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**Monitoring of Programme Implementation for Regular Programme, Extrabudgetary and Category 1 Institutes as at 30/06/2015**

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## Part I.A. Chapter 1 - General Conference

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Rational and cost-effective functioning of the governing bodies improved (General Conference)	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: N/A T 2014-2015: N/A T CAP 2014-2015: N/A	Progress achieved in the preparation of the 38th session of the General Conference. To be monitored post-session	High
<b>Achievement(s)</b>		
N/A: Post-session achievement		

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
Rational, cost-effective planning for the organization of the upcoming 38th session of the General Conference. Proposals by the DG endorsed by the Executive Board	

## Part I.A. Chapter 2 - Executive Board

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Rational and cost-effective functioning of the governing bodies improved (Executive Board)	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Budget expenditures contained <b>T 2014-2015:</b> Further progress achieved in reducing paper consumption <b>T CAP 2014-2015:</b>	The Secretariat undertook the following measures: Avoiding the dispersal of items by better regrouping & rationalizing of items, thus the reduction of hard copy documents by posting more documents online, increasing the distribution of documents electronically and limiting their translation to English and French, only whenever possible, also reducing logistical and staff costs involved.	High

### Achievement(s)

The rational and cost-effective functioning of the Executive Board has improved. Efforts were made to save time and money by shortening Board sessions, by better matching the workload of the Board with the number of sessions assigned to its Committees and Commissions, and by prioritizing and better rationalizing sessions, by grouping agenda items, thus avoiding their dispersal. This process was however largely dependent on the number of new items proposed by M.S. and on the role of the Preparatory Group to better prepare the work of the Commissions, foreseeing for possible items requiring lengthy and substantive debate. A mechanism to discuss the dates and workload of the following session was established as a regular agenda item at each session, as well as one to foresee upcoming sessions during the biennium: "Tentative List of Matters to be considered by the Executive Board". In addition to improving efficiency, changes in the overall functioning of the Board's working methods identified some cost savings in the Secretariat's efforts to reduce the production of hard copy documents and limiting their translation to English and French only whenever possible. The volume of documents was reduced by encouraging the Secretariat to synthesize documents

**Achievement(s)**

thus shorten their length. The volume of documents was also reduced by including the information for the attention of the Board in the EX/4 document. Efforts were also made by appropriate rationalization and better regrouping of items, i.e. UNESCO Prizes, Category 2 Institutes and Centres and new audits by the External Auditor.

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
<p>Efforts need to be continued to shorten Board sessions through advance planning, appropriate time-keeping of speeches and discussions &amp; foreseeing in advance extended and night sessions. Efforts are also needed to not over charge EX BD agenda. Avoiding unforeseen, un-planned needs.</p>	<p>Maintaining continued cooperation, consultation and exchange amongst M.S. themselves and with the Secretariat during in between EX BD sessions - intersessional work. Continued planning and preparation by the Chairs of the Commissions, Committees, amongst themselves and with the Secretariat before EX BD sessions.</p>



## Part I.B. Chapter 3 - Internal Oversight

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: UNESCO's risk management, control, compliance and value for-money mechanisms are strengthened	
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	
ER 3: Accountability and adherence to rules and regulations in UNESCO strengthened	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: UNESCO's risk management, control, compliance and value for-money mechanisms are strengthened	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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>T 2014-2015:</b> At least ten material instances involving Headquarters and/or Field Offices.	Implementation completed on at least 10 high and medium priority recommendations during the reporting period resulting in improved accountability and learning. These include control and compliance as well as improved performance and efficiencies of audited offices and functions.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>Achievement(s)</b></p>		
<p>Internal audit issued fifteen final reports during the period 1 January 2014 to 30 June 2015. These have raised recommendations regarding value for money in contracting, improving UNESCO's communication strategy and framework, information management, and addressing financial and administrative controls both in Headquarters and in Field Offices. Internal audit has also conducted field work and analyses supporting several IOS investigations. 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.</p> <p>Specific internal audit reports and memoranda issued include:</p> <ul style="list-style-type: none"> <li>• Financial controls of the Medical Benefits Fund</li> <li>• UNESCO's communication strategy and framework</li> <li>• Controls to achieve value for money in contracting</li> <li>• Segregation of duties in contracting</li> <li>• Authentication, communication and access of sensitive information</li> <li>• Delegations of email access</li> <li>• Management of additional appropriations</li> <li>• Field security management</li> <li>• Audit of UNESCO's Office in Apia</li> <li>• Audit of UNESCO's Office in Rabat</li> <li>• Audit of UNESCO's Office in Phnom Penh</li> <li>• Advisory on Situation Analysis and Integration Options of MSS and ERI</li> <li>• Risk Assessment of the UNESCO-IHE Institute in Delft</li> </ul> <p>A number of other audit engagements are in progress.</p> <p>IOS addressed resource constraints through cost-effective use of data analytics in assessing controls and increasing our engagement of lower cost personnel including junior consultants and interns.</p>		



## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Staffing constraints have been a significant challenge during the first semester of 2015.	Recruitments on vacant posts are in final stages and appointments are expected during the coming biennium.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> UNESCO decision-makers use evaluation findings to inform policy and programme development <b>T 2014-2015:</b> 1 EXB paper 1 information meeting 3 action plans <b>T CAP 2014-2015:</b>	1 EXB paper produced, 1 info meeting held and 5 action plans produced	High
<b>PI:</b> Programme staff apply IOS guidance materials and technical assistance in evaluations of their extrabudgetary activities <b>T 2014-2015:</b> Assistance provided to 10 significant extrabudgetary evaluations <b>T CAP 2014-2015:</b>	Backstopping provided to over 20 extrabudgetary evaluations	High

Achievement(s)
<b>Education Sector</b> <ul style="list-style-type: none"> <li>The evaluation of UNESCO's work on TVET conducted since 2014, by a team of external evaluators and TVET specialists jointly with IOS, has neared the final stage and is expected to be completed by July 2015. Based on an evaluability study conducted in 2014 the evaluation is intended to inform the proposal for a new Strategy on TVET in view of both, lessons learned from the past and the emerging needs in the context of the evolving global debate around the post-2015 development agenda. A wide range of stakeholders have been consulted in person, via telephone, surveys and during field missions to seven countries in the different regions. In addition to members of the UNESCO family and networks, these</li> </ul>

### Achievement(s)

include national representatives from TVET authorities, and institutions, private sector and civil society, regional entities, as well as international and bilateral donors and development partners working in the field of TVET such as the OECD, the World Bank, the European Training Foundation, and ILO. The evaluation is expected to inform UNESCO's management and governing bodies' decisions on the most appropriate way forward in consideration of UNESCO's comparative advantages, possible focus areas and the optimal use of resources and networks. The report will become available in September 2015 and will be presented to the Executive Board at its 197th session. In addition to the evaluation informing the new Strategy the Education sector is launching its own consultation process in preparation of the new TVET strategy by reaching out to its constituencies and networks in the Member States. The new strategy shall be presented to the 199th session of the Executive Board.

