mécanismes de coordination régionale du Système des Nations Unies en Afrique, notamment en ce qui concerne la coordination des groupes/sous-groupes thématiques dont l'UNESCO est responsable **B:** - Participation et suivi des réunions RCM et ventilation des responsabilités. - Actions conjointes dans le cadre des clusters avec des agences impliqués dans les clusters **T 2014-2015:** - Coordination du "Cluster" de sciences et sous-groupe	Préparation du prochain RCM (Novembre 2014) assuré par el Bureau d'Addis Abeba	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	éducation, et participation aux autres clusters assurées - Au moins 2 actions communes financées et soutenues dans le cadre du mécanisme de coordination régionale du Système des Nations Unies en Afrique **T CAP 2014-2015:**		
	PI: Dans le cadre de l'Agenda mondial du développement post-2015 et des actions de ce réseau, seront organisés des conférences et des séminaires et des publications seront réalisées et diffusées sur des problématiques prioritaires concernant et/ou intéressant l'Afrique **B:** - 1 conférence organisée - 1 publication **T 2014-2015:** - 1 conférence/séminaire organisé et publications relatives diffusées - Nombre de co-publications ou publications sous les auspices de l'UNESCO pour ce qui concerne l'Afrique **T CAP 2014-2015:**	A l'étude	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Regional organizations, Member States and civil society in Africa mobilized for the culture of peace and supporting the African Union's "Make Peace Happen campaign	**Resultats/Produits :** 1. Des forums de réflexion et de mobilisation de la société civile sur la Culture de la paix sont en préparation en Côte d'Ivoire (Septembre 2014), Gabon (Décembre 2014), Congo (Décembre 2014) et Angola (Biennale de Luanda – Septembre 2015) 2. Des réseaux sont initiés et suivi, des organisations de la société civiles sont mobilisées : Réseau Fondations et Institutions de recherche pour la promotion d'une culture de la paix (Yamoussoukro - septembre 2014), Réseau Femmes et Culture de la paix (Bruxelles, mars 2014), Réseau Jeunes et culture de la paix (Libreville, décembre 2014). 3. Un Forum régional sur la Science, la Technologie et l(Innovation est en préparation avec la Banque Africaine de développement (Maroc, octobre 2014). 4. Des Partenaires sont mobilisés : Forum Crans Montana, Commission nationale du Gabon et Fondation Omar Bongo Ondimba, Fondation Forest Whitaker, Fondation Houphouët- Boigny pour la recherche de la paix, Royal Air Maroc, Gouvernement de l'Angola. Par ailleurs, des notes conceptuelles ont été proposées à des bailleurs de fonds (Office

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Chérifiens des Phosphates (Maroc), Banque africaine de Développement, Union Européenne-ACP). Le lancement d'une Campagne de sensibilisation de la culture de la paix au Liberia est en préparation et des célébrations de la Journée de la paix le 21/09/2014 dans plusieurs pays dont Libéria, RDC, Côte d'Ivoire, Congo, … auront lieu en septembre 2014. **Defis principaux:** Dans la situation financière actuelle de l'organisation, l'obtention des résultats de cette activité a reposé essentiellement sur la mobilisation de fonds extrabudgétaires et de contributions en nature. Le redéploiement et le transfert de plusieurs membres du personnels du Département Afrique (4 personnes) a la conséquente redistributions des taches du personnel restant a eu un impact considérable dans la mise en œuvre des acticités. **Rapport coût-efficacité:** On peut estimer à environ 280.000 USD la contribution financière et en nature de partenaires à la mise en œuvre de ces activités. Grâce à cet apport et la contribution intellectuelle et le soutien d'autres acteurs comme les organisations et institutions nationales qui rejoignent les réseaux, les résultats prévu sont en cours de réalisation.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Nombre de pays adhèrent à la campagne "Agissons pour la paix" par la mise en œuvre d'actions de sensibilisation au niveau national, notamment la célébration de la Journée de la paix le 21 septembre et la Journée mondiale de la science au service de la paix et du développement le 10 novembre. **B:** Promotion de la culture de la paix et de la non-violence: - 1 pays adhère à la campagne "Agissons pour la paix" Promotion des sciences en Afrique en vue du développement durable: - 1 campagne **T 2014-2015:** Promotion de la culture de la paix et de la non-violence:	Le lancement d'une Campagne de sensibilisation de la culture de la paix au Liberia est en préparation et des célébrations de la Journée de la paix le 21/09/2014 dans plusieurs pays, dont Libéria, RDC, Côte d'Ivoire, Congo, auront lieu en septembre 2014	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Plus de 5 pays africains adhèrent à la campagne "Agissons pour la paix" Promotion des sciences en Afrique en vue du développement durable: Lancement de campagnes et actions pour les Journées du 21/09 et 10/11 effectuées en intégrant la dimension Sciences naturelles et des Sciences sociales et humaines pour le développement durable. **T CAP 2014-2015:**		
	PI: Des mécanismes de réflexion (Forums régionaux ou sous-régionaux) et de mobilisation de la société civile sont mis en place en coopération avec l'Union africaine et les communautés économiques régionales **B:** Promotion de la culture de la paix et de la non-violence: - 1 Forum sous-régional organisé - 1 forum continental organisé Promotion des sciences en Afrique en vue du développement durable: - 1 Forum **T 2014-2015:** Promotion de la culture de la paix et de la non-violence: - 1 forum sous-régional - 1 forum continental Promotion des sciences en Afrique en vue du développement durable: - Forums de réflexion et de mobilisation réalisés en intégrant la dimension Sciences naturelles et des Sciences sociales et humaines à la prévention des crises et des conflits et au développement durable en Afrique. **T CAP 2014-2015:**	1. Des forums de réflexion et de mobilisation de la société civile sur la Culture de la paix sont en préparation en Côte d'Ivoire (Septembre 2014), Gabon (Décembre 2014), Congo (Décembre 2014) et Angola (Biennale de Luanda - Septembre 2015) 2. Des réseaux sont initiés et suivi, des organisations de la société civiles sont mobilisées : Réseau Fondations et Institutions de recherche pour la promotion d'une culture de la paix (Yamoussoukro - septembre 2014), Réseau Femmes et Culture de la paix (Bruxelles, mars 2014), Réseau Jeunes et culture de la paix (Libreville, Décembre 2014). 3. Un Forum régional sur la Science, la Technologie et l(Innovation est en préparation avec la Banque Africaine de développement (Maroc, Octobre 2014).	

Note: ⚪: No information yet; 🟥: Not on track; 🟡: Partly on track; 🟢: On track.

Summary Strategic Assessment on the implementation of the Global Priority Africa Flagship Programme (01/01/2014 to 30/06/2014)

Flagship 1: Promoting a culture of peace and non-violence:
In line with the Decade for the Rapprochement of cultures (2013-2022) and the Action plan for a culture of peace adopted at a Pan-african Forum organized in Luanda by UNESCO, the Africa Union and the Government of Angola, UNESCO has initiated steps to establish three Networks on culture of peace, with one mobilizing women, the project of which was undertaken in Brussels in March 2014, while another one draws on the potential of youth organizations, the launch of which is programmed in the context of the Pan African forum: youth and culture of peace to be held in Libreville, December 2014. The work plan of a third network gathering Culture of Peace Research Institutes and Foundations has been prepared in view of its adoption during the 2oth Celebration of the concept of culture of peace to be held in Yammasoukro, Côte d'Ivoire on 21-23 September 2014. Funds were mobilized and partnerships established for culture of peace in Africa with Crans Montana, Gabon National Commission and Omar Bongo Ondimba Foundation, Forest Whitaker Foundation, Fondation Houphouët- Boigny pour la recherche de la paix, Royal Air Maroc, and the Government of Angola. Fundraising efforts are also deployed towards the follow-up and scaling up of the project "Strengthening capacities for youth-led social entrepreneurship and promotion of a culture of peace in Africa", implemented in Burkina Faso and Malawi by two Category 2 Centres: The Guidance, Counselling and Youth Development for Africa (GCYDCA) and the African Union International Centre for Girls' and Women's education in Africa (AU/CIEFFA).

Other efforts to promote and disseminate culture of peace in Africa included: support to the establishment of a transboundary sustainable management framework in Lake Chad basin, launch of the ninth volume of the General History of Africa, continuation of the preparation of pedagogical materials based on the 8 existing volumes, and celebration of the 20th anniversary of the Slave route project. Local radios were strengthened through capacity building in ICTs, gender sensitive reporting as well as in reporting on various topics such as issues of local public concern, use of ICTs, and humanitarian assistance among others.

Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance
Throughout the period under review, UNESCO pursued its work to accelerate the implementation of the diverse dimensions of the EFA framework, bearing in mind that the imminent end-date of 2015 called for increased efforts to meet the current targets. Technical support was provided for the development of national policy documents, as in Cameroon in the field of adult and non-formal education. Several countries were supported in building their capacity to strengthen the development of sector-wide policies and planning. Work on harmonized curriculum frameworks for bilingual education in a multilingual and multicultural context and diagnostic studies of bilingual education in a multilingual context were conducted in such countries as Burkina Faso, Niger and Senegal. UNESCO also provided technical support and expertise to a number of countries with respect to their teacher policies, paying attention in particular to equity, inclusion and gender issues, teacher training and harmonization of their continuous development programmes and strengthening the capacity of teacher training institutions. Efforts to improve literacy levels across the Africa Region were maintained and stepped up, notably through trainings for literacy facilitators in Nigeria, and for coordinators in Tanzania who were equipped with pedagogical skills to give adequate and relevant training to adolescents and young mothers.

Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic and development of Africa
In line with the principles and strategies adopted by the African Union and endorsed in the Africa priority, UNESCO provided technical assistance and policy advice on STI to several countries in Africa. A culture of innovation and informed policies through the promotion of science education at all levels has been fostered, notably through the planning and preparation of teacher's training collaborative programmes on Microscience kits in Africa. Efforts to bolster African human and institutional capacities and skills in mathematics and physics were pursued through cross-border platforms for training, research and cooperation set up together with regional and international Mathematics and Physics organizations. In its efforts to foster rich cross-regional collaboration, co-learning and co-creation, an international Expert Meeting was organized at UNESCO HQ to initiate the YouthMobile project which aims at empowering young women and men worldwide with the capacity to develop and disseminate relevant mobile applications designed to address local issues of sustainable development, particularly in Africa. Open Access to scientific information (OA) is being fostered through support for policy development and capacity building. The international dimension of science was further promoted by supporting North-South, South-South partnerships, notably through UNESCO-CERN and in various scientific fields ranging from chemistry, water science, geology, engineering and career development of young people.

Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction
With a view to increase the capacity of African countries to effectively harness the power of the sciences for sustainable development and disaster risk reduction, UNESCO increased scientific cooperation and technical assistance in the fields of earth sciences, biodiversity, water management and tsunami risk assessments Activities supporting the Earth Science Education Initiative in Africa have brought together institutions and experts from and outside Africa while several new initiatives to promote MAB programme and to expand the BR network have started. Guidelines and methodologies for water resources management and addressing water related issues have been initiated. An IHP Africa Water platform has been

put in place. IOC Guidelines on Tsunami Risk Assessment are being revised and expanded. The above outputs have contributed to increasing awareness on the importance and relevance of indigenous and local knowledge in environmental assessments, global processes and policy-making.

Flagship 5: Harnessing the power of Culture for Sustainable Development and Peace in a context of regional integration

With culture being increasingly acknowledged as an enabler and a driver of sustainable development, UNESCO has notably worked to assist African countries in improving the institutional and legal framework pertaining to culture, in particular through its conventions in this field. Technical assistance and capacity building have been provided to encourage the ratification of the cultural-policy frameworks. For example, 81% of African States have to date become party to the 2003 Convention and those that are not yet States Parties have all received prior capacity-building aimed at encouraging ratification. The increased rate of ratification of several Conventions related to culture shows an encouraging trend and the growing concern of Member States for the safeguarding of underwater cultural heritage.

Flagship 6: Promoting an environment conducive to freedom of expression and media development

With a view to strengthening the emergence of inclusive, open and democratic knowledge societies, efforts have been made to increase freedom of expression, access to information and capacities particularly in the field of ICTs. Safety of journalists was promoted and the issue of impunity is being addressed in various countries, including South Sudan and Nigeria. IPDC supported projects to safeguard the safety of journalists in these two countries as well as in Zambia, Malawi and Liberia. Community radio support is being provided. UNESCO celebrated the World Press Freedom Day on 3 May in Africa. Relevant steps have been taken to facilitate journalism training on climate change and development of new syllabi on journalism education is underway.

Challenges, lessons learnt and cost effectiveness

The implementation of the newly adopted Flagship programmes of the UNESCO Operational Strategy for Priority Africa requests to work and report in a different way. One main challenge was to implement programmes designed in an intersectoral manner from their very conception, bearing in mind that the Operational Strategy is a first of its kind. Another issue was to take into account an effective decentralization of activities in the context of the reform of UNESCO’s presence in the field, which started with the Africa region.

The other challenge to be addressed pertains to the limitation of resources created by budgetary constraints, which created a situation where the budget adopted could not cover the agreed programme, hence the structural need for extrabudgetary resources.

To address these issues and transform the risks they induced into opportunities, the Africa Department strengthened its role in terms of strategic facilitation and backstopping as well as financial and in-kind resource mobilization. Taking advantage of its in-house expertise of African regional, sub-regional and national institutions and contexts, the Africa Department undertook initiatives to mobilize strategic and financing partners based on the active collaboration of headquarters sectors and services and field offices. A good example of this strategy was the mission organized by the Africa Department to the African Development Bank, in which representatives from BSP, SHS, SC and field offices participated, with a view to present the Operational Strategy to the African Development Bank and which led to partnership proposals on specific matters. This close collaboration has been a strategy for ensuring the outreach of UNESCO's programmes to multiple regions and their adaptation to specific country and sub-regional needs and to ensure coordinated mobilization of funds. In term of cost effectiveness, the Africa Department in collaboration with BSP, Sectors and Regional Offices in Africa held regular video conferences, in view of ensuring the coordination and follow-up of the implementation of the Flagship programmes.