- The evaluation of UNESCO's global and regional EFA coordination mechanisms was launched in early 2015, and is currently in the data collection phase. It is intended to inform UNESCO's future strategy to lead and coordinate the Post-2015 Global Education Agenda based on the lessons learned since the launch of the Dakar Framework of Action in 2000. The evaluation is expected to provide guidance on how to best position UNESCO within the post-2015 (SDG-driven) Global Education Agenda; how to best articulate its interactions with the other key stakeholders (e.g. EFA convening agencies, INGOs,...) and how to best enhance UNESCO's capacity to support the implementation of a future Framework of Action for Education at the regional and country levels. The evaluation will be completed in late 2015 and will be presented to the Executive Board at its 199th session in spring 2106.
- IOS is also preparing for a joint UNICEF-UNESCO meta-analysis/ synthesis on education related evaluations. Furthermore Terms of Reference are being developed for an evaluation of the ASPSchool network, an evaluation of UNESCO's work in Education in PCPD situations and an evaluation of UNESCO's Higher Education Conventions.
- In follow up to the review of Education sector Category Institutes, IOS assessed progress in the implementation of the recommendations on the basis of updated action plans from the Education sector and the Institutes, the conclusions of which continue to feed into the Education sector ongoing reform process as the Institutes' management is concerned. A report on the reform process with reference to the IOS recommendations has been presented to the Executive Board at its 196st session. Regular meetings were held with the ED sector on the follow up to the Education sector Category I Institutes review

### Culture Sector

• In the first half of 2014, IOS had finalised three reports on the evaluations related to the 1970, 1972, and 2005 Conventions as part of the overall evaluation of the standard-setting work of the culture sector. The 1972 Convention report was presented to the World Heritage Committee at its 38th session in Doha, Qatar, in June 2014, which had highly welcomed the evaluation recommendations, and passed a decision with regard to their implementation (Decision 38 COM 5F.2). During the second half of 2014 the two remaining reports were presented to the Intergovernmental Committees of the 1970 and of the 2005 Conventions. Both Committees took note of the recommendations addressed to State Parties and requested the respective Secretariats to take the implementation of the recommendations addressed to them forward. Parties to the 2005 Convention particularly congratulated IOS for the work undertaken and appreciated the usefulness and quality of the report. During the first half of 2015, the evaluation reports related to the 1970 Convention and to the 2005 Convention were presented to the concerned Conferences of (States) Parties. Both welcomed the findings and recommendations of the evaluations, and urged (States) Parties, Intergovernmental Committees and Secretariats to implement them and to report on their implementation.

Achievement(s)
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- The evaluation on the standard-setting work related to the 2003 Convention had already been presented to the Intergovernmental Committee in December 2013, which had accepted all the recommendations, some of them were further discussed at the General Assembly of State Parties in June, 2014. Action was also taken by the Secretariat to take the evaluation recommendations forward. The Intergovernmental Committee further discussed follow up activities during its last meeting in November 2014. IOS has received management responses and action plans for the implementation of the recommendations contained in the four evaluation reports.

- During the first half of 2015, IOS furthermore embarked on an evaluation of UNESCO's work on culture and development. The purpose of the evaluation is to provide insights in the relevance and effectiveness of UNESCO's policy environment on culture and development; to generate findings and recommendations regarding the value added of UNESCO's cultural work to sustainable development at regional / national level; and to make recommendations that will help UNESCO position its work on culture and development post-2015. Data collection for this evaluation has been finalised. The evaluation report will be presented to UNESCO's Executive Board at its next session in October 2015.

#### **Natural Sciences Sector**

- The evaluation of the Madrid Action Plan (MAB) and the Evaluation of International Hydrological Programme were finalised in early 2014 and were 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 Secretariat in collaboration with Member States established a drafting group which developed a draft Strategy which was endorsed by the MAB ICC in June 2015. The recommendations of the evaluation were taken up in the development of the new draft Strategy for the MAB programme. IOS participated in some of the discussions and provided advice on monitoring and evaluation aspects. In collaboration with the MAB Secretariat and in line with the new draft Strategy, IOS developed a draft intervention logic of the MAB programme. This intervention logic will constitute a living document and will both constitute a basis for and be further refined as a result of the future Lima Action Plan (to be defined and endorsed by Member States in 2016).

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 has developed an action plan to address the evaluation's recommendations. Most of the recommendations of the evaluation have been addressed or are in the process of being addressed by the IHP Secretariat.

- The evaluation of the World Water Assessment Programme (WWAP) has been finalized. The emphasis of the evaluation in terms of scope is on the World Water Development Report and UNESCO's role within UN-Water (through WWAP). Findings and recommendations have been discussed with relevant actors in the Secretariat. Management responses and action plans have been developed and are under discussion.

#### **Social and Human Sciences**

- IOS in collaboration with SHS managed an evaluation of the "Programme of University Cooperation – Masters Programme on Social Sciences and Humanitarian Affairs". On

### Achievement(s)

the basis of the evaluation's critical findings, this multi-year programme was closed and an invitation was extended to the implementing partners to develop new proposals for academic cooperation for possible collaboration with UNESCO.

#### Cross-cutting initiatives

- 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 worked closely with the Secretariat, and among others involved IOS in this process. As a result of the results-reporting evaluation presented to the 194th session of the Executive Board, BSP, IOS and representatives from Member States have embarked upon a participatory process to develop the formats of the new annual PIR (Programme Implementation Report) and the quadrennial SRR (Strategic Results Report). Within the secretariat, some progress has been made on developing the new reporting formats with substantial inputs from IOS.
  - The Review of Lessons Learned from Field Reform in Africa was launched in early 2015 and is ongoing. Key actions completed at this stage include: an Advisory Group of senior management was established, Terms of Reference were finalized, Inception Report was completed, missions were conducted to 7 countries, and data collection tools were administered. In late June a workshop was held with key HQ and Field Office stakeholders to share emerging findings and to solicit feedback thereon. The evaluation has entered the data analysis and writing phase. The report will be finalized in the coming weeks and will be presented at the 197th session of the Executive Board.
- Following a consultation and peer review process within UNESCO and via a network of heads of evaluations from different UN and international organisations a new evaluation policy was developed in a largely participatory approach, through discussion with programme sectors and services and an information meeting with Member States. The new policy sets out the overall framework for evaluation in the UNESCO system. Particular areas of attention are: the planning, management and use of corporate and decentralized evaluations; resources for evaluation; the role of evaluation in results-reporting. The policy was presented to and has been adopted by 196th session of the Executive Board. Based on the new policy a strategy for its implementation is currently being developed.
  - 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. The proposed revised programme has been presented and endorsed during the 195th session of the EXB. A first round of proposals has been assessed and the list of proposed anniversaries selected within the new framework will be presented for approved to the 37th General Conference.
- Requests from sectors and field offices for IOS 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. IOS provided feedback and technical advice on the design, implementation and reporting of a number of significant extra budgetary evaluations (xx) including:

Achievement(s)
<ol style="list-style-type: none"> <li>1. evaluation of the Flanders-UNESCO Science Trust Fund (Phase 3), which is managed by BSP-CFS with backstopping from IOS (2013)</li> <li>2. evaluation of the Flanders / UNESCO Trust Fund (FUT) for heritage, the evaluation of the World Heritage Centre's partnership with Panasonic Inc;</li> <li>3. evaluations of various Category II Institutes working on culture;</li> <li>4. evaluation of a literacy project for young women in Senegal (PAJEF)</li> <li>5. evaluation of UNESCO's Capacity Development for Education for All (CapEFA) Programme;</li> <li>6. evaluation of the Civil Society Education Fund Programme 2013-2015 (CSEF),</li> <li>7. evaluation of a project for the improvement of quality teaching in Haiti;</li> <li>8. evaluation of the ICT in Education Projects funded by JFIT-ICT 2006-2013</li> <li>9. evaluation of the Education a Child Initiative in Iraq;</li> <li>10. evaluation of the project Empowering Rural Women in the Jordan Valley</li> <li>11. evaluation of the China Funds In Trust (CFIT) project: Enhancing Teacher Education in Sub Saharan Africa</li> <li>12. evaluation of the project for Harmonization of vacancy advertisements and Selection Process at Country Level for General Service and National Officer Positions</li> <li>13. evaluation of the project "Capacity-Building of Teachers and Teacher Trainers in Support of Curriculum Reforms (Cooperation Framework Agreement with the Hamdan Award for Distinguished Academic Performance)</li> <li>14. evaluation of the project on Improvement of teacher qualification and setting up of system for the management of learning outcomes in Guinea- Bissau"</li> <li>15. evaluation of IIEP's Technical Cooperation</li> <li>16. evaluations of various Category II Institutes in the Natural Sciences Sector;</li> <li>17. reviews (establishment and renewal) of various UNESCO prizes;</li> <li>18. evaluation of project Strengthening Capacity to Combat Drought and Famine in the Horn of Africa</li> <li>19. evaluation of the project Strategic Strengthening of Flood Warning and Management Capacity of Pakistan</li> <li>20. evaluation of the Japanese Funds-in-Trust/UNESCO Cooperation in Science for Sustainable Development</li> <li>21. external Evaluation of Japanese Funds-in-Trust Project, Education for Sustainable Development – Building Momentum towards 2014;</li> <li>22. evaluation of the UNESCO International Literacy Prizes: Prizewinning programmes between 2000 and 2014</li> <li>23. mid-Term External Evaluation of Malaysia-UNESCO Cooperation Programme (MUCP)</li> <li>24. evaluation of the William and Flora Hewlett Foundation's Investment in International Policy Advocacy for Open Educational Resources</li> </ol> <p>Furthermore:</p> <ul style="list-style-type: none"> <li>• IOS contributed to the development of an assessment framework for the establishment of new prizes and the renewal of existing prizes which is presented in document 196 EX/12 Part I.</li> <li>• IOS provided a one day evaluation training to UIL on the topic of impact evaluation and the development of a comprehensive intervention logic, to strengthen decentralised</li> </ul>

### Achievement(s)

evaluation capacities.

- IOS also provided 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 continue steering the Organization's overall reform agenda.
- Evaluability and/or scoping studies assessments are being conducted for upcoming evaluations (such as Culture and Development, the evaluation of the Field Reform, the evaluation of UNESCO's work in TVET, ..). These assessments are intended to 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, and increasing the decentralised evaluation capacities remain among the challenges for evaluation. These issues were discussed in-depth and are addressed in the revised evaluation policy and its subsequent implementation strategy. Furthermore 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 will continue 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 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 in a hybrid model or internally with only limited external support for quality assurance and validation of findings have proven as 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 bilateral agreements with Norway), a total of at least US\$ 300.000 will be needed for the 2016/17 biennium for the evaluations in other programme sectors 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:

Achievement(s)
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 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. Both, gender equality and geographic balance, are elements also considered in the selection of external evaluation teams.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
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, and increasing the decentralised evaluation capacities remain among the challenges for evaluation.	These issues were discussed in-depth and are addressed in the revised evaluation policy and its subsequent implementation strategy.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Accountability and adherence to rules and regulations in UNESCO strengthened	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of significant instances of strengthened accountability achieved by the organization based on completion of IOS investigations. <b>T 2014-2015:</b> At least five significant instances involving Headquarters and/or Field Offices. <b>T CAP 2014-2015:</b>	IOS issued seventeen investigation reports during this period.	High

Achievement(s)
From 1 January 2014 to 30 June 2015, the IOS Investigation Unit managed a workload including 41 new allegations, four carryover allegations from 2013 and follow-up actions on eight investigation reports. IOS issued seventeen investigation reports during this period, all conforming to the Standards and in line with UNESCO's disciplinary procedures. All allegations received during the period were acknowledged to the whistleblower / complainant and logged in by the Investigation Unit within 10 working days. An average of 42 days lapsed between

Achievement(s)
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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. Eighteen allegations were closed following a detailed screening by IOS and without opening a formal investigation. These included matters other than misconduct that IOS referred for supervisory or other management action.
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### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The investigative function is understaffed with one post vacant and under recruitment.	Recruitment is expected to be completed with staff in place during the coming months.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: The Organization's management and programme implementation in compliance with rules and regulations	

**Notes:**

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-Scale:  Not on track;  Partly on track;  On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Avis juridiques de qualité donnés à l'Organisation et à ses organes directeurs <b>T 2014-2015:</b> - Vérification de la conformité des documents rédigés pour les organes directeurs de l'Organisation - Secrétariat du Comité CR du Conseil exécutif - Secrétariat du Comité juridique et du Comité de vérification des pouvoirs de la Conférence générale - Participation de LA aux réunions des comités et commissions des organes directeurs de l'Organisation <b>T CAP 2014-2015:</b> N/A	- Vérification de nombreux documents pour les 194e, 195e et 196e sessions du Conseil exécutif et pour la 38e session de la Conférence générale - Secrétariat du Comité CR assuré par LA à l'occasion des 194e, 195e et 196e sessions du Conseil exécutif - Nombreux avis juridiques donnés par LA à l'occasion des 194e, 195e et 196e sessions du Conseil exécutif	High
<b>PI:</b> Protection efficace des droits de l'Organisation <b>T 2014-2015:</b> - Rappel des privilèges et immunités en réponse aux actes de procédures judiciaires - Protection du nom de l'UNESCO lors de la conclusion d'accords - Représentation de l'UNESCO dans le cadre de différends de droit privé - Vérification du respect des règles concernant les activités et le personnel - Représentation auprès du TAOIT - Amélioration de la rédaction des contrats - Formation des bureaux hors Siège sur des questions d'ordre juridique (contrats,	- Défense par LA des 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.) - Assistance juridique continue aux secteurs ainsi qu'aux Bureaux hors-Siège	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>privilèges et immunités, etc.) <b>T CAP 2014-2015: N/A</b></p>		
<p><b>PI:</b> 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>T 2014-2015:</b> - Participation active et fourniture d'avis juridiques aux services internes lors de la révision du volume I du Manuel administratif - Assistance continue à HRM pour une meilleure formulation des circulaires administratives relatives au personnel, ainsi que des points du Manuel des ressources humaines - Contribution active à une meilleure gestion des instituts de catégorie 1 - Participation active à une réforme de la justice interne en matière de personnel <b>T CAP 2014-2015: N/A</b></p>	<p>- Soutien juridique fourni aux services internes dans la mise à jour du Manuel administratif - Assistance particulière à HRM dans la rédaction des circulaires administratives et de ses avis en matière de contestation du personnel</p>	<p align="center">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> - Vérification de la conformité juridique des documents de travail des principales conventions - Fourniture d'avis juridiques aux réunions des principales conventions <b>T CAP 2014-2015: N/A</b></p>	<p>- Participation active de LA aux travaux des organes intergouvernementaux chargés de la mise en oeuvre des conventions, à savoir ceux des conventions de 1954, 1970, 1972, 2003 et 2005, et ce, en fournissant de nombreux avis juridiques au secrétariat des conventions et aux Etats membres lors des réunions desdits organes.</p>	<p align="center">High</p>
<p><b>PI:</b> Coordination du suivi des instruments normatifs de l'Organisation <b>T 2014-2015:</b> - Renforcement de la vérification du respect des procédures adoptées par le Conseil en matière de suivi - Meilleure harmonisation des avis juridiques lors de la préparation des documents des sessions des organes institutionnels de suivi des conventions - Actualisation régulière de la page Internet consacrée aux textes normatifs <b>T CAP 2014-2015: N/A</b></p>	<p>- Veille continue de LA dans le cadre du premier mandat du Comité CR du Conseil exécutif, concernant la mise en oeuvre des procédures de suivi adoptées en 2007 par le Conseil (s'appliquant en particulier à la Convention de 1960 ainsi qu'à 12 recommandations), tout en améliorant ces procédures - Vérification par LA des documents de travail des conventions de 1954, 1970, 1972, 2003 et 2005 - Mise à jour périodique du site "Textes normatifs" du portail de l'Organisation</p>	<p align="center">High</p>