Part II.B. Chapter 2 - Coordination and monitoring of action to implement Priority Gender Equality

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment		Commitment to Global Priority GE within the Secretariat is institutionalized by building accountability into the PA systems for staff, FO heads and Directors as well as for members of SMT. Secretariat's commitment is visible through the increasing amount of WPs mainstreaming gender or focusing on GE. The renewal of the GFP network is very promising with many staff members mobilized. Trainings to come are expected to carry the dynamic and improve the quality of gender mainstreaming in the WPs.
ER 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence		ODG/GE and the Secretariat have made UNESCO a visible actor for gender equality through active participation in several inter-agency networks and in other partnerships with universities, NGOs and the private sector, often exceeding requirements. UNESCO has also contributed to many events, conferences and reports related to gender equality during the reporting period.
ER 3: UNESCO's organisational culture promotes gender equality		More efforts are needed in order to promote gender equality internally and in particular in regards to gender parity at decision making positions. Further collaboration with HRM is underway to support those efforts. Likewise, ODG/GE will work with BKI and BFM to make budget tracking functional for Global Priority Gender Equality. The renewal of the Gender Focal Point network shows high interest from many staff members for gender equality issues.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible

officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment	During the current reporting period, the Division for Gender Equality in the Office of the Director-General (ODG/GE) has provided strategic guidance and overall technical support to sectors, central services, field offices and institutes for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II). In order to strengthen in-house capacities for the implementation of the GEAP II, the Division continued to provide trainings and technical advice to all units of the Secretariat. Special training/orientation sessions were conducted for the implementation of the Gender Equality Marker (GEM); for mainstreaming GE considerations into workplans (with MPs); into new projects (e.g. Networks of Mediterranean -NET-MED- Youth Project). Regular input is also provided to the Intersectoral Working Group on Indigenous Peoples, with a view to support mainstreaming gender equality considerations into the International SIDS (Small Island Developing States) Conference, scheduled for September 2014 in Samoa. Technical guidance was also provided to Field offices, such as the UNESCO Office in Rabat. A comprehensive analysis of all RP and XB workplans (714 and 1168 workplans, respectively) from a GE perspective was carried out by ODG/GE. The results of this analysis, along with specific recommendations for the improvement of workplans were shared with the Senior Management Team (SMT) and the Gender Focal Point (GFP) Network. A follow-up review of the workplans is planned for September 2014 to track change and explore progress. In addition, capacity mapping among staff members has been completed. To celebrate International Women’s Day, UNESCO organized, throughout the month of March, global exhibitions of nine women artists (painters, filmmaker, photograph and indigenous women) from Azerbaijan, Bangladesh, Benin, Bolivia, Bulgaria, Canada (Quebec), Federation of Russia and Peru. Within the same context, and in view of the UN International Year of the Small Islands Developing States and the Third International Conference on SIDS, which will take place in Apia (Samoa) in September 2014, UNESCO also organized on 7 March 2014 a conference entitled “Equality for Women is Progress for All – Views from the Small Island Developing States (SIDS)”, with the participation of Ms Joyleen Baklai Temengil, Minister of Community and Cultural

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Affairs of the Republic of Palau, H.E. Ms Laura Faxas, Ambassador of the Dominican Republic to UNESCO, and H.E. Mr Bernard Shamlaye, Ambassador of Seychelles to UNESCO. As a complement to UNESCO's regular activities, the Participation Programme (PP) has also been a vital tool for the implementation of GEAP II. During the reporting period, ODG/GE evaluated 62 PP and provided recommendations for the approval or improvement of proposals. Another effort to ensure systematic gender mainstreaming has involved the consultation on the UNESCO Country Programming Documents (UCPD). ODG/GE reviewed 6 draft UCPDs and provided recommendations for improved gender mainstreaming. Last, but not least, as an ex officio member of the UNESCO Publication Board, ODG/GE continued to review all publication proposals (84 in total).		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: % of UN-SWAP indicators where UNESCO meets requirements **B:** 33 % of SWAP indicators **T 2014-2015:** 50 % of UN SWAP indicators **T CAP 2014-2015:**	Requirements met for 55 % of UN SWAP indicators. UNESCO has been commended for the alignment of its GEAP II with the UN-SWAP framework and for establishing and rolling out a mandatory Gender Equality Marker (GEM)	
	PI: % of relevant workplans that mainstream GE considerations through the project cycle **B:** 15.5 % **T 2014-2015:** 30 % of WPs **T CAP 2014-2015:**	24% of relevant workplans mainstream GE considerations through the project cycle according to SISTER reports	
	PI: Number of gender specific programmes and/or work plans across the Organization **B:** 28 workplans **T 2014-2015:** 3 gender specific programmes 45 gender specific WPs **T CAP 2014-2015:**	There are three main gender specific programmes across the the organization: - The Global Partnership for Girls' and Women's Education - The UNESCO - L'Oreal programme For Women in Science - The	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		Gender-Sensitive Indicators for Media In addition, 174 RP WPs are rated as gender-responsive and gender-transformative in SISTER.	
	PI: Number of activities focusing on gender stereotypes, women's leadership or GBV **B:** 4 activities **T 2014-2015:** 7 activities **T CAP 2014-2015:**	1 WP is addressing gender stereotypes, while there are 3 WPs dealing with women's political leadership and 7 WPs with GBV. This adds up to a total of 11 WPs according to the SISTER reports.	
	PI: Quality of activities in Indicators 2,3,4 as determined by the framework for building a knowledge base for GE **B:** n/a **T 2014-2015:** 20 % exceeding quality requirements **T CAP 2014-2015:**	UNESCO exceeds requirements in several of the above mentioned categories, and notably in regards to inter-agency requirements, but more capacity building is needed internally.	
	PI: % of UNESCO GE trainees using the newly acquired knowledge and skills **B:** n/a **T 2014-2015:** 50 % of trainees **T CAP 2014-2015:**	Trainings to come with the renewal of the Gender Focal Point Network in September / October	
	PI: Number of UNESCO staff who participate in trainings on gender equality by grade and by sex **B:** n/a **T 2014-2015:** 250 staff participate in trainings of whom 50% are women and 50% are men, and at least 30% of P4 and above. **T CAP 2014-2015:**	One training given on the Gender Equality Marker in March. More trainings to come with the renewal of the Gender Focal Point Network in September / October	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence	During the reporting period, UNESCO in general and ODG/GE in particular have continued to engage in coherent, high-level and quality advocacy and networking initiatives at the international, regional and country levels. UNESCO submitted its second report on UN-SWAP to UN Women in February 2014. The results show some improvement in moving towards the targets. UNESCO is commended for the alignment of its GEAP II with the UN-SWAP framework, for establishing and rolling out a mandatory Gender Equality Marker, for conducting and internal mapping exercise of GE capacities. It is also noted that UNESCO is the role model for all UN agencies in its work related to capacity development and training for GE. UNESCO actively participated in the 58th session of the Commission on the Status of Women (CSW) in New York, in March 2014. The Director-General chaired and/or participated in several high-level events, including a very successful UNESCO side event on “Bridging the Gender Gap for Inclusive Knowledge Societies: Access to ICTs and a free and independent media empower women and girls” co-sponsored by the Permanent Mission of Austria. DIR/ODG/GE provided the summary and comments, on behalf of the UN system, on the high-level Interactive Panel of the CSW on the education and training of girls and women. While in New York, DIR/ODG/GE also represented UNESCO at the 13th annual session of the Inter-agency Network on Women and Gender Equality (IANWGE) to discuss the post-2015 development agenda. During the reporting period, DIR/ODG/GE was a key-note speaker in several international events which also provided opportunities to highlight UNESCO’s work on GE and to advocate for the importance of UNESCO focus areas in the post-2015 agenda. Key events included (i) a Round Table discussion on “The Social Impact of Violence against Women (VAW)”, organized in London by the Forum for Progression of Society; (ii) a conference on “Gender Equality and Public Service: Where Next?” organized by the “Women in Diplomatic Service Association” (WDS) based in London, UK; (iii) a panel discussion organized by the Permanent Delegation of Turkey to UNESCO on the life and works of Halide Edip Adivar - a Turkish woman who made significant contributions to late Ottoman and early Republic of Turkey history as an educator, philosopher, historian, journalist, novelist, soldier, politician, women’s rights activist; (iv) the ‘Global Summit to End Sexual Violence in Conflict’ in London, UK, in June 2014 - a high-level event, co-chaired by the UK Foreign Secretary Rt Hon William Hague and the UNHCR Special Envoy and actress Angelina Jolie; (v) the fourth Conference of the European Women Rectors Platform (EWRP) entitled “Beyond the Glass Ceiling: Women Rectors across Europe”. UNESCO was also represented at the GENDERNET meeting of the OECD, showcasing its work in developing curricula and courses for teaching on prevention of gender-based violence (GBV). In June 2014, in collaboration with the Rabat Office, the

	Division organized launch/brainstorming meetings in Rabat and Tunis, for a project on promoting women's political participation, financed by the Japanese Funds in Trust (JFIT). Officials from both countries and potential partners from universities and civil society participated in these meetings. With the view to launch a joint programme with UN Women on education for girls and young women, a programme proposal is being developed by a working group from both organizations with full participation from DIR/ODG/GE. UNESCO has also agreed with UN Women to support their campaign on Beijing +20, and to jointly organize advocacy events and contribute the gender-related findings from the 2015 EFA assessments that are going on in various countries.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of interagency coordination mechanisms related to GE to which UNESCO is invited to make a substantive contribution **B:** 3 inter-agency networks **T 2014-2015:** 5 inter-agency networks **T CAP 2014-2015:**	UNESCO is an active member of several networks (IANWGE; WSIS+10; GGCA co-chaired with UNDP; UNGEI; The Adolescent Girls Initiative, the Working Group on Broadband and Gender) and participated in several interagency collaboration or meetings, such as the preparation of the CSW and its side events, the UNDG task team, the organization of conferences with WMO. UNESCO has been co-designing a large project for girls' education with UN Women. This project will most likely involve the World Bank as well. In addition, UNESCO participated in several reports and publications with ITU and the UNESCO Chairs on Gender network.	
PI: Number of active partnership agreements concluded across the Organization with a focus on GE or women's empowerment **B:** n/a **T 2014-2015:** 5 active partnership agreements	The Division has renewed partnership with Alcatel. In addition, a project was implemented in collaboration with a HEC consulting team. ODG/GE participated in an international	

	T CAP 2014-2015: 10 active partnership agreements	partners' meeting on SRGBV organized by the ED sector with the AFD. other partnerships include UN Women, UN INSTRAW, Koç University; Barefoot College, the European Women Rectors' Platform and the World Women University President Forum, as well as collaboration regarding a project in Morocco and Tunisia.	
	PI: Number of active research centres and networks supporting research and training on GE in UNESCO domains of competence are established **B:** n/a **T 2014-2015:** 3 active centres and networks **T CAP 2014-2015:** 6 active centres and networks	The Division is working with the UNESCO Chairs on Gender network as well as with three research centers based in Kinshasa, Ramallah and in Burkina Faso (on girls' education).	
	PI: Number of high visibility reports about GE or containing a chapter/part on GE. **B:** n/a **T 2014-2015:** 6 reports **T CAP 2014-2015:**	Several citations of the 2014/15 GMR Gender Summary were made, and the WWAP (World Water Assessment Report) also has high visibility	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: UNESCO's organisational culture promotes gender equality	Within the accountability framework of the Gender Equality Action Plan for 2014-2021 (GEAP II), the Gender Focal Point (GFP) Network is a critical resource for coordination and backstopping. After the restructuring exercise within the Secretariat, UNESCO has been moving forward with the renewal of the GFP Network, and programme sectors, central services, field offices and institutes have been invited to identify candidates whose profiles correspond to the revised Terms of Reference (ToRs) for GFPs. These revised ToRs include a 20 % time allocation to support the implementation of GEAP by the GFP network. GE-specific elements for the implementation of GEAP II have also been proposed for inclusion in the Performance Frameworks for the members of the SMT and Directors/Heads of field offices. With stronger accountability mechanisms and the planned orientation sessions for the incoming members of the SMT, UNESCO will continue its efforts to create a gender-responsive organizational culture, starting from the highest levels.

	For resource tracking, UNESCO has introduced in SISTER the Gender Equality Marker (GEM) in January 2014. This tool is a mandatory requirement for all UN agencies under the UN-SWAP and is based on a coding system intended to measure the extent to which activities contribute to the promotion of GE. Following the organization of several training and orientation sessions for the implementation of GEM, the Division is closely monitoring the use of the tool and will continue organizing regular training sessions, in collaboration with BKI throughout the biennium. It is expected that GEM will help programme officers not only to commit to mainstreaming gender equality considerations but also to enable them to do it from the very beginning of the programming cycle through proper gender analysis, leading to the development of gender-responsive expected results and indicators.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
PI: % of male and female staff at D-level and above **B:** 33 % **T 2014-2015:** 50 % **T CAP 2014-2015:**	Currently, there are 65% of male staff and 35% of female staff at D-level and above	
PI: % of supervisors who include GE in the criteria for the performance appraisal of staff under their supervision **B:** n/a **T 2014-2015:** 30 % **T CAP 2014-2015:**	GE has been made a mandatory criteria of performance evaluation for all staff members, including SMT members and FO directors.	
PI: % of GFPs who have 20 % of their time allocated to GFP functions in their JD **B:** n/a **T 2014-2015:** 20% **T CAP 2014-2015:**	Numbers to come with the renewal of the Gender Focal Point Network in September / October	
PI: % of overall resources allocated to GE **B:** n/a **T 2014-2015:** 20 % **T CAP 2014-2015:**	n/a because UNESCO does not have a functional budget tracking system yet for gender equality, but it is work in progress	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Summary Strategic Assessment on the Implementation of Global Priority Gender Equality (01/01/2014 to 30/06/2014)

The Division for Gender Equality in the Office of the Director-General (ODG/GE) has provided strategic guidance and overall technical support to sectors, central services, field offices and institutes for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II).

With a view to strengthening in-house capacities for the implementation of GEAP II, the Division continued to provide trainings and technical advice to all units of the Secretariat. A comprehensive analysis of all RP and XB workplans from the gender equality perspective was carried out by ODG/GE. The results of this analysis, along with specific recommendations for the improvement of workplans were shared with the Senior Management Team (SMT) and the Gender Focal Point (GFP) Network. A follow-up review of the workplans will be conducted in October 2014.

UNESCO has continued to engage in high-level and quality advocacy and networking initiatives in order to ensure the successful implementation of its Global Priority Gender Equality. Enhanced collaboration with a wide range of stakeholders has been promoted or reinforced, and the Organization continued to make a strategic contribution to the UN system, including through the discussion around the Post-2015 agenda, the submission of the second UN-SWAP report to UN Women and the active participation in the Commission on the Status of Women (CSW).

After the restructuring exercise within the Secretariat, and within the accountability framework of GEAP II, UNESCO has renewed the GFP Network, which is a critical resource for coordination and backstopping. For resource tracking, UNESCO has introduced in SISTER the Gender Equality Marker (GEM) in January 2014, aimed at measuring the extent to which activities contribute to the promotion of GE. Following the organization of several training and orientation sessions, ODG/GE is closely monitoring the use of the tool and will continue organizing regular training sessions.

Major Programme I: Education – UNESCO has been developing a programme document jointly with UN Women aimed at empowering girls and young women through literacy/non-formal education, TVET and teacher training. UNESCO has also collaborated with OHCHR to co-organize the CEDAW's General Discussion on Girls/Women's Right to Education. While the International Partners' Meeting on School-related Gender-based Violence was co-organized with UNGEI and France to confirm increasing global commitments, UNESCO launched the preparations as co-organizer of the ECOSOC Ministerial roundtable with UN Women, Bangladesh and Denmark to raise awareness on how violence and discrimination prevent girls from accessing schools and learning. Member States such as Senegal, Ethiopia and Tanzania have benefitted from UNESCO's technical support at both policy and programme levels in the context of the Global Partnership on Girls and Women's Education "Better Life Better Future", and UNESCO provided support to Pakistan for the finalization and launching of the Inception phase of the Malala FIT Project on promoting quality education for girls.

Major Programme II: Natural Sciences – UNESCO continued work to create role models, mentoring and fellowships to encourage women to study and pursue science careers through the L'Oreal-UNESCO For Women in Science partnership and the Organisation for Women in Science for the Developing World (OWSD), while 90 secondary school girls in Africa received mentoring to study science.. Good progress has been made to improve the involvement of UNESCO Chairs in gender in science both through their own dedicated network and their interaction with other networks for women in science. Progress is on track in sex-disaggregated data collection in science, technology and innovation policy in both Africa and LAC; on engineering; and through the World Water Assessment Programme and GenderInSITE. A first inventory of STI policy instruments for gender equality has been carried out in LAC. The UN Secretary-General's Scientific Advisory Body launched in January has 46% women, and the UNESCO-supported Task force on Indigenous and Local Knowledge of IPBES has 36% women.

Major Programme III: Social and Human Sciences – UNESCO organized in Beirut a training of trainers (TOT) on Disability mainstreaming to provide legal and policy framework for promoting the rights of women and men with disabilities in refugee settings. In building on the work undertaken by the MOST Programme to further promote the research policy nexus, UNESCO co-organized in Bali and in Kuala Lumpur workshops on policy making and planning for social inclusion of disadvantaged communities in South-East Asia with a particular focus on young women and men. UNESCO has initiated the establishment of a community of practice to strengthen the development of participatory and evidence-based policies in China with special attention to migrant women who are particularly vulnerable to exploitation, discrimination and abuse which may result in increased poverty and exclusion. In the field of bioethics, special consideration was accorded to promoting gender equality in terms of the themes and the content of the materials used for the trainings. Work has been initiated for a global framework on youth policy development emphasizing the particular need to integrate and apply a gender lens throughout the policy process.

Major Programme IV: Culture – UNESCO continued its efforts to increase recognition of women's contributions to cultural life through advocacy, data collection and knowledge management related to the Culture Conventions. Progress has been made on the development of tools supporting the implementation of the 2005 Convention such as the Culture for Development Indicators, the collection of best practices on measures to promote the participation of women derived from projects supported under the International Fund for Cultural

Diversity (IFCD) and from the Quadrennial periodic reports. New operational guidelines for the IFCD include the promotion of gender equality. On intangible cultural heritage, the curricula of the capacity-building programme are being revised by including examples of policies or measures that promote women's contribution. UNESCO finalized the report Gender Equality: Heritage and Creativity, which demonstrates the need for deeper debate, research and awareness-raising.

Major Programme V: Communication and Information – UNESCO launched in Stockholm a global report *"World Trends in Freedom of Expression and Media Development"*, which explores recent developments in media freedom, pluralism, independence and safety, with a special focus on gender equality. The Organisation also supported the survey "Violence and harassment against women in the news media: a global picture". Through Gender-Sensitive Indicators for Media (GSIM), UNESCO continues to encourage public service oriented media to address gender inequalities. The outcome document of the second WSIS+10 Review Event co-organized in Geneva by UNESCO, UNDP and UNCTAD has included powerful language for guaranteeing the inclusion of women in the emerging global ICT society, and UNESCO has been working closely with UN Women and the Broadband Commission Working Group on Gender in this area.

Major challenges and lessons learnt

One of the main challenges in implementing Global Priority Gender Equality continues to be the gap between the strong commitments in strategic documents and their effective translation into action through budgetary allocation and capacities. The coordination of Global Priority Gender Equality also suffered from limited resources, but this shortfall has been mitigated by relying on the expertise of the core ODG/GE team and selected members of the GFPs Network, as well as extra-budgetary funding from the private sector and dedicated funds-in-trust. Strengthened accountability and responsibility frameworks under GEAP II and the introduction of GEM in SISTER represent key elements and tools to further institutionalize gender equality within the programmes and the processes of the Secretariat.

Part II.B. Chapter 3 - UNESCO's response to post-conflict and post-disaster situations

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Effective response to crisis situations through backstopping of field offices and enhancing of their capacities to engage in crisis situations, planned and coordinated action integrated in the overall humanitarian response, and crisis-response projects funded through UN appeals and other financing modalities		The CPR unit assisted Beirut, Amman, and Iraq Offices in responding to crisis situations, providing support, guidance, and facilitating mechanisms and programme implementation. Developing a response strategy to the Syria refugee crisis. Providing backstopping to the Juba Office, including for the UNESCO + SRSG joint mission for education of children in armed conflict. Contributing to Post Disaster Needs Assessment in response to the floods in Serbia and Bosnia and Herzegovina.
ER 2: Contribution to and integration into global UN (and other) crisis coordination mechanisms and processes		Over the reporting period, CPR unit advocated for the recognition of UNESCO's role within the overall crisis response coordination mechanisms at global level. This included supporting DG's mission to advocate for UNESCO's role in the context of the No Lost Generation initiative for Syria, as regards schools as safe zones and the sharing of experiences at the 21 May 2014 "Children and Armed Conflict" event in New York, and in the context of the NRC partnership.
ER 3: Supporting in-house capacity for disaster preparedness, conflict prevention and peacebuilding activities, particularly by providing knowledge management services		Visibility of UNESCO's work in crisis situations was raised by developing and maintaining on-line presence and tools. A new user-friendly multilingual webpage on the Syria Crisis Response was made accessible through UNESCO webpage. The process of creating and revamping field offices websites in countries affected by crisis and transitions, such as UNESCO offices in Juba, Mali, Libya, Myanmar and Haiti was initiated.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for

decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Effective response to crisis situations through backstopping of field offices and enhancing of their capacities to engage in crisis situations, planned and coordinated action integrated in the overall humanitarian response, and crisis-response projects funded through UN appeals and other financing modalities	Although there were no major new humanitarian emergencies in the first half of 2014, the reporting period was characterised by the continuation or worsening of humanitarian crisis in several countries that are experiencing transition, fragility or protracted conflict – such as in South Sudan, Iraq, Syria, and Ukraine. Severe flooding affected several countries in the Balkan region. Over the reporting period, the CPR unit continued supporting field offices in their responses to crisis situation by providing guidance, proper infrastructure and facilitating administrative mechanisms and arrangements. In response to the continuing Syria crisis, the CPR unit developed a Youth for Education and Stability initiative which aims to empower the youth affected by the crisis through quality learning and social cohesion. The strategy was developed with all relevant field offices and presented to partners during the second international donors' conference for the Syrian crisis, which was held in Kuwait in January 2014, and received positive indication from several important donors. CPR unit also helped organise an meeting of experts on the protection of Syrian cultural heritage, as well as an information meeting for the permanent delegates to UNESCO on the Organization's response to the Syrian crisis. UNESCO field offices around the world received continued backstopping to help them deal with crisis situations. The CPR unit provided support to UNESCO Office in Juba to ensure that their activities in the field of culture are continued and enhanced, as well as to enhance visibility of UNESCO's action and ensure the success of the Director-General's joint mission with Goodwill Ambassador Forest Whitaker and the Special Representative of the Secretary-General for Children and Armed Conflict. In response to the record floods in the South East Europe region, the CPR unit assured the participation of UNESCO in the Post

<table>
<tr><td>37 C/5 Expected Result
($507M Expenditure Plan)</td><td colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</td></tr>
<tr><td></td><td colspan="3">Disaster Needs Assessment in the two countries most affected by flooding – Serbia and Bosnia and Herzegovina. Together with the national authorities, UNESCO assessed damages and needs in the education and culture sectors, as part of the joint assessment carried out by the European Union, the United Nations and the World Bank to identify the priorities for recovery and reconstruction, which will be presented at the donors' conference in Brussels in July.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Active participation in crisis situtations and UN humanitarian appeals
B: Participation of UNESCO in major humanitarian appeals
T 2014-2015: systematic participation of UNESCO in humanitarian appeals in countries where the agency is resident
T CAP 2014-2015:</td><td>UNESCO, through the backstopping of its Sarajevo Antenna Office, participated in post-disaster needs assessment exercises in response to the floods in Bosnia and Herzegovina and in Serbia</td><td></td></tr>
<tr><td>37 C/5 Expected Result
($507M Expenditure Plan)</td><td colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</td></tr>
<tr><td>ER 2: Contribution to and integration into global UN (and other) crisis coordination mechanisms and processes</td><td colspan="3">Over the reporting period, CPR unit advocated for the recognition of UNESCO's role within the overall crisis response coordination mechanisms at global level. The unit supported DG's mission to Washington to advocate for UNESCO's role in the Syria crisis during the No Lost Generation initiative meeting, facilitated the advocacy regarding schools as safe zones and the sharing of experiences during the 21 May Children and Armed Conflict event in New York. The unit also supported the strengthening of partnership with NRC, by ensuring participation of UNESCO in the "Education in Emergencies Frontline Responders Training" at which UNESCO shared experiences of its EiE global work and specifically in the Syrian crisis, and discussed strategies and actions with other major stakeholders, notably UNICEF, NRC, Save the Children and UNHCR. Finally, with support from New York and Geneva liaison offices, the unit continued providing inputs and participating in the work of global UN coordination mechanisms, such as the Working Group on Transition.</td></tr>
</table>

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number and relevancy of global coordination mechanisms and partnerships **B:** Mapping of current participation in global coordination machinery and existing partnerships to be completed in first quarter of 2014 **T 2014-2015:** UNESCO systematically participates in key global coordination fora relevant to its mandate. New strategic partnerships **T CAP 2014-2015:**	Over the reporting period, UNESCO participated in the No Lost Generation high-level meeting, Children and Armed Conflict event, and continued providing inputs and participating in the work of global UN coordination mechanisms. The Organization also supported the strengthening of partnership with NRC.	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: Supporting in-house capacity for disaster preparedness, conflict prevention and peacebuilding activities, particularly by providing knowledge management services	Over the reporting period, the CPR helped raise the visibility of UNESCO's work in crisis situations by developing and maintaining on-line presence and tools. It also helped develop and maintain knowledge management systems and tools to enhance the flow of information and interactions between headquarters and field offices on crisis-related issues. UNESCO thus launched a new user-friendly webpage on the Syria crisis response, directly accessible through www.unesco.org/syria-crisis-response. This multi-lingual website provides comprehensive information on our response in English, Arabic, French, Spanish and Chinese and brings together all the news stories field offices in Jordan, Iraq and Lebanon. As part of the scaling up of our response to the Syria crisis, UNESCO initiated a Syria Crisis on-line donation campaign that was simultaneously supported via our social media - UNESCO Facebook and Twitter accounts. The unit also started the process of creating and revamping of websites for field offices in countries affected by crisis and transitions. The website for the UNESCO Office in Juba has been completed which ensured the visibility of UNESCO during the Director-General's joint mission to South Sudan with Forest Whitaker and SRSG for Children and Armed Conflict. The work has started to create or update webpages for the offices in Mali, Libya, Myanmar and Haiti. Since UNESCO is currently deploying UNESTEAMS – a new online collaborative platform that provides corporate workspaces, the CPR unit reviewed the existing overall SharePoint content and migrated the relevant data from an old Knowledge Management "PCPD Workspace" (built in SharePoint 2007) to a new UNESTEAMS Corporate Workspaces (built in SharePoint

	2014). The new UNESTEAMS platform for Crisis and Transition Response will be fully functional in the next months.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Number of new initiatives/ activities of FOs and HQ addressing disaster preparedness, conflict prevention and peacebuilding **B:** UNESCO has good track record of engagement, but needs to further refine its niche of interventions **T 2014-2015:** New initiatives/activities focused on refined niches **T CAP 2014-2015:**	Visibility of UNESCO's work in crisis situations was enhanced by developing and maintaining on-line presence and tools. Knowledge management systems and tools are being developed to enhance the flow of information and interactions between headquarters and field offices on crisis-related issues. UNESCO launched a new user-friendly webpage on the Syria crisis response. Creation and revamping of websites started for field offices in countries affected by crisis and transitions. Review of existing documentation was completed and migration started from old Sharepoint intranet site to UNESTEAMS - a new online collaborative platform.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.B. Chapter 4 - Strategic planning, programme monitoring and budget preparation

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Programming, monitoring and reporting functions carried out in line with UNESCO's results-based management and budgeting approach and in compliance with the strategic orientations and the programming framework and priorities set by the Governing Bodies and the Director-General		Programming, monitoring and reporting functions (including towards EX/4 new format) have been carried out and improved while work is progressing with regard to RBB. In light of the financial constraints, the programme is being carefully monitored to ensure focus and alignment with Member States' prioritization.
ER 2: Volume of extrabudgetary resources increased and channels and methods for resource mobilization enhanced and diversified, to include public-private sector partnerships and innovative financing approaches		The work towards achieving the expected result is progressing in a satisfactory manner.
ER 3: UNESCO's programmatic contribution in the context of the United Nations reform and United Nations interagency cooperation articulated and strengthened at the country, regional and global levels		BSP has actively and regularly participated in the relevant inter-agency mechanisms in order to ensure the reflection of programmatic and strategic concerns of UNESCO, and to contribute to overall UN reform.This concerns work on post-2015, where UNESCO contributed the OWG outcome document which reflects well UNESCO's concerns, notably in education, science and the oceans (less so in culture where work still needs to continue).

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Programming, monitoring and reporting functions carried out in line with UNESCO's results-based management and budgeting approach and in compliance with the strategic orientations and the programming framework and priorities set by the Governing Bodies and the Director-General	In light of the current financial situation, a preliminary **Workplan analysis** was undertaken in January 2014 resulting in the release of 2014 provisional allotments, pending the finalization of the redeployment exercise. The programme is being carefully monitored to ensure focus and alignment with Member States' prioritization and that the overall expenditures will remain within the authorized levels by end-2015. **Backstopping** has been provided on a regular basis to Sectors/Bureaux/Services for programming, monitoring and reporting; in particular, for the establishment of Workplans to implement the 37 C/5 under the $507M Expenditure plan and for reporting on the first six months. BSP has taken the role in guiding the restructuring exercise from the viewpoint of budgetary control and programmatic needs. The Preliminary Proposals of Director General on **Draft 38 C/5** (Budget) have been prepared in close collaboration with Sectors/Bureaux/Services for the 195th session of the Executive Board (document 195 EX/13). Preliminary information (technical estimate of the ZRG requirement) has been prepared based on the analysis of inflationary and statutory increase, in close collaboration with the sectors and bureaux. The implementation of the **RBB** will be in a progressive manner over several years (as explained in document 191 EX/5 Add and 192 EX/5 Part III.C). A major step is being taken for the forthcoming preparation of the full Draft 38 C/5 whereby an advanced preparation of Workplans is to be the basis for the Draft Budget, enabling the organization to better cost the activities corresponding to the C/5 expected results and to better prioritize the activity proposals. The IT specifications are being finalized for the advanced Workplan exercise which is a key factor for preparing the Draft 38 C/5 in a more RBB oriented manner, aiming at providing the programme sectors and the corporate services involved in the budget preparation with a simple but useful tool. Document **195 EX/4**, reporting on the first six months programme implementation has been prepared for the first six months as an online version only, as requested by the 194th Executive Board (see below the new Results Framework and the three points rating scale). Following the decision of the 194th Executive Board, work on designing a **new format for the EX/4** is on-going, in consultation with IOS and BFM as well as with Member States through regular meetings. BSP prepared a comprehensive background document encompassing both substantive and budgetary aspects for the inter-sessional meeting of the Executive Board Preparatory Group, on 2 and 3 September 2014. The C/5 expected result Table format for both the 195 EX/4 and 196 EX/4 have been elaborated in collaboration with Sectors/Bureaux/Services. The proposed 196 EX/4 C/5 expected result table encompass the budget and financial figures for Regular Programme, Extrabudgetary, Category 1 Institutes and funds mobilized. All **RBM** guidelines as well as the 2014-2017 Programme Cycle Milestone hand-out have been revised in both working languages in line with: the strategic orientations, policies and the priorities established in the 37 C/4 and 37 C/5; the new quadrennial programme cycle; and with the RBM terms which have been further harmonized with those of UNDG (194 EX/4.INF.5). RBM introductory courses, RBM Training/Coaching workshops, RBM for Managers workshops and Advanced RBM workshops targeting the full range of the UNESCO family have been delivered individually and in groups. Guidance has been provided concerning evidence-based result-oriented programming, monitoring and reporting of quality. Moreover, in light of financial constraints, workshops by Division/FO/Category 1 Institute rather than by level of RBM proficiency are favoured allowing more exercises and role plays based on the entity's specific work and areas of expertise. In addition to introductory courses attended by 40 participants, 1 coaching meeting for 6 participants; 1 RBM for Managers discussion/workshop for 15 participants and 1 Advanced RBM workshop for 9 participants have been organized, bringing the total number of participants to 1,185 since