<b>Achievement(s)</b>
<p>Au cours des 18 mois de l'exercice budgétaire 2014-2017, 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 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 1954, 1970, 1972, 2003 et 2005, 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 CR du Conseil exécutif, 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), tout en l'améliorant. Par ailleurs, l'Office a continué à donner de nombreux avis juridiques aux 194e, 195e et 196e sessions 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.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
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	

## Part I.C. Participation in the Joint Machinery of the United Nations system (JUNM)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Identification and adoption of best practices as identified in JIU studies and reviews.	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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:  Not on track;  Partly on track;  On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of significant instances of good practices adopted from JIU reports. <b>T 2014-2015:</b> At least five significant instances of good practices adopted. <b>T CAP 2014-2015:</b>	Please see recommendation information as reported for 31 December 2014. Updated information will be presented at 31 December 2015. In the meantime, recommendation implementation and monitoring continues.	High

### Achievement(s)

The Joint Inspection Unit issued the following reports of relevance to UNESCO from January 2014 to June 2015:

- Environmental Governance
- Selection of UN Resident Coordinators
- Management of Implementing Partners
- Resource Mobilization
- Construction Projects
- Long-term Procurement Agreements

<b>Achievement(s)</b>
<ul style="list-style-type: none"> <li>• Mainstreaming of full and productive employment and decent work by the United Nations system organizations</li> <li>• Contract Management and Administration in the United Nations system</li> <li>• Use of non-staff personnel and related contractual modalities in the United Nations system organizations</li> <li>• The Evaluation Function in the United Nations</li> </ul> <p>UNESCO formulates action plans for the accepted recommendations and monitors and reports on implementation until completed. Particular value is gained through the JIU's benchmarking data presented in some reports, identifying best practices for consideration by UNESCO and the other UN organizations. For example, the study of Implementing Partners is contributing to an ongoing effort by UNESCO to better engage and manage these partnerships.</p>

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
Challenges encountered include supporting JIU studies in light of competing priorities and ensuring awareness of governing bodies with regard to relevant reports.	Designating and supporting focal points for each study proves beneficial. IOS annual reports include a summary of JIU reports issued during the year in order to focus attention on these studies.



## Part II.A. Major Programme I - Education

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	
ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes	
ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET	
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	
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 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning	
ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	
ER 8: Member States integrate peace and human rights education components in education policies and practices	
ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	
ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality	
ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies	
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	
ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective <b>T 2014-2015:</b> 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). <b>T CAP 2014-2015:</b> 5, equivalent to 25%	10	High
<b>PI:</b> Number of countries supported by UNESCO where national education blueprints, sector-wide strategies and plans have been revised. <b>T 2014-2015:</b> 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	73 countries (AFR:14; ARB 3; APA:20; LAC 35; EUR 1).	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>USD 50k). <b>T CAP 2014-2015:</b> 2, equivalent to 25%.</p>		
<p><b>PI:</b> Number of crisis-affected countries benefiting from emergency or reconstruction support. <b>T 2014-2015:</b> 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). <b>T CAP 2014-2015:</b> 5, equivalent to 25%.</p>	<p>7 countries with a major activity in Nepal.</p>	<p style="text-align: center;">High</p>

#### Achievement(s)

#### Outputs

A consolidated report of the major outputs and results is presented below following the four performance indicators.

#### Policy reviews integrating a lifelong perspective

8 policy reviews were planned for 2014-2015 of which 4 started in 2014 (Bhutan, Thailand, St. Kitts and Nevis, and Zambia) and 6 have been initiated this year:

- **Asia:** The **Bhutan** review was completed. The **Thailand** policy review was jointly initiated with the OECD. Although the project has postponed due to the political situation, it resumed in early 2015. The main fact-finding mission was conducted in Feb 2015 and the report has been submitted in end of March 2015. Publication and dissemination activities are likely to extend during the rest of the year and earli 2016
- **Latin America:** The policy review of **St. Kitts and Nevis** also started during this period with a scoping mission that resulted in a better definition of the areas to be explored and in the consolidation of the national team. The policy review works of **Guatemala** and **Peru** started with a scoping mission led by IIEP Buenos Aires in the case of the former and by the Lima Office in the latter.
- **Africa: Zambia** has been chosen as a pilot case for the policy reviews likely to be carried out in the next cycle of the CapEFA project. The review started already in 2015 an will yield to results before the end of the year. Education sector reviews were carried out in **Mali**, **Burkina Faso** and **Senegal**, which will allow designing evidence-based education programmes
- **Arab States:** a policy review requested by the former government of **Tunisia** has been postponed *sine die* due to the situation in the country.
- *There is still scope for an additional policy review, with advanced conversations taking place with Moçambique at the moment.*

### Achievement(s)

#### Knowledge production and dissemination on education policy issues

- The conceptualization and planning of the three main reports were carried out namely on:
  1. **policies in support of school leadership;**
  2. **policies to promote the monitoring and evaluation of the quality of education;**
  3. **emerging issues in the governance of education systems** in developing countries and emerging economies.

The full set of regional reviews as well as the analytical framework have been developed. In addition, three expert meetings (one for each theme) were carried out by UNESCO. The publications will be released in November.

- 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 2015. The first titles are: Measuring Educational Development, The Contribution of Technology to Students Performance, Mapping out International Learning Assessments, and Indicators 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.

#### 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* was carried out 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; Egypt in ARB and the Central American countries in LAC). In total, 137 countries have submitted their national EFA 2015 Review Reports to UNESCO by June 30, 2015.
- *Technical assistance in education policy and planning* was provided to a number of Member States and in different thematic areas, following their specific needs. It is worth mentioning in particular:
  - 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.
  - The development of blueprints, sector-wide strategies and plans has been supported by UNESCO in LAC (Bolivia, Nicaragua and Peru), ARB (Oman on financing education), and AFR (Guinea-Bissau on education policy simulation model and facilitation of policy dialogue, preparation of the micro-economic framework and elaboration of a draft sector policy; Mozambique on teacher policies; Chad and Cameroun on a sector analysis in preparation for a Global Partnership for Education

### Achievement(s)

(GPE) application; DRC for the development of their education strategy; Central African Republic, where UNESCO serves as the lead of the Local Education Group; Congo, where UNESCO also does and has contributed to the preparation of the GPE application; Tanzania, where A Draft Education Sector Analysis Report was delivered and discussed amongst key stakeholders; and Mali, currently under discussion).