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	2008. Coaching has been provided for the design, monitoring and reporting of Workplans and other programme related documents. As a result, 21 Workplans (RP and XB) were reviewed by the responsible officers to improve their results-orientation, bringing the total number to 540 since 2008. Along the same lines, twenty-four 37 C/5 Results Frameworks of seven entities were reviewed in line with the RBM Principles and in light of the $507M Expenditure Plan. In addition to the RBM Focal Points Network, a RBM Community of Practice has also been established to exchange knowledge and facilitate coaching among colleagues. In 2014, 1 member of 1 Permanent Delegation has participated in RBM presentations, bringing the total number of participants to 183 of which 90 from 37 Permanent Delegations and 74 from 28 National Commissions since September 2008. The **new Result Framework** introduced for the 37 C/5 allows a clear delineation between expected results and outputs placing beneficiaries (Member States) and the Secretariat in front of their respective responsibility and accountability. It also serves as a Framework for Field Offices/Category 1 Institutes to increase the consistency and coherence between the two programme levels (C/5 and associated Workplans). Finally, it favours the elaboration of a Monitoring and Accountability Framework that includes Secretariat follow-up actions and encompasses the collection of feedback from beneficiaries. This should improve the quality of future EX/4 reporting; increasing its evidenced-based result-orientation and becoming more analytical and outcome and impact-oriented. It should also allow to identify low-performing activities and projects which may entail reprogramming actions, including the reallocation of funds and/or the development of sunset clauses and/or exit or transition strategy. The **three point rating scale** visible by Member States has also been introduced for the “Validated assessment of Progress against Target/Benchmark” as follows: “Not on track; “Partly track” and “On track”. To increase the quality and harmonization of these assessments of progress achieved has been: - Defined an aggregation rule linking the “Overall assessment of Workplan implementation” to the “Validated assessment of Progress achieved against C/5 expected result”. - Ensured a Chain of responsibility and accountability in SISTER from the Workplan responsible officer to the Field Office Director/Head and C/5 expected result responsible officer to the ADGs/Directors. - Associated “Secretariat Comments” to each “Validated assessment of Progress achieved against C/5 expected result”. This rating scale enables responsible officers to represent through a symbol the conclusions of their assessment of progress and achievements towards each C/5 expected result. This feature presents at a glance, programme implementation associating both progress assessments (substance) and expenditure rates (budget execution). This should facilitate further decision-making by the Secretariat and Member States and serve as an indication or an alert system which does not rely solely on expenditures rates. In 2014 8 members of 3 Permanent Delegations have participated to a **SISTER** presentation proposed to all Member States, bringing the total number of participants to 72 of which 71 from 38 Permanent Delegations since March 2010. Reports on specific budgetary and/or substantive issues have been prepared on-request for UNESCO management. Decisions taken as well as information provided in the “Information Meeting of the Executive Board with the Director-General” were partly based on SISTER data. As member of the SISTER User Group, BSP ensures that all new requirements serve to push forward the RBM and RBB agendas, SISTER governance being within ODG/KMI, since 01/08/2012. Challenges, Corrective actions and Lessons learnt regarding RBM and SISTER: Due to the current financial situation, the **RBM** team remains at 1 member. Consequently, it was not feasible to undertake RBM workshops and coaching at the same rhythm as in the past. Nevertheless, there is an increase in participants’ requests for coaching when Workshops take place around certain Programme Management Milestones such as review of C/5 Result Framework information and preparation of Workplans in light of the $507M Expenditure Plan, or EX/4 reports.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	In certain cases, coherence should be improved between the indicators defined in the C/5 and in the Workplans Result Frameworks. Furthermore, the Results Chain providing the rationale for the intervention logic needs to be further emphasized throughout the programme cycle at both the C/5 expected result and Workplan levels. The transition from output-reporting to a more analytical outcome and impact-oriented EX/4 is still work-in-progress and necessitates efforts at all levels. Despite the increasing number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard. As regards **SISTER** particular attention will continue to be required regarding the finalisation of the: - Search/Report function; - Harmonisation of WBS extrabudgetary elements; - Financial integration of Category 1 Institutes; - FABS/SISTER budgetary alignment relating to extrabudgetary resources. - Future link with MyTalent/Cornerstone, the Performance Appraisal System for Staff Members thus ensuring that all three pillars of the RBM approach that is results, resources and staff performance are encompassed in SISTER; - Archiving of previous SISTER information (30 to 34 C/5s and Workplans) as per IOS recommendation along with cross C/5 reporting. The challenge of maintaining the balance between a user-friendly system and the need for new functionalities required to push forward the RBM and RBB agendas has been addressed as much as possible. Furthermore, certain information entered during the programming phase in particular those related to the “Geographical scope”, basis for the IATI portal, will continue to require analysis and revision to ensure the reliability and credibility of the SISTER reports. Since 1st January 2014, 8 new **UCPDs** have been published online, bringing the total number of published UCPDs to 48. At the same time, cooperation with Field Offices and relevant Sectors and units at Headquarters continues on the finalization of draft UCPDs and the preparation of new ones. The current framework of cooperation with **category 2 institutes and centres** is ruled by the integrated comprehensive strategy for category 2 institutes and centres as amended by the General Conference, at its 37th session in November 2013, based on the recommendations of the Executive Board (*Document 37 C/18 Part I)*. Progress has been made regarding the alignment of agreements, concluded with category 2 institutes and centres, which entered into force before 2005, with the Model Agreement of this Comprehensive Strategy, as reported in the document 195 EX/12. Evaluation of two Category 2 Institutes and Centres has been carried out. Out of these two, one has been proposed to be renewed as Category 2 Institute. Numerous managerial changes in the **network of field offices** were undertaken as a significant number of new Directors/Heads were appointed during this reporting period and yet other offices are being managed by Officers-in-charge pending the finalisation of evaluation/appointment processes. The implementation of the enhanced delegation of authority and new reporting lines called for intensified interaction with Headquarters and demand for support in the adaptation to the new arrangements. The situation creates an opportunity for change and integration of the new reporting and accountability arrangements DG/Note/14/3 refers) as well as the new structure and relations within the field network in Africa (DG/Note/14/2 refers). At the same time a greater effort and volume of advice and support was required to assist in this change and to facilitate effective running of the decentralized programme activities and management of the office and of the human resources. BSP played a coordination role in resolution of managerial issues requiring inputs and solutions from multiple Sectors and Services. The limited financial and human resources allocated to the field offices also gave rise to a steady stream of requests for support and advice from Directors/Heads of field offices.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Draft Budget for 2016-2017 and Draft Programme and Budget for 2018-2021 (39 C/5) prepared in line with UNESCO's RBM and RBB approach and endorsed by the General Conference **B:** Decisions of the Executive Board and Resolutions for the General Conference relating to the preparation of the Programme and Budget **T 2014-2015:** Draft 38 C/5 prepared in line with the decisions of the governing bodies **T CAP 2014-2015:**	Preliminary Proposals of DG on Draft 38 C/5 (Budget) have been prepared in close collaboration with Sectors/Bureaux/Services for the 195th session of the Executive Board (document 195 EX/13).	
	PI: Regular reports on programme execution prepared and quality of information improved **B:** Relevant Executive Board decisions concerning reporting. **T 2014-2015:** New format EX/4 Reports prepared in line with the decisions of the governing bodies. **T CAP 2014-2015:**	- Document 195 EX/4, reporting on the first six months programme implementation is under preparation and will be issued in an online version following the request of the 194th Executive Board. - Result Framework information and progress assessment rating has been improved. - A comprehensive working document for the Preparatory Group on the new EX/4 format has been prepared.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Volume of extrabudgetary resources increased and channels and methods for resource mobilization enhanced and diversified, to include public-private sector partnerships and innovative financing approaches	The first semester of the biennium has been focussed on systemic improvements in programming extrabudgetary activities, in line with priorities set up in the Sharpened Resource Mobilization Strategy. This has created a solid Complimentary Additional Programme fully articulated with C/5 Expected Results. The elaboration process is also a result in itself since it was a collaborative and housewide exercise resulting in developing internal capacities and raising awareness about the shared responsibility to mobilize funds. BSP/CFS has consolidated the working and trust relationship with the major donors. Important review or steering committee meetings took place and partners have regularly expressed their satisfaction with UNESCO engagement.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	A significant number of meetings at HQ and in different places of the world are paving the ways of new partnerships and hopefully to an increase in funds mobilized. Guidelines, mechanisms and tools to expand the donor base are currently designed and are at different stages: a guidelines for developping self-benefitting programmes; communication tools to better present UNESCO programmatic priorities (CAP); appealing brochure to attract new donors from the private sector; a Constituent Relationship Management IT tool; SISTER process simplification.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Total amount of voluntary contributions, including contributions and pledges from emerging countries and the private sector **B:** Previous biennium records (to be updated with final financial statement) **T 2014-2015:** Amount equal to 2012-2013 extrabudgetary contributions (excluded Emergency Funds) + at least the double of the funding gap (USD 106M) **T CAP 2014-2015:** Four extrabudgetary secondments mobilized by and for BSP/CFS to support the resource mobilisation efforts of UNESCO	Official financial reports are not yet available. Nevertheless, on the basis of previous biennium, it seems the objectives will be attained.	
	PI: Number of donors / partners by category **B:** Previous biennium records: 32 FIT with Govts; 55 FIT with Private donors. **T 2014-2015:** + 10% in all categories **T CAP 2014-2015:**	Gvts: 1 new donor Private donors: 9 new donors	
	PI: Coherence between regular and extrabudgetary programme resources enhanced **B:** Reporting of extrabugetary activities in EX/4 documents **T 2014-2015:** Better integration of results achieved with extrabugetary	EX/4 presented to the 195th session covers RP and Extrabudgetary activities	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	funding in the EX/4 **T CAP 2014-2015:**
37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: UNESCO's programmatic contribution in the context of the United Nations reform and United Nations interagency cooperation articulated and strengthened at the country, regional and global levels	BSP has actively and regularly participated in the relevant inter-agency mechanisms in order to ensure the reflection of programmatic and strategic concerns of UNESCO, and in order to contribute to the main inter-agency work and deliverables the UN system collectively is tasked to deliver.This concerns work on post-2015, where UNESCO contributed the OWG outcome document which reflects well UNESCO's concerns, notably in education, science and the oceans (less so in culture where work still needs to continue). It also concerns the UNDG high-level Advisory Group, where UNESCO provides guidance and input on a large range of UNDG-wide strategic issues, discharging also its obligations as by the M&A framework of the RC system. UNESCO also actively contributed to the elaboration of the SOPs (second generation of DaO), including in a co-lead role for business operations, and the related "fit for purpose" discussion, in which UNESCO has proposed a set of strategic actions to equip the UNDG system to deliver on the emerging sustainable development agenda, with a focus on DaO as well as high-quality data. In the area of transparency (relating also to the EXB project on the issue), UNESCO participated in the inter-agency UN working group on transparency and developed feedback and input with the aim of making the IATI standard more reflective of Specialized Agencies' functions and ways of working (notably in in regards to sector information, results, geolocalization, reflection of normative work). Engagement comprised further activities of the CEB such as UNESCO's positioning/ contributions to the SIDS high-level event, the MAF, the rule of law, work towards a new urban agenda and other issues of strategic importance. Challenges include the in-house implementation of inter-agency agreements in a swift manner (when related to complex change management processes) and when connected to costs. This applies inter alia in the context of some SOP provisions - which, albeit aimed at long-term savings - can imply up-front investment costs. With respect to financial reinforcement funds, the amounts requested by FOs exceed the rather limited amount of funds available. The fast-changing nature of the UNDAF roll-out schedule (which at the request of UN Country Teams might be advanced, canceled or postponed for a multitude of reasons, including for better alignment with national processes) limits the possibility of projecting needs.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Lessons learnt: The 2% funds continue to be important as support and catalytic modality, as also demonstrated by the high expenditure rate (100%, or close to 100%, for the majority of decentralizations). They should however be transitional in nature, i.e. support to common country programming processes should in the long-term be systematically available through Field units (including Regional Bureaux) and HQ.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Active participation in United Nations system mechanisms (e.g. UNDG, HLCP, CEB, UNCTs) at global/inter-agency levels with improved identification of UNESCO's strategic concerns and programmatic input in main UN joint initiatives **B:** **T 2014-2015:** UNESCO is represented in main UN reform initiatives at global/ inter-agency level; UNESCOs strategic and programmatic concerns are reflected in main UN joint initiatives at global level and in a majority of county-level initiatives, including CCA/UNDAF, DaO/SOP pilots, etc **T CAP 2014-2015:**	This concerns work on post-2015, where UNESCO contributed to an OWG outcome reflecting well UNESCO's thematic priorities. It also concerns the UNDG Advisory Group, where UNESCO provides guidance and input on UNDG-wide strategic issues as by the M&A framework of the RC system. UNESCO also actively contributed to the elaboration of the SOPs (second generation of DaO), and the related "fit for purpose" discussion, in which UNESCO has proposed a set of strategic actions with a focus on DaO as well as high-quality data. UNESCO participated in the UN working group on transparency with the aim of making the IATI standard more reflective of key SA/UN concerns such as sector information, results, geolocalization, reflection of normative work). Engagement comprised UNESCO's contribution to CEB	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		activities such as the SIDS high-level event, the MAF, the rule of law, urbanization, and other issues of strategic importance.	
	PI: Number of Field Offices supported, including through timely reinforcement funds from the 2% modality, in their participation in common country and/or regional programming initiatives (UNAF and equivalent; Regional UNDG Team) **B:** 0 **T 2014-2015:** At least 75% of UNDAF roll-outs supported (upon request) Each R/UNDG representative supported (upon request) at least once during biennium **T CAP 2014-2015:**	Near 100% requests by Field Offices received a positive response (albeit not always to the full amount of funds requested), based on a review process by BSP. Decentraliztions from the pooled 2%, managed by BSP, support CCAs, UNDAF roll-outs, as well as Dir/Field Office delivery on the functions of the RC system such as R/UNDG participation, and the finalizations of some UCPDs. Ad hoc backstopping and guidance is given on a regular basis concerning all aspects of common country programming (including SOPs), UNCT and R/UNDG participation, and related functions of the RC system.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.B. Chapter 5 - Organization-wide knowledge management