- In the case of APA, country support has been dealing with the following themes:

1. **National EFA review and sector analysis:** Afghanistan, Bhutan, Kiribati, India, Indonesia, Nepal, Maldives, Papua New Guinea, and Sri Lanka
  2. **Development of national education plans:** Bhutan, Cambodia, and Myanmar
  3. **Decentralized planning:** China, Indonesia, Mongolia
  4. **Education finance:** Cambodia, Lao PDR, and Vietnam
  5. **Data, monitoring and evaluation:** China (4 provinces and 1 municipality), Democratic People's Republic of Korea (DPRK), India (post-EFA indicators), Kiribati, Myanmar, Nepal, Tonga, and Vietnam
  6. **Governance:** Bangladesh
  7. **School health and safety:** Pakistan
  8. **Life-long learning:** Mongolia, Vietnam
- Support for the design and implementation of EMIS was also provided to a number of Member States upon request. These include Burundi (with GPE funding), Cameroun, Ethiopia, Myanmar, Haiti, DRC and Chad (also with GPE funding). 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 Equatorial Guinea, UNESCO supported the development of self-benefitting education programmes that will also include the training of EMIS technical staff in both countries.
  - *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 (Capacity assessment of planning and statistics units of the Ministries of Education were undertaken in Cote D'Ivoire, Ghana, Nigeria and Togo).

To sum up, the Education Sector has provided support for the development of national blueprints, sector-wide strategies and plans to 73 Member States as follows:

AFR:14; ARB 3; APA:20; LAC 35; EUR 1 (Total 73).

#### 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 INEE and psychosocial support training for master trainers and teachers of Syrian refugees and IDPs; education for

Achievement(s)
<p>resilience in Mali; peace education in the context of ethnic and religious conflicts in Myanmar; assistance for teachers' reinsertion in Kivu (a post-conflict 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 and Pakistan as described in other parts of this report.</p> <p>All in all, the Education Sector has provided emergency or reconstruction support to 7 Member States.</p> <p><b>Cost-effectiveness/efficiency measures</b></p> <p>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.</p> <p>In general terms, the most successful approach to improve cost-effectiveness seems to be mobilization of in-house expertise for technical assistance. This is also considered a good strategy to boost UNESCO's visibility at the country level.</p> <p>Another cost-saving measure is the use of technology, either to reduce dramatically the number of missions or to better channel training through elearning approaches.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main identified challenges were the external factor 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 from fielding any technical missions during 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 only resumed in mid-2015; 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. The main internal challenges faced during the reporting period are (i) scarcity of funding to provide full-scale and sustainable support to its field offices and Member States (ii) the lack of fast tracked procedures (administrative and financial flexibility) for rapid and more effective action, and (iii) the lack of human resources especially for the</p>	<p>Two major courses of action have been identified to address the internal challenges. First, the growing mobilisation of in-house expertise (e.g. instead of relying on external experts, staff members from other divisions and sections contributed with their own expertise to the policy review work), 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) (e.g. Country case studies for the upcoming reports were conducted by the respective regional offices with the methodological guidance provided by HQ).</p>

Key challenges	Remedial actions
PCPD Desk.	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries supported by UNESCO in the implementation and scaling-up of gender-responsive literacy programmes <b>T 2014-2015:</b> 15 countries <b>T CAP 2014-2015:</b> 15 additional countries can be supported if additional resources are mobilized	35 countries supported	High
<b>PI:</b> Number of countries supported by UNESCO which have developed quality literacy programmes for out-of-school children <b>T 2014-2015:</b> 6 countries <b>T CAP 2014-2015:</b> 5 additional countries can be supported if additional resources are mobilized	15 countries supported	Medium

Achievement(s)
<p><b>1. Key results achieved</b></p> <p>Overall, the implementation of the majority of activities on regular and extra budget under ER2 is on the track. In 2014, UNESCO's support for national literacy efforts was targeted to adults with limited literacy skills and out-of-school children and young people with a focus on Africa and gender equality. It focused on the five strategic axes of action for the post-United Nations Literacy Decade (UNLD, 2003-2012) era, as identified by the UNESCO Director-General's report on the "literacy for life: shaping future agendas" (A/69/183) which was presented at the 69th session of the UN General Assembly, namely; 1) capacity development for managing policies, programmes and literacy assessments; 2) scaling-up literacy actions for girls and women; 3) reinforcing innovative modes of literacy delivery, including through ICTs; 4) expanding the knowledge base and monitoring and evaluation; and 5) advocating for literacy on the global agenda and ensuring synergies between different actions, including through a multi-stakeholder partnership and networks.</p>

Achievement(s)
<p>Main results achieved include the literacy profile raised, countries' commitment to literacy strengthened, and concrete progress made in narrowing the gaps in data, policy, capacity, knowledge and resources.</p> <p><b>Stronger political will towards intensified collective efforts for literacy</b></p> <p>Collective political will and awareness levels raised through UNESCO's advocacy and coordination role, mainly through: 2014 International Literacy Day (8 September); the DG report (A/69/183) and the related resolution (A/C.3/69/L.9/Rev.1) adopted at the 69th session of the UN General Assembly; the process of shaping the post-2015 agenda; and activities to follow up the Sixth International Conference on Adult Education (CONFINTEA VI). Particularly, the UN General Assembly resolution (A/C.3/69/L.9/Rev.1) sponsored by 81 countries sent a strong signal to the global community regarding the needs for intensified collective efforts in the post-UNLD era through an effective multi-stakeholder partnership for literacy, with renewed commitments of countries to the literacy agenda and UNESCO's coordination and catalyst role.</p> <p><b>Narrowed the gaps in data, policy, capacity, knowledge and resources for literacy</b></p> <p>Efforts made resulted in the following.</p> <ul style="list-style-type: none"> <li>•At regional and country level, 35 countries were supported for youth and adult literacy. This includes the following.</li> <li>•13 countries (e.g. Angola, Cameroon, Equatorial Guinea, Ivory Coast, Mauritania, Morocco, Nigeria, Rwanda, South Sudan, Sudan, Tunisia and Yemen) were supported to reinforce their national policies and plans for literacy, many of which address the gender concern.</li> <li>•19 countries (e.g. Afghanistan, Bangladesh, Benin, Burkina Faso, the Dominican Republic, Egypt, Haiti, India, Iraq, Ivory Coast, Kazakhstan, Kyrgyzstan, Mexico, Mozambique, Niger, Nigeria, Senegal, Timor-Leste, Tanzania and Togo) maintained or reinforced literacy efforts through development relevant operational programmes, many of which are gender-responsive</li> <li>•11 countries (Bangladesh, Cambodia, Chad, East Timor, Mauritania, Mozambique, Nepal, Senegal, South Sudan, Togo and Yemen), including the ones mentioned above, were supported by the CapEFA programme for national capacity building.</li> <li>•15 countries were supported to focus on out-of-school children and youth through building national education systems and policies, including equivalency programmes, as well as providing flexible learning opportunities (e.g. Bangladesh, Chad, East Timor, India, Indonesia, Iraq, Jordan, Lao PDR, Lebanon, Myanmar, Namibia, Nigeria, the Philippines, Syria and Tanzania).</li> <li>•Activities related to the UNESCO International Literacy Prizes, publications and newsletters, database such as UIL LitBase, the observatory in LAC and the UIL observatory on "recognition, validation and accreditation (RVA) of learning outcomes" and research, all contributed to knowledge enhancement.</li> <li>•Efforts for improving monitoring, evaluation and assessments resulted in better understanding of the state of literacy (e.g. UIS database, LAMP) and of progress in programmes (e.g. RAMAA).</li> </ul>

Main results achieved include the literacy profile raised, countries' commitment to literacy strengthened, and concrete progress made in narrowing the gaps in data, policy, capacity, knowledge and resources.