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Knowledge Management and Information and Communication Technologies strategy implemented		Early 2014 the Action Plan for 2014 was agreed with the KM & ICT Advisory Board. The 27 projects directly contribute to the strategic directions in the KM & ICT Strategy enabling programme planning, delivery and evaluation. The projects are on track for finalization on schedule or with some delay. The main challenges are the ability of the organization to change the working habits and embrace new technologies. In addition small teams and reduced budget limit the speed of implementation.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Knowledge Management and Information and Communication Technologies strategy implemented	Early 2014 the Action Plan for 2014 was agreed with the KM & ICT Advisory Board. The Action Plan includes 27 projects that directly contribute to the strategic directions in the KM & ICT Strategy enabling programme planning, delivery and evaluation. The projects are on track for finalization on schedule or with some delay. Based on the experience in the previous years with regard

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	to the benefits we can achieve with the projects in terms of cost savings or staff time savings and other qualitative benefits we are confident that we can achieve the set targets. The main challenges are the ability of the organization to change the working habits and embrace new technologies. In addition the small teams and the reduced budget to allow us to engage external partners limit the speed of implementation. In parallel to this the team also ensures the maintenance and support of the management information systems. We are continuing efforts to improve the responsiveness to users and increase the participation of key users in the prioritization of system enhancements/change requests.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Significant, visible improvement of the strategic directions as defined in the KM & ICT Strategy **B:** Situation with regard to information systems, processes and knowledge management tools and practices at 1/1/2014 **T 2014-2015:** - Visibility and transparency improved - Improved IT operations in the field - Process simplification expressed in staff time gains - UNESTEAMS rolled out **T CAP 2014-2015:** Knowledge management improved in the field offices Increased transparency	- Transparency project on track for finalization shortly - Only 3 remaining problematic sites in the field - Process simplification achieved and measured in the benefits analysis in total USD 2.865K for 2013 delivered projects with a payback period of 5 months - UNESTEAMS has made significant project with key users trained and 98 workspaces operational	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.B. Chapter 6 - External relations and public information

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Cooperation with Member States increased, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO. Better access to information tools and material provided. Quality of on-line content improved		ERI has continued its core function to maintain regular contacts with the Permanent Delegations of Member States by providing them, in particular, with advice and required information on UNESCO's activities in the context of bilateral and regional cooperation. ERI has closely followed the political and socio-economic developments in the region and provided UNESCO' senior management as well as programme sectors with appropriate recommendations, analysis and assistance.
ER 2: Contribution of National Commissions to the implementation and review of UNESCO's programmes at different levels will be improved and made more effective through regular consultations, interactions and capacity building activities		Efforts were made to prepare the First Interregional Meeting of National Commissions for UNESCO which took place from 22 to 24 July 2014 in Astana, Kazakhstan. This meeting replaces various and fragmented subregional and regional meetings and training seminars of National Commissions and gathered some110 National Commissions from all five regions. It aimed to build capacities, enhance networking and promote best practices among National Commissions.
ER 3: UNESCO's involvement in the United Nations system enhanced and its lead role in key areas emphasized; cooperation with intergovernmental organizations reinforced in UNESCO areas of competence, especially through MoUs; Networks of NGOs in official partnership with UNESCO revitalized, renewed and widened, and its visibility increased		ERI arranged for the DG’s participation in the CEB Spring Session and ECOSOC meetings, which focused on the post-2015 Agenda and the implementation of MDGs. Two MoUs prepared by BSP were signed on these occasions: with UNWRA, in support of Palestine refugees, and ILO, on education, training and youth employment. ERI has strengthened its cooperation with the NGO Liaison Committee by organizing two decentralized forums. Un vaste exercice de recensement s’est aussi poursuivi (08.2013 – 07.2014).
ER 4: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets inducing better		The Media Relations section is on track in terms of production and results. Guided by the Organization's priorities, the activities of the Director-General, the calendar

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
knowledge of UNESCO's mission and mandate by the media		of events and the international news agenda, the section produced over 80 press releases and 20 media advisories during the first semester, along with a monthly calendar for journalists; organised 6 press conferences and media briefings, as well as a half day media workshop on UNESCO.
ER 5: Enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials - including videos and photos by social media, mainstream television and other multimedia information sources		AUV output and objectives concerning video production and distribution are on track, and have even surpassed expectations for this first semester, as is shown in the number of page views for the Youtube channel, the number of b-rolls that have been downloaded. The departure of the photographer and the resulting dismantling of a dedicated photo unit at the end of 2013, has made tracking the number of events photographed and archiving of pictures particularly difficult.
ER 6: Shift to Open Access publishing for UNESCO-produced content. Publications programme enhanced through strategic publishing projects with key partners. UNESCO branding and merchandizing capacities improved, with a better evaluation of the impact of UNESCO's name and logo, and an improved strategy for their use		The number of publications issued under Open Access has significantly increased both at HQ, Field Offices and Institutes. The UNESCO Annual Report was well received by Delegations and National Commissions as well as UNESCO field offices and has been reprinted twice. However, it exists only in two languages (English and French).The new e-shop has made little progress in the first six months and sales are not progressing partly due to lack of a functioning site linked to social media
ER 7: Dissemination of knowledge and information facilitated via the integrated web content management platform and social media channels in mulltiple languages promoting UNESCO priorities and activities.		The Web is advancing toward the complete integration of the new platform as the standard for new websites and internal communication. It registered +3.68% in unique users visits with more than 10,5 million users. Advances have been done in Mediabank and Eshop UNESCO's social media channels have grown by 39%. UNESCO has currently the 4th top Google+ and Weibo accounts in the UN system; the 3rd top QQ account; a top 5 standing for social media accounts in Arabic, French, Russian and Spanish. .
ER 8: Timely and efficient coordination, evaluation and administration of ERI		Preparation of governing bodies documents has been closely monitored to ensure

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
activities.		quality control and timely submission. the necessary follow-up has been given to all files/correspondence received for ADG's visa and/or action. The necessary back up has been given to ADG/ERI for the implementation of the Sector's reform

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Cooperation with Member States increased, particularly through their Permanent Delegations to UNESCO and the established groups of Member States at UNESCO. Better access to information tools and material provided. Quality of on-line content improved	ERI has continued its core function to maintain regular contacts with the Permanent Delegations of Member States by providing them, in particular, with advice and required information on UNESCO's activities in the context of bilateral and regional cooperation. ERI has closely followed the political and socio-economic developments in the region and provided UNESCO' senior management as well as programme sectors with appropriate recommendations, analysis and assistance. The organization of more than 30 Director-General's visits to Member States and a great number (more than a hundred) of meetings with government officials and Ambassadors/Permanent Delegates at UNESCO, have been one of the most important direction of our work. These visits have represented good opportunity to boost the bilateral cooperation with concerned Member States, to mobilize support to UNESCO from governments and civil society representatives and to increase the Organization's

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">visibility at the national levels.

The efforts to improve communication lines with Permanent Delegates, the visibility of UNESCO activities and their transparency vis-à-vis our key stakeholders have been pursued during the period considered. In this context a total of an important number of Consultation/Information Meetings for Permanent Delegates have been organised in 2014 on priority issues of the C/4 and C/5, under the overall coordination of ERI.

During the period considered, ERI has organized 2 Orientation Seminars for newly appointed Permanent Delegates to UNESCO and have benefitted more than 30 new Ambassadors, Permanent Delegates and Representatives to UNESCO.

Within the framework of ERI's mandate to develop, strengthen and broaden relations with Member States and international organisations in the pursuit of the Organisation's activities, ERI is ensuring the broadest possible and most effective participation of Groups of Member States to all mechanisms of consultation and decision making. To that effect, ERI has supported the cost of regular meetings of these "regional groups".</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: ERI Sector ensures stronger coordination in the preparation and follow up of DG official visits to Member States
B: Preparation and follow up of DG's visits to Member States
T 2014-2015: reports
T CAP 2014-2015:</td><td>Official visits more strategic oriented and targeted</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 2: Contribution of National Commissions to the implementation and review of UNESCO's programmes at different levels will be improved and made more</td><td colspan="3">Enhanced cooperation with National Commissions

The period under consideration has been characterized by efforts made to prepare the First Interregional Meeting of National</td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
effective through regular consultations, interactions and capacity building activities	Commissions for UNESCO which took place from 22 to 24 July 2014 in Astana, Kazakhstan. This new annual meeting which replaces various and fragmented subregional and regional meetings and training seminars of National Commissions was jointly organized by UNESCO and the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO and gathered some110 National Commissions from all five regions (Africa, Arab States, Asia and Pacific, Europe and North America, and Latin America and the Caribbean). It aimed to build capacities, enhance networking and promote best practices among National Commissions. Items on “interface and cooperation between UNESCO field offices and National Commissions”, “raising UNESCO’s visibility at country level”, “methodologies for portraying the wider value of UNESCO in Member States” and “contribution of the Participation Programme to the National Commissions’ activities” were broadly discussed at interregional plenary sessions and in each regional groups. As a major result, the "Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO" (174 EX/34 Annex) were reviewed and updated, in accordance with the Action Plan for enhancing the cooperation between UNESCO Secretariat and National Commissions which was adopted the General Conference (37 C/Resolution 97). Increased visibility of and communication with National Commissions The Annual Report of National Commissions for UNESCO - 2013 was published in April 2014. It is the first time in the history that UNESCO produced such a comprehensive material collecting informations about major achievements of National Commissions throughout the year, including success stories and photo illustrations in their individual countries and beyond. Some 120 National Commissions from all regions took part in the exercise and therefore contributed to this publication which showcases the strength and the dynamism of this world6wide network in reaching UNESCO's strategies and objectives, in forging alliances and partners and in raising the visibility at country and grassroots levels. This new information tool offered a solid basis for sharing experiences and promoting best practices among the National Commissions.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Cooperation with National Commissions strengthened and their contribution to the implementation of UNESCO's programme increased	Cooperation with National Commissions strengthened and their contribution to the	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	B: organisation of 2 annual conferences with 140 National Commissions **T 2014-2015:** 140 **T CAP 2014-2015:**	implementation of UNESCO's programme increased	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: UNESCO's involvement in the United Nations system enhanced and its lead role in key areas emphasized; cooperation with intergovernmental organizations reinforced in UNESCO areas of competence, especially through MoUs; Networks of NGOs in official partnership with UNESCO revitalized, renewed and widened, and its visibility increased	The Director-General attended the CEB Spring Session last May. The Board approved the reports of its high level committees (HLCP, HLCM and UNDG) and held an in-depth exchange on financing for sustainable development. Emphasis was put on the goals that 50 countries have set for financial inclusion, which in many cases includes also “financial education”. As customary, a session was also devoted to the review of the implementation of the MDGs at the country level. The discussion at the CEB Retreat focused on how the UN system is preparing itself to support Member States for the transition to the post-2015 sustainable development goals. The Director-General informed the CEB of the outcome of the first meeting of the Secretary-General’s Scientific Advisory Board (SAB). The 2015 Spring Session will be hosted by UNESCO. In July, the Director-General participated in the high level segment of the Economic and Social Council (ECOSOC) in New York. The event was held under the theme “Addressing ongoing and emerging challenges for meeting the Millennium Development Goals in 2015 and for sustaining development gains in the future”. The Director-General addressed the newly established High Level Political Forum on Sustainable Development which held its first meeting as part of the ECOSOC. The Director-General also chaired two Ministerial roundtables organized by UNESCO in the margins of the session. ERI accompanied the DG in her participation in these events. The first event focused on the critical role of the sciences for sustainable development; and the second event was on girls’ education. ERI, in cooperation with all Programme Sectors and BSP, assembled the reports of the Secretary-General to the General Assembly on the following subjects: Culture and Sustainable Development; Literacy for Life: Shaping future agendas; Communication for Development. The sector also coordinated the contribution of UNESCO to other Secretary-General's reports to the ECOSOC and the General Assembly including on topics such as the right of the child; inter-cultural and inter-religious dialogue for peace; the cooperation with regional organizations. Prepared by BSP, a New Memorandum of Understanding was signed with UNWRA last March, formally renewing a sixty-four year partnership between the two agencies in support of education for Palestine refugees. Last July, another Memorandum of Understanding, prepared by BSP, was signed with ILO outlining the main areas of

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	cooperation between the two agencies and committing them to a number of joint initiatives. These initiatives include collaboration on achieving internationally agreed development goals, especially for persons with disabilities, ensuring that education and training systems and policies promote social inclusion, devise youth employment and entrepreneurship programmes and the strengthening of gender-responsive policies at work. With regard to NGOs, the achievement of the expected results is under track vis-à-vis targets. However, more efforts shall still been made to promote a greater geographical diversity in the network of NGOs in official partnerships, taking advantage for instance from participation of new NGOs in the forums organized worldwide or fostering the admission of NGOs already cooperating with programme sectors. During the period considered, further to a rigorous evaluation process, three (3) new NGOs have been admitted by the Director-General to official partnership and one (1) foundation to official relations under the pertinent Directives. Among them only one is from an underrepresented region (Africa) (see document 195 EX/24). In addition, in accordance with the Directives concerning UNESCO's official relations with foundations, the cooperation with five Foundations is presently under evaluation with a view to the renewal of the official relations. Within the period under consideration, the collective action coordinated by the NGO-UNESCO Liaison Committee has confirmed the new mobilization of NGOs towards the organization of events relevant to UNESCO's priority. Thus, as stipulated by the 2011 Directives, the NGO-UNESCO Liaison Committee, supported by more than thirty NGOs and in close cooperation with the Secretariat, has been organizing in 2014 two decentralized forums in 20014 in order to mobilize a greater number of local NGOs and local branches of international NGOs, and to further position UNESCO activities closer to country needs: - the second International NGO Forum will be held in Yamoussoukro, Côte d'Ivoire, on 30 and 31 July 2014 on the theme of "Access to water for all in Africa", with the support of the government of Côte d'Ivoire. - the third International NGO Forum will be held in Sofia and Sozopol, Bulgaria, from 28 September to 1 October 2014 on the theme of the role of youth in the protection of cultural intangible and tangible heritage. In addition, the UNESCO-NGO Liaison Committee, supported by nearly 40 NGOs, brought together nearly 1,000 young people during an event organized on 6 March, 2014 on the themes of "Education, sport and cultural diversity - New attitudes to promote human rights in the world". The event aimed to promote emerging attitudes for the advancement of human rights around the

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">world.

Un vaste exercice de recensement s’est poursuivi d’août 2013 jusqu’en juillet 2014 visant à recueillir toute information pertinente sur l’état actuel de ces partenariats et notamment la coopération avec les ONG partenaires officiels entre 2007 et 2012. Les résultats du recensement seront présentés au Conseil exécutif à sa 195e session (voir document 195 EX/NGP/2), en vue de la préparation du rapport quadriennal que la Directrice générale présentera à la 38e session de la Conférence générale sur le concours apporté à l’action de l’UNESCO par ces partenariats avec une évaluation des résultats, conformément à la Section X.2 des Directives concernant le partenariat de l’UNESCO avec les ONG (36 C/Rés. 108).

Une nouvelle base de données est en cours de développement, qui remplacera les deux bases actuelles, celle d’utilisation interne et celle accessible sur le site web de l’UNESCO. Elle devrait être disponible en ligne en anglais et en français en septembre 2014. La nouvelle structure de la base de données devrait permettre une analyse comparative des données disponibles pour chaque partenariat, faciliter leur mise à jour, et servir de plate-forme de référence et d'évaluation du partenariat UNESCO-ONG.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Number of new NGOs entering into official partnership from regions underrepresented
B: Ratio 81 : 19
T 2014-2015: Ratio 79 : 21
T CAP 2014-2015:</td><td>three (3) new NGOs have been admitted by the Director-General to official partnership</td><td> </td></tr>
<tr><td></td><td>PI: Number of NGOs attending the sessions of the NGP Committee
B: 100
T 2014-2015: 120
T CAP 2014-2015:</td><td>N.A.</td><td> </td></tr>
<tr><td></td><td>PI: Inclusion of UNESCO and its core competencies in UN meetings,</td><td>attendance in ECOSOC session and CEB</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	documents and decisions. **B:** The current situation is in general normal and satisfactory. **T 2014-2015:** UNESCO's cooperation with the UN system will be further strengthened and the visibility of the Organization will be enhanced. **T CAP 2014-2015:**	meetings	
	PI: Timely preparation of UNESCO's contribution to SG's reports to the General Assembly, the ECOSOC and other UN inter-agency mechanisms and governing bodies **B:** The current situation is in general normal and satisfactory **T 2014-2015:** Quality of UNESCO's contribution to UN reports will be further improved. **T CAP 2014-2015:**	ERI, in cooperation with all Programme Sectors and BSP, also assembled the reports of the Secretary-General to the General Assembly on the following subjects: Culture and Sustainable Development; Literacy for Life: Shaping future agendas; Communication for Development	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: UNESCO's activities and priorities given increased and more positive coverage in leading national and international media outlets inducing better knowledge of UNESCO's mission and mandate by the media	The Media Relations section is on track in terms of production and results. Guided by the Organization's priorities, the activities of the Director-General, the calendar of events and the international news agenda, the section produced over 80 press releases and 20 media advisories during the first semester, along with a monthly calendar for journalists; organised 6 press conferences and media briefings, as well as a half day media workshop on UNESCO. The section provided background information and documentation to scores of journalists following UNESCO's activities, and set up an average of about 27 interviews each month between programme specialists, senior management and media from all regions. Results so far include over 15,000 articles monitored in the top ten percent of online news sites, in which UNESCO features in the title or the first paragraph (and is therefore a key element to the story), and over 304,000 articles from all media sources monitored, in which UNESCO is referenced. Validation procedures have been accelerated over this period, improving the timeliness of press materials. Speed of production, translation and distribution nonetheless remains a challenge. The section has made significant savings over the past few years by internalising almost all translation work, cutting newspaper subscriptions, negotiating favorable terms for the media monitoring and journalist data base used, and requiring that wherever

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	possible, missions must be financed by the programme sector most concerned.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Number of articles in global news media in which UNESCO is mentioned (227,000 sources); and the number of articles in which UNESCO is mentioned in the title or first paragraph in the top 10 percent of news sources (9,429 sources) . **B:** 31,000 articles in the top ten percent of news web sites, in which UNESCO is mentioned in either the title or first paragraph (2012-2013). 500,000 references from all media sources annually. **T 2014-2015:** 40,000 articles annually in the top ten percent of news web sites, in which UNESCO is mentioned in the title or first paragraph **T CAP 2014-2015:**	!5,190 references to UNESCO in the top ten percent of news sources online. 304,642 references to UNESCO in media globally.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 5: Enhanced visibility of UNESCO through increased use of UNESCO's audiovisual materials - including videos and photos by social media, mainstream television and other multimedia information sources	AUV output and objectives concerning video production and distribution are on track, and have even surpassed expectations for this first semester, as is shown in the number of page views for the Youtube channel, the number of b-rolls that have been downloaded. The departure of the photographer and the resulting dismantling of a dedicated photo unit at the end of 2013, has made tracking the number of events photographed and archiving of pictures particularly difficult. Many photographic shoots were undertaken by staff from ODG or the web team, and, on occasion, contracted photographers. This piecemeal approach to managing photography must be addressed as quickly as possible. Until this is done information regarding these services will be incomplete.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Number of B-rolls and photos downloaded from UNESCO's multimedia pages. **B:** 380 **T 2014-2015:** 400 **T CAP 2014-2015:**	255 b-rolls downloaded. 72 distributed to television networks.	
	PI: Consultation of the web site (Multimedia webpage and Youtube) **B:** 4,500,000 views (all languages) **T 2014-2015:** 5,000,000 **T CAP 2014-2015:**	2,552,433 views (all languages)	
	PI: Number of photographs of UNESCO events distributed and/or ordered online. **B:** 19,870 photos distributed 1,491 ordered online **T 2014-2015:** 20,000 **T CAP 2014-2015:**	Not monitored	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 6: Shift to Open Access publishing for UNESCO-produced content. Publications programme enhanced through strategic publishing projects with key partners. UNESCO branding and merchandizing capacities improved, with a better evaluation of the impact of UNESCO's name and logo, and an improved strategy for their use	The number of publications issued under Open Access has significantly increased both at HQ, Field Offices and Institutes. Awareness raising and the rolling out of tools for rights acquisition has led to an increase in over 250 new publications available for use and reuse, since January this year. For the autumn session of the Executive Board an analysis will be made of specific progress in implementation. The UNESCO Annual Report was well received by Delegations and National Commissions as well as UNESCO field offices and has been reprinted twice. However, it exists only in two languages (English and French). The new e-shop has made little progress in the first six months and sales are not progressing partly due to lack of a functioning

	site linked to social media. Several new co-branding arrangements have been for publications and objects in the shop. In particular an agreement has been signed with a Chinese publishing house to produce the World Heritage Review in Chinese.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Increased number of downloads **B:** 4 million **T 2014-2015:** 6 million **T CAP 2014-2015:**	1 300 000 downloads	
PI: Increased number of translations and adaptations of UNESCO publications **B:** 30 official derivatives **T 2014-2015:** 60 official devivatives **T CAP 2014-2015:**	The number of publications issued under Open Access has significantly increased both at HQ, Field Offices and Institutes. Awareness raising and the rolling out of tools for rights acquisition has led to an increase in over 250 new publications available for use and reuse, since January this year.	
PI: Increase in number of press articles, on-line sourcing and blogs concerning UNESCO Publications **B:** 100 **T 2014-2015:** 200 **T CAP 2014-2015:**	60 articles	
PI: Increase in number of co-branding partnerships **B:** 15 **T 2014-2015:** 25 **T CAP 2014-2015:**	7 new branded products	
PI: Annual Report in more languages versions and with a web-based version	The UNESCO Annual Report was well received by Delegations and National	

	B: Exists currently in English and French **T 2014-2015:** Annual Report in 6 official languages **T CAP 2014-2015:**	Commissions as well as UNESCO field offices and has been reprinted twice. However, it exists only in two languages (English and French).	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 7: Dissemination of knowledge and information facilitated via the integrated web content management platform and social media channels in multiple languages promoting UNESCO priorities and activities.	As regards the activity of disseminating knowledge about UNESCO priorities and activities using the internet as a medium to reach the widest audiences, the Web Online Services is advancing toward the complete integration of the new platform as the standard for new websites and internal communication. We started discussions with ISS/ARC on the optimal archiving possibilities for the Organisation. The first semester 2014 performed better than the same period from the past year, registering a +3.68% in unique users visits with more than 10,5 million of users. The quantity of information available in the new platform is constantly growing and will see a huge improvement in the second semester of 2014 with the introduction of the other 4 official languages into the new integrated platform. More communication with field offices is assured by two channels: every month Field Offices provides HQ with a “our story”, a media information that is about a particular UNESCO activity in the field; on the other hand, HQ is working in providing a standard website template for the “homogenization” of Field Offices websites and a semi automatic single page with the basic information. Advances have been done also in terms of Mediabank and Eshop, both close to enter the production phase, foreseen for the second half of 2014. UNESCO’s social media channels, all combined, have grown by 39% in the past 6 months. UNESCO has currently the 4th top Google+ and Weibo accounts in the UN system (we are after UNHQ, UNICEF & UN Human Rights); the 3rd top QQ account; as well as a top 5 standing for social media accounts in Arabic, French, Russian and Spanish. Because of UNESCO’s late start on social media, the English-language accounts, which had the 8th or 9th biggest followings in the UN system, are now in the 6th or 7th place, after UNICEF, UNHCR, UNHQ, WHO, UNDP, UN Human Rights. UNESCO's Instagram, Linkedin, Pinterest and WeChat channels rank among the top 5, in terms of followers, at the UN level. No new accounts have been created since

	December 2013, as we are focusing on strengthening engagement with existing audiences, which is key for growth.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Web content management platform fully deployed including protocol for disposal and archiving of obsolete content. **B:** Web content management platform fully operational **T 2014-2015:** Web integrated content management platform fully operational. Protocol for disposal and archiving obsolete content in place. **T CAP 2014-2015:**	The integrated platform is already stable for English and French and the new Bootstrap framework is finishing is testing phase and will be ready to go online for the other 4 languages. The intersectoral work is granted by weekly meetings overseen by DPI/WEB	
	PI: Increase in our global audience of online users and followers being up to date with current trends of communication technologies. **B:** Measures of impact of web communication channels via Analytics tools. **T 2014-2015:** Accomplishment of a significant growth in UNESCO web communication channels. Responsive content provision easily adaptable to all communication devices. **T CAP 2014-2015:**	The development of new policies for the use of social media is pushing toward the integration of social media channels with the traditional communication channels. This results in higher statistics and better ranking.	
	PI: Significant increase of content created and translated into all UNESCO official languages from HQ and Field Offices. Protocol for quality assurance of the decentralized content and translation. **B:** Report on the produced content by area, content provider and language systematically provided by the integrated Web platform. **T 2014-2015:** Content creation and translation easily provided by both HQ and Field Offices. **T CAP 2014-2015:**	The quantity of information available in the new platform is constantly growing and will see a huge improvement in the second semester of 2014 with the introduction of the other 4 official languages into the new integrated platform.	
37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**		
ER 8: Timely and efficient coordination, evaluation	Preparation of governing bodies documents has been closely monitored to ensure quality control and timely submission.		

and administration of ERI activities.	The necessary follow-up has been given to all files/correspondence received for ADG's visa and/or action. The necessary back up has been given to ADG/ERI for the implementation of the Sector's reform		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Timely preparation of Governing bodies documents, smooth processing of ADG/ERI's mail and correspondence. Efficient coordination within ERI **B:** All Sector and other UNESCO Services and partners **T 2014-2015:** All Sector and other UNESCO Services and partners **T CAP 2014-2015:**	Preparation of governing bodies documents has been closely monitored to ensure quality control and timely submission. the necessary follow-up has been given to all files/correspondence received for ADG's visa and/or action	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part II.C. Chapter 1 - Participation programme

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Programme management significantly improved to ensure greater transparency, strengthen accountability mechanisms, promote the Organization's image, increase the impact of its action and give effective priority to Africa and to other priority target countries (LDCs, SIDS, developing countries and PCPD)		Following the 28 February deadline, 77 Member States submitted 536 requests. The DG has approved 144 requests for a total amount of $3 550 583. As of 30 June, 30% of the PP direct costs have been allocated. The 2 global priorities were well respected as $1.4M were allocated to Africa and $700 000 were allocated to gender equality projects.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Programme management significantly improved to ensure greater transparency, strengthen accountability mechanisms, promote the Organization's image, increase the impact of its action and give effective priority to Africa and to other priority	Following the 37th session of the General Conference and the adoption of its 37 C/Resolution 72 on the Participation Programme, the Director-General addressed to Member States a Circular Letter (CL/4040) on 20 December 2013, inviting them to submit requests for 2014-2015 which correspond to the conditions and criteria stipulated by the above-mentioned resolution of the General Conference. This letter included also indications relating to materiel and equipment not to be funded under the PP in addition to the 30 reference points in order to improve the formulation and presentation of the project proposals to be submitted

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
target countries (LDCs, SIDS, developing countries and PCPD)	under the PP for 2012-2013. The PPE Section has been in constant contact with both the Permanent Delegations and NatComs in informing & guiding them throughout the first phase of the PP process and notably the preparation and submission on line of the PP requests. An appropriate automated tool was introduced by the Secretariat in order to allow Member States to be able to submit their requests on line. More than 40 countries out of 77 from the first group were able to submit on line their requests. The Secretariat was assisting Member States in this exercise and introduced in the meantime some improvements in order to facilitate this first online submission. It is expected that more countries from the second group (deadline 31 August) will be able to submit their requests online. It should be stressed that we have come across many challenges due to some internal technical problems but in particular due to the different level of technical and informatics facilities and capacities in a number of countries in Africa, Asia and the Caribbean. Following the 28 February deadline, 77 Member States submitted 536 requests. The PP Intersectoral Committee held two meetings and as of 11 July The DG has approved 144 requests for a total amount of $3 550 583 which represents 30% of the PP direct costs, including 9 Emergency Assistance requests.$700 718 were allocated to gender equality projects which represents 20% of the approved funds in comparison to 7-8% for the previous biennia. The first online submission contributed to the efforts to achieve cost-effectiveness.

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: increasing number of PP submitted requests accurately formulated and presented **B:** at least 70% of PP requests submitted are ready for evaluation **T 2014-2015:** the approved quality of PP requests will contribute to speed up the PP Intersectoral Committee recommendations to DG's approval **T CAP 2014-2015:**	An increased number of submitted requests are better formulated and presented following the first online submission. More than 60% of these requests were ready for evaluation and were discussed by the PP Intersectoral Committee. The quality of a number of these	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		discussed and recommended requests was acknowledged by the Committee and contributed to speed-up the process. Concerning the financial requests received recently, it was acknowledged that their quality and presentation were significantly improved.	

Note: ⚪: No information yet; 🟥: Not on track; 🟡: Partly on track; 🟢: On track.