**Stronger political will towards intensified collective efforts for literacy**

Collective political will and awareness levels raised through UNESCO's advocacy and coordination role, mainly through: 2014 International Literacy Day (8 September); the DG report (A/69/183) and the related resolution (A/C.3/69/L.9/Rev.1) adopted at the 69th session of the UN General Assembly; the process of shaping the post-2015 agenda; and activities to follow up the Sixth International Conference on Adult Education (CONFINTEA VI). Particularly, the UN General Assembly resolution (A/C.3/69/L.9/Rev.1) sponsored by 81 countries sent a strong signal to the global community regarding the needs for intensified collective efforts in the post-UNLD era through an effective multi-stakeholder partnership for literacy, with renewed commitments of countries to the literacy agenda and UNESCO's coordination and catalyst role.

**Narrowed the gaps in data, policy, capacity, knowledge and resources for literacy**

Efforts made resulted in the following.

- At regional and country level, 35 countries were supported for youth and adult literacy. This includes the following.
- 13 countries (e.g. Angola, Cameroon, Equatorial Guinea, Ivory Coast, Mauritania, Morocco, Nigeria, Rwanda, South Sudan, Sudan, Tunisia and Yemen) were supported to reinforce their national policies and plans for literacy, many of which address the gender concern.
- 19 countries (e.g. Afghanistan, Bangladesh, Benin, Burkina Faso, the Dominican Republic, Egypt, Haiti, India, Iraq, Ivory Coast, Kazakhstan, Kyrgyzstan, Mexico, Mozambique, Niger, Nigeria, Senegal, Timor-Leste, Tanzania and Togo) maintained or reinforced literacy efforts through development relevant operational programmes, many of which are gender-responsive
- 11 countries (Bangladesh, Cambodia, Chad, East Timor, Mauritania, Mozambique, Nepal, Senegal, South Sudan, Togo and Yemen), including the ones mentioned above, were supported by the CapEFA programme for national capacity building.
- 15 countries were supported to focus on out-of-school children and youth through building national education systems and policies, including equivalency programmes, as well as providing flexible learning opportunities (e.g. Bangladesh, Chad, East Timor, India, Indonesia, Iraq, Jordan, Lao PDR, Lebanon, Myanmar, Namibia, Nigeria, the Philippines, Syria and Tanzania).
- Activities related to the UNESCO International Literacy Prizes, publications and newsletters, database such as UIL LitBase, the observatory in LAC and the UIL observatory on "recognition, validation and accreditation (RVA) of learning outcomes" and research, all contributed to knowledge enhancement.
- Efforts for improving monitoring, evaluation and assessments resulted in better understanding of the state of literacy (e.g. UIS database, LAMP) and of progress in programmes (e.g. RAMAA).

## Achievement(s)

### 2. Progress in the five strategic axes

#### 2.1 Capacity development for managing policies, programmes and literacy assessments

##### 2.1.1 Youth and adult literacy

UNESCO facilitated international policy dialogue on different occasions, notably the 2014 Global Education Meeting (Muscat, Oman, 12-14 May 2014) and the International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" (Dhaka, Bangladesh, 8 September 2014) held on International Literacy Day, and a session on literacy organized during the World Education Forum (Incheon, 19-22 May 2015). Its support to about 35 countries resulted in enhanced policies and/or interventions, of which 11 countries (Bangladesh, Cambodia, Chad, Mauritania, Mozambique, Nepal, Senegal, South Sudan, Timor-Leste, Togo and Yemen) were assisted by the Cap-EFA Programme, while other support were mobilized, including the self-benefiting funds-in-trust, the Global Partnership for Girls' and Women's Education, the Malala Fund as well as contributions from donors such as Japan, Sweden and Switzerland.

##### Policies and strategies for youth and adult literacy

At regional and country level, UNESCO's support for policy development resulted in improved literacy policies and action plans in countries such as Angola, Cameroon, Equatorial Guinea, Ivory Coast, Mauritania, Morocco, Nigeria, Rwanda, South Sudan, Sudan, Tunisia and Yemen.

Within the Cap-EFA programme, Angola, Equatorial Guinea and Cameroon developed national policies on Adult and Non-Formal Education (NFE), and Mauritania, Rwanda and South Sudan were supported for evidence-based planning and the revision or development of national literacy strategies. In Cameroon, UNESCO's technical support resulted in the first draft of a national policy document on Adult Education and NFE (AENF), while the development of an AENF plan and the work on statistics are in progress. In Yemen and Sudan and Morocco, national consultations to formulate national plans for literacy programmes were organized.

In Nigeria, UNESCO's assistance for sensitizing officials and key stakeholders is expected to lead to the development of a joint action plan for literacy. Moreover, UNESCO's support resulted in: a National Literacy Policy developed in Ivory Coast; a draft national acceleration plan as follow-up to a national Workshop on "Strengthen Capacities for the Acceleration of the Education for All Goals" (May, 2014) in Angola; and the initiation of a new strategy for literacy with a NFE component in Tunisia.

NFE systems and policies were reinforced. In Bangladesh, UNESCO's support resulted in the Non-formal Education Act and a move towards the systematized NFE delivery and flexible learning network model in the national Basic Literacy Programme to be started in January 2015.

##### Programmes and interventions for youth and adult literacy

Several countries, such as Afghanistan, Bangladesh, the Dominican Republic, Egypt, Haiti, India, Iraq, Kazakhstan, Kyrgyzstan, Mexico, Nigeria, Senegal and Timor-Leste, maintained

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or reinforced literacy efforts through operational programmes assisted by UNESCO.

UNESCO continued to back up the national literacy campaigns in countries such as Egypt, Iraq and Mexico: a high-level mission was undertaken in September 2014 to revitalize literacy efforts in Egypt, which was followed up by a workshop and missions; a workshop organized in September 2014 reinforced capacities of government officials, responding to the Syrian crises in Iraq; and Mexico's monitoring and evaluation system was developed for the national literacy campaign launched in August in 2014. With UNESCO's support, Somalia launched a National Literacy Campaign to mobilize increased political commitment and financial support for literacy.

Moreover, other programmes were supported by UNESCO: in Nigeria, two major projects "Revitalizing Youth and Adult Literacy (RAYL)" project and the Proctor and Gamble (P&G) contributed to promote youth and adult literacy with a focus on women; in Angola and Equatorial Guinea, a proposal for a programme on youth empowerment through functional literacy was developed for the countries' self-benefiting funds; in Ghana, activities were carried out for mother tongue literacy. UNESCO's technical assistance for literacy and NFE was also provided to other countries such as Senegal, South Sudan and Yemen.

In Asia and the Pacific region, UNESCO continued to support Afghanistan through the large projects, namely "Literacy for Empowering Afghan Police 2"; and the Phase III of the "Programme for Enhancement of Literacy in Afghanistan", funded by Japan, Sweden and Finland. In Kazakhstan and Kyrgyzstan, UNESCO promoted community-based NFE for functional literacy skills for adults. In Bangladesh, a successful pilot NFE programme was expanded from two to 13 districts. In South Asia, a regional activity for literacy promotion resulted in the successful organization of the International Education Conference 2014 "Education as a right across the levels" in India and the recognition of literacy as an integral part of the post-2015 agenda by the South Asian Association for Regional Cooperation (SAARC) Ministers of Education Conference. In Timor-Leste, a meeting held under the CapEFA programme evaluated 2010-2013 activities and planned 2014-2015 activities, including a pilot activity related to family literacy for young mothers. Part of a large project initiated under the Malala Fund in Pakistan was also meant to support literacy for young women.

UNESCO also supported the Dominican Republic for the implementation of the National Literacy Plan "Quisqueya Aprende Contigo". In Cuba, workshops organized contributed to promotion of literacy, linked with work, life skills, and youth and women empowerment.

#### Capacity development of institutions and individuals

UNESCO contributed to development of institutional capacities. In Egypt, a consultative workshop for planning of adult education and literacy was organized in December 2014 to strengthen the UNESCO Category II Centre in Sirs Al-Layyan". Within the Cap-EFA Programme, frameworks, manuals and tools were also developed to strengthen institutional and organizational capacities in Bangladesh, Cambodia, East Timor, Mauritania and Mozambique.

Capacities of teachers, facilitators, government officials and other professionals were also developed in countries such as Cameroun, Gabon, Mozambique, Nigeria, Senegal, Somalia

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and Tanzania. In Togo, a roadmap was developed to pilot teacher training modules in basic education in Togo and Senegal. Moreover, a strategy to integrate literacy and NFE in teacher institutions in the Economic Community of West African States (ECOWAS) countries is defined, and Senegal, Togo, Ivory Coast and Benin are experimenting teacher polyvalent approach. In Arab region, new master training courses were launched in Egypt and Iraq as part of the literacy campaigns. In Bangladesh, support has been provided to promote mother-tongue education and capacity development of NFE personnel.

#### Curricula

UNESCO's support for the review of curricula frameworks resulted in diagnostic studies and a harmonized curriculum framework for bilingual education in a multilingual and multicultural context in Burkina Faso, Niger and Senegal. Modules developed will be shared with French-speaking countries of ECOWAS. The work conducted with eight LAC countries resulted in a publication "Building criteria for a quality curriculum for the adults and young people education in Latin America and the Caribbean".

In Nigeria, 15 modules of a manual for NFE facilitators were developed for the RAYL project, as well as a guidebook for revitalizing adult and youth literacy in multilingual and multicultural contexts. 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 adolescent pregnant girls and young mothers. In Afghanistan, UNESCO contributed to a national seminar held in 2015 to develop a competency-based curriculum for ELA3. In Haiti, UNESCO supported reinforcement of post-literacy teaching and learning at the Family Education Centre through development of modules and an inventory of pedagogical materials.

#### **2.1.2 Out-of-school children and young people**

UNESCO continued to address learning needs of out-of-school children and young people through building national education systems, linking relevant part of non-formal education with formal education as well as providing flexible learning opportunities in countries such as Bangladesh, Chad, East Timor, India, Indonesia, Iraq, Jordan, Lao PDR, Lebanon, Myanmar, Namibia, Nigeria, the Philippines, Syria and Tanzania.

At the global level, the UNICEF-UNESCO Institute for Statistics (UIS) Global Initiative on Out-of-School Children (OOSCI) contributed to improving information and analysis of statistical data on out-of-school children. Some 26 countries participated in the first phase, resulting in country and regional reports as well as a global report on "Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children" (2015). In the Asia and the Pacific region, a regional network was formed to collaborate on a range of issues related to out-of-school children.

Regarding equivalency programmes, UNESCO provided support to a number of countries, while the UIL launched the "Global Observatory on Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning" in October 2014. In the Asia and the Pacific region, UNESCO prepared with the financial support of Educate a Child (EAC) a regional project entitled "Strengthening Education System for Out of School Children" in 2014, which will focus on NFE equivalent to formal education. Bangladesh started the

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preparation to pilot an equivalency programme. In Lao PDR and Myanmar, equivalency programmes were developed for lower secondary education. In the Philippines, a 21st century literacy skills programme was developed to meet the lifelong learning and employment needs of street children and disadvantaged young adults.

UNESCO also assisted operational activities, including: development of a Nigerian RAYL strategy (2012-2015), whose targets include 2 million out-of-school children; adaption of the PAJEF project in Senegal in Kenya and Nigeria to promote ICT-supported learning opportunities for the marginalized girls and women; training of primary teachers on teaching literacy and reading through alternative learning practices in the lower primary grades in Namibia; the implementation of self-learning modules on English foundation course on Kiswahili language, together with others, utilizing Intensive Post Primary Education (IPPE) curriculum, as part of alternative learning for out-of-school adolescent girls in Tanzania; and provision of non-formal basic Education through the FIT project in Chad. In Arab region, training modules for teachers and instructors on work and life skills were prepared to support learning of Syrian and Lebanese youth in emergency situation. Also, a joint project between Lebanon, Jordan, Iraq and Syria is being developed to support learning of Syrian refugees. UNESCO also supported the unreached through projects related to life skills and income generation for women in Egypt, Iraq and Morocco, and also through the Accelerated Learning Program in Lebanon. In Indonesia, UNESCO supported the reinforcement of reinforced literacy provision for street children and disadvantaged young people. In India, UNESCO and UNICEF supported a national stocktaking consultation on the Right to Education Act (2009) in March 2014, which led to an agreement to form a national level consultation on out-of-school children. An International Education Conference (India, March 2014) also stimulated debate on democratisation of education, focusing on the out-of-school children rights.

## 2.2 Scaling-up literacy actions for girls and women

UNESCO continued to advocate for female literacy, build strategic partnerships, facilitate resource mobilisation and implement targeted literacy programmes for girls and women. The biennium started with a major collaborative initiative with UN Women with an agreement to support their campaign on Beijing +20, jointly organize advocacy events and to contribute to the gender-related aspects of the 2015 EFA reviews.

At global level, at the 69th session of the UN General Assembly, the report of UNESCO's Director-General on "Literacy for life: Shaping future agenda" (A/69/183), which proposes literacy for girls and women as one of the five strategic axes for the global agenda in the period subsequent to the United Nations Literacy Decade (2003-2012), was broadly endorsed. The resolution "Literacy for life: shaping future agendas" sponsored by 81 Member States and subsequently adopted by the UN General Assembly mirrors this strong gender concern for future action of the international community.

At country level, gender mainstreaming in literacy has also 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 Ethiopia, Nigeria, Pakistan, Senegal, and Tanzania under the Global Partnership on Girls and Women's Education "Better Life, Better Future". Support extended to Pakistan by the Malala Fund for Girls' Education was for the finalization of the Inception phase of the Malala FIT Project on promoting quality education for girls. The inception phase of the project is completed and projects have been developed for 8 provinces in Pakistan and a capacity development project for government officials which will start from July 2015. Private-sector and donor support to the Global Partnership continued to be received, notably from Procter & Gamble to promote literacy skills of girls and women,

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using ICTs in Nigeria and Senegal; from Hainan Airlines of China towards innovative approaches to expanding girls' education in South Asia and Africa; from the United Nations Federal Credit Union (UNFCU) to enhance girls retention and performance in Tanzania; from Japan for provision of alternative learning opportunities for out-of-school adolescent girls due to teenage pregnancies in Tanzania and from **Hewlett Foundation** for crowd-sourcing girls' education in Ethiopia and Tanzania. Moreover, gender-related issues are central, together with equally important issues like life skills, to Somalia's national Literacy Campaign.

Other gender-responsive policy-making and interventions supported by UNESCO include a project on functional literacy and peace education targeted to 600 vulnerable girls and young women in **Côte d'Ivoire**, a project on Skills for Life in Somalia for youth. In Mexico, UNESCO organized a national workshop on gender and education, during which the Spanish edition of the report "Gender equality and the education of the girls" was launched. Support has also been provided to Saudi Arabia to develop a policy proposal on adult learning and education, focusing especially on ensuring gender equity and enhancement of women's literacy.

Several other countries, such as Afghanistan, Angola, Bangladesh, Democratic Republic of Congo, Ethiopia, South Sudan, Timor-Leste and Togo, have also been 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.