Part II.C. Chapter 2 - Fellowships Programme

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Thematic areas aligned to strategic objectives of the Organization's Programme. Fellowship beneficiaries empowered in priority areas through sharing of knowledge and upgrading of skills at graduate and post graduate levels	🟢	As fellowships programmes are planned to be implemented during the whole 2014-2015 biennium, the assessment of the outputs, results, challenges and lessons learnt will be achieved at the end of programmes' implementation

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

⚪: No information yet;

🟥: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
ER 1: Thematic areas aligned to strategic objectives of the Organization's Programme. Fellowship beneficiaries empowered in priority areas through sharing of knowledge and upgrading of skills at graduate and post graduate levels	The analysis of the outputs, results achieved, challenges and learnt lessons will be conducted by the end of programme execution. However, fellowships programmes are cost-effective; The contribution of the Regular Programme to funding the Co-Sponsored Fellowships Programme is limited to paying the costs of travel to host academic institutions while donors pay the remaining costs of studies and training including accommodation. In addition, travels are by most economic and direct flights.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: dispatch of Announcement Letters, reception of candidatures. **B:** Dispatch of Award Letters and monitoring of the implementation of approved study programmes until submission of final reports **T 2014-2015:** Fellowships will be awarded in 2014 and 2015 **T CAP 2014-2015:** The contributions in-kind to fund the Co-Sponsored fellowships scheme through cost-sharing are not linked to CAP.	Fellowships programmes were announced to National Commissions of beneficiary Member States, candidatures were submitted, selection was made and award letters were dispatched to selected fellows.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.A. Chapter 1 - Human resources management

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Human Resources management strategy for 2011-2016 Action Plan implemented		Human Resources Management Bureau were primarily dedicated to the restructuring/staffing review for 2014/2015 and to supporting the redeployment exercise and related activities (Addendum document - *195 EX/5 Part V ADD.1). To* stay on-track with the HR Management Strategy for 2011/2016, HRM pursued certain priority actions outlined in the Action Plan
ER 2: Culture of deliverables within performance Management fostered in support of programme delivery and career development		During the period under review, learning and development activities have continued, such as language classes, and the launch of a new integrated HR tool (MyTalent). A revised performance management policy has been developed, including for heads of Field Offices. During the same period, progress has been made towards the development of the IT tool for performance, integrated in My Talent, to replace PerfoWeb.
ER 3: Effective and financially sound social security schemes for staff ensured		Document on Medical Benefits Fund (195 EX/5 Part V) submitted and which includes the issue of the 50/50 contribution formula. Final premiums for the Staff Compensation Plan agreed subject to revision with year end staff data.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Human Resources management strategy for 2011-2016 Action Plan implemented	During this 6-month reporting period, the resources of the Human Resources Management Bureau were primarily dedicated to the restructuring/staffing review for 2014/2015 and to supporting the redeployment exercise and related activities. An Addendum document - *195 EX/5 Part V ADD.1* – has been produced for the 195th session of the Executive Board which provides detailed information and statistics on the restructuring and redeployment process. Nonetheless, to stay on-track with the HR Management Strategy for 2011/2016, HRM pursued certain priority actions outlined in the Action Plan; the major results/achievements are listed below in chronological order: • A comprehensive review of temporary contracts to ensure harmonization and simplification of contractual modalities while ensuring programme delivery needs continues with the development and implementation of short-term contracts at HQ. • Completion of the HBP project – *Harmonization of Vacancy Announcements and Selection Process at Country Level for General Service and National Officer Positions* – developed and led by UNESCO since December 2012. The outcome was endorsed by the Members of the HR Network as a successful model and a suitable solution for other *DaO* countries wishing to adopt common approaches to recruitment. • Restructuring and redeployment exercise continued; a third Voluntary Mutual Separation Programme (VMSP) was launched in March 2014 with a view to increasing the number of posts available for redeployment. • New Agreements were concluded with Azerbaijan, China and Qatar on the establishment of Junior Professional Officers (JPO's) to UNESCO (UNESCO is the first UN Agency to conclude JPO agreements with these Member States). • The recruitment process for Senior Management Staff was streamlined and formalized in the HR Manual in line with the External Auditor's recommendations. • An updated Performance Management Policy was issued. The Policy also integrates the standard performance appraisal cycle for Directors and Heads of Field Offices. To support the revised Policy, a new web-based tool is under development utilizing *MyTalent* to replace the outdated tool. Information Sessions on the new policy, linkages to the organizational and strategic plan & the use of the tool are underway for management and staff at HQ and in the Field. • Continued development of various applications and workflows in collaboration with KMI with the aim of rationalizing HR

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">transactions and processes.
• Continuation of development & issuance of policies and processes with a view to ensuring harmonization with the UN Common System.
• Continued active participation in a number of inter-agency working group meetings on the issue of the on-going major review of Compensation for UN Staff led by the ICSC at the request of the UN General Assembly and other policy matters with a view of discussing and harmonizing best practices with a particular emphasis on performance management, mobility and flexibility.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Priority actions for 2014/15 implemented
B: Action Plan table 37 C/INF.11
T 2014-2015: Action Plan Table 37 INF.11 revised & submitted to 195 EXB.
T CAP 2014-2015:</td><td>Certain priority activities were developed and implemented despite the increased workload due to the Restructuring and Redeployment exercise.</td><td></td></tr>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td>ER 2: Culture of deliverables within performance Management fostered in support of programme delivery and career development</td><td colspan="3">- During the period under review, despite focus on Redeployment exercise during these 6 months, learning and development activities have continued, such as language classes, and the launch of a new integrated HR tool (MyTalent).
- A revised performance management policy has been developed, including for heads of Field Offices. The policy is soon to be issued. During the same period, progress has been made towards the development of the IT tool for performance, integrated in My Talent, to replace PerfoWeb.</td></tr>
</table>

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Perf. Mgmt. System implemented with a high compliance rate **B:** Actual compliance rate **T 2014-2015:** above 80% compliance rate **T CAP 2014-2015:**	A revised performance management policy has been developed. The policy will be issued in July 2014.	
	PI: Targeted staff equiped with required skills and competencies for effective programme delivery **B:** Results of Skills Assessment **T 2014-2015:** Programme Specialists & Senior Level Staff trained **T CAP 2014-2015:**	During the period under review, despite focus on Redeployment exercise during these 6 months, learning and development activities have continued, such as language classes, and the launch of a new integrated HR tool (MyTalent).	

37 C/5 Expected Result ($507M Expenditure Plan)	**Achievement(s) including Challenges, Corrective actions and Lessons learnt**
ER 3: Effective and financially sound social security schemes for staff ensured	Document on ASHI liability drafted with recommendation to maintain the 50/50 contribution formula. Final premiums for staff compensation agreed subject revision with year end staff data.

	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Document on ASHI liability to be drafted. Final premiums for staff compensation to be agreed **B:** ASHI liability to be assessed Final premiums for staff compensation to be assessed **T 2014-2015:** Provision for ASHI liability or how to proceed to be established **T CAP 2014-2015:** Provision for ASHI liability or how to proceed to be established	Document on ASHI liability drafted with recommendation to maintain the 50/50 contribution formula. Final premiums for staff compensation agreed subject revision with year end staff data.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.B. Chapter 1 - Financial management

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Improving informed decision making by building capacity for financial management		BFM has been providing monthly financial reports to Senior Management to facilitate informed decision making. Access to a reporting tool (BI) has been given to EOs and AOs to facilitate the budget monitoring and programme implementation. Ongoing support and guidance is provided on a regular basis on the key processes within BFM's mandate. Challenges are delay in delivery of projects or development of major policies due to limited resources.
ER 2: Moving from a culture of control to accountability: rendering programme delivery autonomous and with increased confidence in the organisation's ability to implement a robust internal control environment		BFM continue to coordinate the annual SIC assessment and areas "needing improvement have increased as a result of: budget constraints, changing structures / managerial turnover and emphasis on the importance of a more objective assessment. Implementation of recommendations from compliance works or the external auditor is in progress.
ER 3: Strengthening capacity by building centres of financial management competence in proximity to where UNESCO's operations are implemented, with cost effective processes and reduced administrative time		All operational services in BFM mandate have been provided in timely manner. Delivery on budget review, monitoring and other operations is significantly improved with the implementation of a new distribution of responsibilities.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Improving informed decision making by building capacity for financial management	***Outputs*** : • *The production of monthly management reports for SMT, begun in February 2012 continued from March2014 onwards with delays from deadlines due to the complexity of calculating transition costs . The SMT reports included bi-annual review of revenue generating and staff fiduciary accounts. Business Intelligence reports by Sector were launched in February 2014, providing the facility to interrogate at a more detailed level, by Sector, information provided on Regular Programme and Extrabudgetary expenditure rates in the SMT dashboard. Access is available to those EOs and AOs that have attended training on BI.* • *A structured training plan on financial management issues AOs and non AO audiences will be agreed and launched by December 2014 Adhoc training / coaching is provided in response to emerging issues, requests including ICTP, UBO Amman & Kabul and training for all field offices (51 field offices, 4 liaison offices and 2 institutes) on the new SC management solution in STEPS..* • *Ongoing support and guidance is provided on a regular basis on the key processes within BFM's mandate. The development of a framework and guidance notes on contract planning for field use has been finalized and will be disseminated in 2014. Corrective action and pedagogical responses are provided in a timely manner to Managers when required to minimize any adverse impacts on the internal control environment* ***Results:*** • *Focus of monthly SMT reports has moved from deficit / cash flow management to addressing: expenditure rates ,full cost budgeting and cost recovery; and building a discussion around the implications for accountability of moving from a centralized pre transaction control system to a more decentralised system of decision making with strengthened monitoring capacities* • *The number of financial derogations requested between May 2013 and March 2014 remains stable in comparison with*

<table>
<tr><th>37 C/5 Expected Result
($507M Expenditure Plan)</th><th colspan="3">Achievement(s) including Challenges, Corrective actions and Lessons learnt</th></tr>
<tr><td></td><td colspan="3">the prior period.
• 2013 Financial statements were provided with an unqualified or clean audit opinion for 2013.

Challenges, corrective actions and lessons learnt:

• The changes introduced in budgets following the restructuring process in the first 6 months of the biennium as well as the level of vacant posts with BFM had an impact on the outputs expected , with delays in production of reports and training materials
• Major policy developments and updates have been minimal due to constraints on reliance or joint responsibilities on certain policies with other Sectors, limited staff resources/expertise
• Focus of BFM is moving from pre transaction control to review and analysis The implementation of and online dashboards/ reports for Programme Staff / AO's and EOs will improve the quality and timeliness of the information available while reducing preparation time.</td></tr>
<tr><td></td><td colspan="3">Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)</td></tr>
<tr><td></td><td>Programmed</td><td colspan="2">Validated assessment of Progress against Target/Benchmark as at 30/06/2014</td></tr>
<tr><td></td><td>PI: Regular analytical financial performance reports provided for governing bodies, SMT, programme implementers and fund providers
B: 1 after each monthly closing
T 2014-2015: Monthly SMT, AO and Field Office Financial Management Dashboards - BFM Quarterly monitoring reports on financial performance - Six monthly Executive Board Management Chart on programme execution
T CAP 2014-2015:</td><td>Monthly SMT and BFM dashboards are produced with appropriate financial and management commentary. Progress has been made in communicating the results of operations of revenue generating accounts and other funds outside the regular budget. First version of AO and field Office Financial management dashboard as of end June 2014 was produced and will be disseminated. The Management chart on programme execution</td><td> </td></tr>
</table>

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		for 195th Executive board meeting is produced on time.	
	PI: Training curricula and tools reviewed and implemented by programme and administrative staff **B:** All beginners trained Maximum training for advance level As and when necessary for confirmed **T 2014-2015:** Number of trained AOs and programme specialists **T CAP 2014-2015:**	Training materials with in the perview of BFM are prepared. Ad hoc training for beginners or advanced level as required were provided. The implication of HRM and BSP are needed to further develop and organise wider trainings for all levels.	
	PI: Principle based approach to policy guidance Reduction in number of derogation requests **B:** close to zero **T 2014-2015:** Reduction in number of derogation requests **T CAP 2014-2015:**	1/Ongoing support and guidance is provided on a regular basis on the key processes within BFM's mandate. The development of a framework and guidance notes on contract planning for field use has been finalized and will be disseminated in 2014. Major policy developments and updates have been minimal due to constraints on reliance or joint responsibilities on certain policies with other Sectors, limited staff resources/expertise .2/Partially on tack: provided by Administrative Manual Secretariat. The developments on policy updates have been limited in the first bi-annual period due to the follow-up responsibilities of primary owners on their own policies. 3/ON tack:ll number of financial derogations requested between May 2013 and March 2014 remains stable in comparison with the prior period. Corrective	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		action and pedagogical responses are provided in a timely manner to Managers when required to minimize any adverse impacts on the internal control environment.	
	PI: Annual IPSAS compliant financial statements **B:** 1 after the year end closing of accounts **T 2014-2015:** Annual IPSAS complaint financial statements with DG report on financial performance **T CAP 2014-2015:**	IPSAS compliant financial statements have been produced for the year ended 31 December 2013 by the stipulated deadline of 31 March 2014. More detailed analytical review has been prepared this year to ensure proper analysis of the financial statements and facilitate better interpretation of the financial statements. This analytical review was critical in ensuring that audit queries are anticipated and addressed before the audit. As part of the overall production of IPSAS-compliant financial statements, a project has been launched to review and audit the UNESCO accounting policy papers.	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Moving from a culture of control to accountability: rendering programme delivery autonomous and with increased confidence in the organisation's ability to implement a robust internal control environment	***Outputs*** • *2013 Control Self Assessments (CSAs) consolidated and analysed in 2014* • *Donor accreditation: Focus has been on the ongoing EU assessment for the first bi-annual period to secure future funding for UNESCO in the next five years. Other contributions have been provided to GCE, UNTAI and Walton Foundation as and when required.* • *Verification of a EU funded project and review of revised EU agreement templates is under way, to identify and alert on*

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	the key financial issues with regards to implementation within our rules and regulations. • *In depth compliance frameworks finalized by 30/06/2014. Annual reports on compliance reviews undertaken were communicated to the relevant audience. Preparation of risk based accountability framework is on progress.* ***Results:*** • *CSA overall assessments under "needing improvement" in the self-assessments for SIC have increased from 5% to 10% between 2012 and 2013 as a result of: budget constraints, changing structures / managerial turnover , emphasis on the importance of a more objective assessment.. Main concerns are human resources management, office objectives and programming / programme management* • *Compliance reports circulated with the April Dashboard for the first year of activity (June 2012 – June 2013) showed that of the 19 recommendations proposed requiring policy updates, process simplification and reinforced adherence to rules that 8 were closed, 2 partly implemented and 9 "in progress". 87% of high value and high risks contracts (35 out of 40) submitted to CC have been cleared for award* • *9 out of the 15 external audit recommendations on the Financial statements audit in 2013, representing 60% of recommendations, have been implemented by 30 June 2014. The external auditor has added two new recommendations in 2014 bringing the total outstanding recommendations to eight 6 of the 8 Internal Audit open recommendations on-going, 1 was considered implemented and 1 was transferred to BKI as the process owner.* ***Challenges, corrective actions and lessons learnt:*** • *Budget constraints, changing structures / managerial turnover and the lack of training over the last 3 years have had an impact on operational capacity.* • *The reduction in compliance rate is difficult to assess as: compliance work is not based on high volumes of transaction reviews ; systematic regular reviews on the same processes are currently widely spaced due to staffing levels* • *Following the restructuring and the review of field office administrative requirements, several field offices are not yet staffed as per approved structures g.. Therefore, no further delegation of authority could not be made without the proper staffing. In some field offices in Africa, following the field reform, financial backstopping has been made by the MSRs*

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	(i.e. Yaoundé, Dakar, Abuja) to the National offices		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: Greater delegation of authority and accountability in financial management to Field Offices and Sectors **B:** N/A **T 2014-2015:** Annual Self Assessments of Internal Controls: scores of rating 1 and 2 in all areas are above 95% **T CAP 2014-2015:**	2013 CSAs consolidated and analysed in 2014 as per plan. There is an overall increase in the rating of processes as "needing improvement", explained by a combination of factors (budget constraints, managerial and staff turnover, and more objective rating). 2 individual processes (financial control and travel) showed scores of ratings 1 and 2 above 95%. High ratings do not indicate the room for improvement and are the result of subjective assessments by managers. Following the restructuring and the review of field office administrative requirements, several field offices are not yet staffed as per approved structures g. Therefore, no further delegation could not be made without the proper staffing. In some field offices in Africa, following the field reform, financial backstopping has been made by the MSRs (i.e. Yaoundé, Dakar, Abuja) to the National offices	
	PI: 75% of internal and external audit recommendations on financial	9 out of the 15 external audit	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	management issues implemented within 12 months **B:** N/A **T 2014-2015:** 75% of internal and external audit recommendations on financial management issues implemented within 12 months **T CAP 2014-2015:**	recommendations on the Financial statements audit in 2013, representing 60% of recommendations, have been implemented by 30 June 2014. The external auditor has added two new recommendations in 2014 bringing the total outstanding recommendations to eight Internal audit recommendations: Partly on track.. The last review had demonstrated 8 open recommendations, of which 6 are on-going, 1 was considered implemented and 1 was to be transferred to BKI as the process owner.	
	PI: Monitoring and compliance framework documented and implemented **B:** N/A **T 2014-2015:** Risk based accountability framework developed ; Expanded monitoring framework documented; Annual compliance reports show 25% reduction **T CAP 2014-2015:**	In depth compliance frameworks finalized by 30/06/2014 Annual reports on compliance reviews undertaken were communicated to the relevant audience. Preparation of risk based accountability framework is on progress.	
	PI: 25 % reduction in control points of the relevant frameworks identified as non- compliant **B:** N/A **T 2014-2015:** Annual compliance reports show 25% reduction **T CAP 2014-2015:**	The reduction in compliance rate is difficult to assess as: compliance work is not based on high volumes of transaction reviews; systematic regular reviews on the same processes are currently widely spaced due to staffing levels. Compliance reports circulated with the April Dashboard for the first year of activity (June 2012 - June 2013) showed that of the 19 recommendations proposed	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		requiring policy updates, process simplification and reinforced adherence to rules that 8 were closed, 2 partly implemented and 9 "in progress". 87% of high value and high risks contracts (35 out of 40) submitted to CC have been cleared for award..	
	PI: Unqualified annual audit opinion on financial statements **B:** 2013 audit opinion **T 2014-2015:** 100% **T CAP 2014-2015:**	Audit completed and the external audit team has confirmed that a clean opinion will be issued. Formal opinion expected before 31 July 2014	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Strengthening capacity by building centres of financial management competence in proximity to where UNESCO's operations are implemented, with cost effective processes and reduced administrative time	***Outputs*** • *SLAs (service level agreements) in all BFM service delivery areas have been established and published. Monitoring on monthly basis is completed in BFM & AO dashboard and SISTER.* • *There is High level participation on DaO initiatives in the area of finance, budget and accounting through the F&B network and other working groups, with active representation in 2 working groups and leadership in one.* • *BFM has launched in June 2014 a pilot training for BFM staff which can lead to a qualification in Accounting and Finance with CIPFA. Based on the outcome of the assessment in cooperation with Learning and development unit in HRM, it may be rolled out to further staff.* • *Only limited recruitment of the large number of vacant AO posts was launched in the first six months of the year, the balance being advertised in July following the end of the redeployment meetings* ***Results:***

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
	• *Payroll, accounts payable, accounts receivable, financial reporting services are all provided in a timely manner. The investments of the Organization have been made, monitored and reported in accordance with the policies in place and the performance has been in line with the set benchmarks. As a result of the new common UN bank bidding process, UNESCO has started to benefit from improved banking conditions at several UNESCO Field Offices (Abidjan, Abuja, Nairobi) during the first half of 2014. Donor reports have been provided in a timely manner. Delivery on budget review, monitoring and other operations is significantly improved with the implementation of a new distribution of responsibilities.* • *Short term assignment mechanisms were used in order to cover the AO functions is those offices where the AO position is vacant. This has provided a training opportunity for AO and AA colleagues at HQs and in the field.* ***Challenges , corrective actions and lessons learnt:*** • *The level of vacant AO posts in the field and in the BFM Field Operations Support Unit combined with the, the small number of individuals available to support short term assignments has had an operational impact in the field. Appointment to these posts remains a 2014 priority as this will form the basis of a greater delegation of responsibilities.* • *The reporting / communication of BFM performance against SLAs needs to be improved.* • *Lack of training budget will have an impact on the extent to which opportunities for professional qualification can be extended to staff outside the BFM team*

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Facilitating programme delivery by meeting Service Level of Agreements for accounting and financial services and through harmonisation of business practices within the UN wide systems reform **B:** N/A **T 2014-2015:** BFM dashboard to include report on implementation of	SLAs in all BFM service delivery areas have been established and published. Monitoring on monthly basis is completed in BFM & AO dashboard and SISTER. Payroll, accounts payable, accounts receivable, financial	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	service standards for financial, budget management and accounting services. Harmonisation of business practices by engaging in the UN wide systems reform process on financial and budgetary matters **T CAP 2014-2015:**	reporting services are all provided in a timely manner. The investments of the Organization have been made, monitored and reported in accordance with the policies in place and the performance has been in line with the set benchmarks High level participation on DaO initiatives in the area of finance , budget and accounting through the F&B network and other working groups is maintained. Common issues on finance, budget and accounting with the aim of harmonising practices and policies are ongoing and adopted as required.	
	PI: No more than 5% of AO and administrative platform posts vacant **B:** N/A **T 2014-2015:** Resource the 90 % of network of appropriately skilled AOs within the field offices and Institutes - Establish a career development path for AOs and BFM staff **T CAP 2014-2015:**	Several AO positions were vacated following the agreed separation schemes and few were appointed. Recruitments are underway for the vacant AO positions. Short term assignment mechanisms were used in order to cover the AO functions is those offices where the AO position is vacant. This has provided a training opportunity for AO and AA colleagues at HQs and in the field. BFM has launched training in finance and accounting qualifications to allow career development for BFM staff. If the results are promising, it will be largely proposed to AO's and other staff members depending on available resources..	
	PI: 25% reduction in administrative time in financial management	A process simplification review on AO	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	processes for human resources, procurement and project management **B:** N/A **T 2014-2015:** 75 % Business processes simplification in collaboration with BKI - report on reduction in validation steps and delegation of authority **T CAP 2014-2015:**	functions and their interaction with BFM / HRM roles was completed in February 2014. Several process simplifications have been introduced and further improvements are planned for implementation within the reform of AO/EOs and the field offices are expected to benefit.	
	PI: Unqualified audit opinion on financial statements **B:** N/A **T 2014-2015:** Unqualified audit opinion on financial statements **T CAP 2014-2015:**	Clean opinions are expected for the 2014 and 2015 financial statements.	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.C. Chapter 1 - Management and coordination of Support Services and Procurement

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 1: Greater efficiencies and value for money achieved		Emphasis was made on Long Term Agreements (LTA) for the recurrent procurement of goods and services for HQ and this allow opportunities for greater volume leverage and, in the end, obtain best value for money and realize administrative efficiencies. The objective is on target and a number LTAs for key supplies have been concluded. This effort was accompanied by a training and certification programme on public procurement to the most frequent buyers.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 1: Greater efficiencies and value for money achieved	Long Term Agreements for common goods and services concluded for IT Equipment and Document services and other LTAs launched

Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
PI: Enable common goods procurement management Enable framework agreements contract management **B:** 2013 procurement values and LTA portfolio **T 2014-2015:** Establish Long Term Agreements for common goods and services for HQ **T CAP 2014-2015:**	on target	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.C. Chapter 2 - Management of Information Systems and Communications

37 C/5 Expected Result ($507M Expenditure Plan)	**Validated[1] assessment of progress achieved against C/5 expected results**	**Secretariat[1] Comments**
ER 2: Programme delivery enabled		The ICT infrastructure and access to institutional memory have been provided according to agreed standards. We have implemented improvements to the infrastructure to further improve support and control of the ICT operations. The key challenges are unplanned requests and projects and the lack of investment in infrastructure. New policies on Records Management were developed. There is however a significant delay, beyond our control, with regard to the Electronic Archiving solution.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the

responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 2: Programme delivery enabled	The ICT infrastructure and information services have been provided according to agreed standards and do adequately support programme delivery both at HQ and in the Field. A robust and secure ICT infrastructure is a prerequisite for the continued availability of ICT systems and services and the backbone for the enhanced programme delivery supported by integrated ICT tools. We have implemented various improvements in the infrastructure including new software to further improve support and control of the operations. We continuously look for solutions to address the changing user requirements and expectations of users. Unfortunately no funds have been identified so far for the significant investment in infrastructure and internal resources that is required for investments in e. g. Wi-Fi networks, mobile devices, voice over IP (including replacement of obsolete telephone system), conferencing facilities. We have been working with the Chair of the EXB and MSS on proposals to modernize Room X, but also this initiative is awaiting funding. The key challenges are unplanned requests and projects that we need to cope with and the limited resources that are focused on daily operations, but cannot assure 24/7 operations as required. The outsources or cloud based alternatives that we are exploring are often cost prohibitive. Transparent access to the institutional memory of the organization is ensured. And recently our policies and guidelines for records management have been revised and are pending endorsement. A first draft of the digital preservation strategy has been developed and will be improved going forward. Support and encouragement of knowledge sharing is provided by the library and archives reference services.
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Availability of infrastructure including email and internet services **B:** No formal Service Levels available; 97% availability **T 2014-2015:** Formalize services levels where appropriate; outsourced services require 99%+ availability **T CAP 2014-2015:**	Availability of infrastructure assured. Some improvements implemented.	
	PI: Access and preservation of institutional memory guaranteed **B:** Electronic archiving implemented January 2014 **T 2014-2015:** Electronic archiving rolled out to HQ and Field **T CAP 2014-2015:** Knowledge Centre for the Memory of the World programme created at the UNESCO Archives and Library	Access and preservation of institutional memory provided, however the new electronic archiving solution implementation is delayed due to technical issues to be resolved by the vendor	
	PI: New technologies proposed with clear benefits for programme delivery **B:** Available tools and technologies 31/12/13 **T 2014-2015:** 2 new technologies proposed with benefits analysis showing < 1 year return or significant qualitative benefits **T CAP 2014-2015:**	This activity has not yet started as per plan	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.C. Chapter 3 - Management of Conferences, Languages and Documents

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 3: Multilingualism and quality assurance of interpretation, translation and document services ensured		CLD is making all efforts to optimize the use of both human and financial resources and to fulfil its mandate and services within the advised allotments. To accompany and facilitate these efforts, CLD structure has been streamlined and reorganized (DG/14/26 of 28/05/14) and a number of process improvement and efficient measures implemented over the last six months in the context of the TASCO initiative.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 3: Multilingualism and quality assurance of interpretation, translation and document services ensured	Despite the drastic cut of MSS/CLD budget in $507 expenditure plan, the Division has made significant efforts to optimize the use of both human and financial resources, and to fulfil its mandate by providing conference, translation, production and distribution services in a timely and coherent manner. The Division is being reorganized in accordance with ivory note DG/14/26 of 28/05/14.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	MSS/CLD continues to follow up on TASCO recommendations.		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	**Validated assessment of Progress against Target/Benchmark as at 30/06/2014**	
	PI: End user satisfied with regard to conference, interpretation, translation and document services provided **B:** 2012-2013 **T 2014-2015:** No more than 3 complaints from clients **T CAP 2014-2015:**	Services delivered by MSS/CLD have received, in general, a positive feedback from clients	
	PI: Service level agreements established for all services **B:** 2012-2013 **T 2014-2015:** Number of service level agreements established **T CAP 2014-2015:**	Service level agreements with main internal clients are being finalized.	
	PI: Charge-back mechanisms adjusted to reflect, where applicable, real costs **B:** 2012-2013 **T 2014-2015:** Charge-back rates reviewed and revised, if necessary **T CAP 2014-2015:**	Chargeback mechanism for multi-functional devices set up in May 2014. Chargeback mechanism for mail & distribution revised recently. Given the lack of provision for common charges, the cost of all services provided for the time being free of charge by MSS/CLD, will have to be charged back to clients in 2016	

Note: : No information yet; : Not on track; : Partly on track; : On track.

Part III.C. Chapter 4 - Management of facilities, security and safety

37 C/5 Expected Result ($507M Expenditure Plan)	Validated[1] assessment of progress achieved against C/5 expected results	Secretariat[1] Comments
ER 4: Safe, secure, ergonomic, and more accessible work environment ensured		Buildings and Security are managed within the advised allotments with the overall goal of ensuring a safe and productive working environment to UNESCO personnel. The reduction in regular budget resources is being addressed through a combination of corrective measures: savings on the operating costs , emphasis on income generating activities and a balanced cost-sharing of the operating costs between the different sources of funding available.

Notes:

[1]The validated assessment corresponds to a multi-step approach by the Secretariat, which involves the following phases and levels of responsibilities: (1) Report on achievements and assessment by the responsible officers of Workplan implementation (RP and XB) contributing to the relevant C/5 expected result; (2) Review and validation of the Workplan assessment by a) the Director/Head of Field Office for decentralized Workplans; b) the responsible officer of the C/5 expected result for Headquarters Workplans; (3) On this basis report on achievements and assessment of progress achieved by the responsible officer of the relevant C/5 expected result; (4) Review and validation of the C/5 result assessment by the Executive Office of the concerned Sector; and (5) Final overall review by BSP.

-Scale:

: No information yet;

: Not on track;

: Partly on track;

: On track.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt
ER 4: Safe, secure, ergonomic, and more accessible work environment ensured	Given the greatly reduced budgets in the 37 C/5 for the Buildings and Security Sections (MSS/B & SEC), the Sections have, to the best possible extent, made efforts to optimise the use of available financial and human resources to minimize related risks and ensure business continuity. Continued efforts will continue to increase the share of extra-budgetary revenues to finance running costs.

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
	Performance Indicators (PI) and associated Baselines (B) as well as Targets/Benchmarks (T)		
	Programmed	Validated assessment of Progress against Target/Benchmark as at 30/06/2014	
	PI: Continued operation of technical facilities and installations at HQ ensured and risks minimized. **B:** 2012-13 Capital Master Plan Medium-term Security Plan **T 2014-2015:** Maintenance, conservation and renovation of premises, related to safety, hygiene and business continuity, maintained at minimal level of compliance. **T CAP 2014-2015:**	Configuration of the computerized maintenance management systems (GMAO) underway to adapt the system to UNESCO's technical installations and equipment's technical assets. The forward security post Fontenoy construction has begun with the structural phase. Implementation of decisions on the optimization of headquarters office space. Permanent Delegations and NGOs are being moved into the newly available space in the building. Re-lamping of the Fontenoy site has begun.	
	PI: Safety and security measures assessed and updated to current situation and risks. **B:** 2012-13 Medium-Term Security Strategy and HMOSS **T 2014-2015:** Operations of the security and safety installations maintained at proper level. **T CAP 2014-2015:**	Annual contracts for the maintenance of safety and security systems have been established, as well as contracts for technical controls of UNESCO's buildings and installations. Long term agreement (LTA) was launched for the principle maintenance of headquarters security services conclusion in September 2014. Maintenance works continue on fire safety systems to retain compliance and operations at the high level possible. Official vehicles park has been reviewed, with a view to reducing	

37 C/5 Expected Result ($507M Expenditure Plan)	Achievement(s) including Challenges, Corrective actions and Lessons learnt		
		maintenance costs. Insurance premiums on official vehicles has been undertaken.	

Note: : No information yet; : Not on track; : Partly on track; : On track.