Other platforms were also mobilized to promote literacy for girls and women. As part of the 2014 International Literacy Day celebration, UNESCO supported the Government of Bangladesh to organize the International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" in Dhaka in support of the GEFI, at which the *Dhaka Declaration was adopted. This sent a strong signal about the importance of literacy for girls and women as a driver for sustainable development.* The ILD celebration in Ethiopia also gave a special focus on gender. The UNESCO International Literacy Prizes continued to serve as an instrument to recognize out-standing, innovative initiatives, as represented by the 2014 prizewinning programme 'Empowerment of women living in extreme poverty' from Burkina Faso.

A gender-related knowledge base was enhanced through publications and building databases, including "Literacy Programmes with a focus on women to reduce gender disparities" (2014), a study on successful approaches to reducing gender disparities in and through literacy and a policy brief on empowering literacy programmes for women (2014). In addition, "Youth Driving Community Education: Testimonies of Empowerment from Asia and the Pacific (2015)" includes young women's voices regarding how youth-focused and gender-responsive education and development programmes contributed to youth empowerment.

#### 2.4 Expanding the knowledge base and monitoring and evaluation

##### Knowledge management

UNESCO generated, gathered and disseminated information, knowledge and effective practices related to literacy, as well as identify and pilot innovative approaches. UNESCO also supported countries in monitoring and evaluating literacy policies and programmes as well as literacy skills.

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<p>The UNESCO Confucius Prize for Literacy and King Sejong Literacy Prize continued to be effective instruments to enhance a knowledge base and promote innovative practices, giving a special focus on “sustainable development” in 2014 and 2015. In 2014, five programmes from Algeria, Burkina Faso, Ecuador, Spain and South Africa/USA were awarded the Prizes at the Ceremony held on 8 September. The July meeting for the 2015 edition was held on 8-11 June. UIL’s Effective Literacy &amp; Numeracy Practices Database (LitBase) expanded with 43 new case studies on literacy programmes, most of them focusing on women. In the Arab region, on-line platform for educators to share information and experiences, “Arab Community of Practice” was developed.</p> <p>During 2014, a number of publications and news letters were made available, including “Learning to FLY: Family-oriented Literacy Education in Schools”, “Sustaining Literacy in Africa: Developing a Literate Environment”, “National and Regional Qualifications Frameworks”, “An Action Research Guidebook for Revitalizing Adult and Youth Literacy in Multilingual and Multicultural Contexts”, “The Use of Student Assessment for Policy and Learning Improvement” in the Asia-Pacific region, and a few issues of Asia Multilingual Education e-Newsletter, as well as the ICT-focused ones, such as “Harnessing the Potential of ICTs for Literacy Teaching and Learning” and “Reading in the mobile era”. Also made available were gender-specific ones, including, a UIL Policy Brief on “Gender equality matters: Empowering women through literacy programmes”, “Literacy and Education for Sustainable Development and Women’s Empowerment”, “Literacy Programmes with a focus on women to reduce gender disparities”. Case studies on literacy programmes, focusing on women, were also published on the LitBase.</p> <p>In Europe, an international seminar on the uses of literacy-related terminology in different European languages (February 2015) improved conceptual understandings of literacy that shape literacy policies in Europe.</p> <p>Regarding out-of-school children and young people, in addition to the UNICEF/UIS global report, efforts resulted in production of advocacy videos on successful cases of flexible learning strategies in Bangladesh and India and an advocacy notebook, containing related infographics, stories, data and other advocacy materials, distributed at the Asia-Pacific Regional Education Conference (August 2014).</p> <p>Building on the research conducted in 2013, UNESCO also disseminated the outcomes of the IFAD-UNESCO project during the Global Seminar on “Learning of Knowledge and Skills for Agriculture and Improving Rural Livelihoods” (Paris, February 2014).</p> <p><u>Monitoring, evaluation and literacy assessments</u></p> <p>The UIS continued to be the major source of literacy data, providing the annual updates of literacy statistics, while the EFA Global Monitoring Reports (2013/2014 and 2015) offered an assessment of the world’s progress towards the six EFA goals. National EFA reviews were also conducted in nearly 130 countries. In Kenya, for instance, such review laid the foundation for undertaking second Literacy Survey. In 2014, the preparation for the third Global Report on Adult Learning and Education (GRALE) also started which is scheduled for</p>

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publication in early 2016 by UIL.

At country level, efforts to enhance national information systems for managing NFE or integrated EMIS systems were made in Bangladesh, Cambodia, Chad, Mauritania, Nepal and Rwanda, supported by the CapEFA programme. In Iraq, efforts were made for development of the literacy data collection system to be streamlined with the larger EMIS. In Nigeria, NFE data were streamlined and issues of discrepancies resolved with three nationally accepted data collection instruments for state, local government areas and centres being developed. In Suriname, the UNESCO-UNICEF-UIS joint national workshop organized in 2014 helped build data management capacities of 30 experts, teachers and educators.

In terms of programme monitoring, the UIL's "Action research on measuring learning outcomes (RAMAA)" in Burkina Faso, Mali, Morocco, Niger and Senegal continued to improve the measurement of learning outcomes in adult literacy programmes. A meeting to review the first phase of RAMAA and to plan its second phase was held in October 2014. In Nigeria, the RAYL monitored concerned institutions for data collection and programme improvement. The Observatory for Adult Education in Latin America and the Caribbean monitored policies for adult education and provide feedback to policy-makers and other stakeholders, while the UIL launched "Global Observatory on the RVA of the Learning Outcomes of Non-Formal and Informal Learning" in October. Regarding the CapEFA programme, an annual joint review meeting was held in May 2015, and 2014 Annual Report was prepared.

Regarding literacy assessments, UNESCO built its efforts on the first phase of the Literacy Assessment and Monitoring Programme (LAMP) implemented in Jordan, Mongolia, Palestine and Paraguay and the Pacific Islands Literacy and Numeracy Assessment (PILNA) in 14 Pacific Island States and territories.

#### **2.5 Advocating for literacy and ensuring synergies between different actions**

At global level, UNESCO played its coordination and catalytic role towards scaling-up literacy efforts in the post-UNLD era. As the follow-up of the UNLD final evaluation completed in 2013, the UNESCO DG report (A/69/183) was presented at the 69th session of the UN General Assembly, which led to the adoption of the resolution (A/C.3/69/L.9/Rev.1) sponsored by 81 countries, sending a strong signal to the global community regarding countries' renewed commitment to literacy, the needs for intensified collective efforts, and UNESCO's coordination and catalytic role required for that in the post-UNLD era.

A major coordination role played in the process of shaping the post-2015 agenda was one such example. This resulted in literacy being recognized as an essential element of the post-2015 agenda in key documents, notably the Muscat Agreement (May 2014) and the Report of the Open Working Group of the UN General Assembly on Sustainable Development Goals (A/68/970), as well as outcome documents of the regional meetings on EFA and others such as the second SAARC Ministers of Education Conference (New Delhi, October, 2014), and the Incheon Declaration (2015).

Another example of UNESCO's coordination role was the celebrations of International Literacy Day (ILD) on 8 September 2014 with the theme of "Literacy and Sustainable development". Numerous celebrations held in countries such as Cambodia, Chile, Cuba, Ethiopia, France, Ghana, Mozambique, Nepal, New Zealand, Nigeria, Rwanda, Senegal,

<b>Achievement(s)</b>
<p>Sudan, Swaziland and Thailand. A major global celebration took place in Bangladesh where the Government of Bangladesh, in partnership with UNESCO, organized the International Conference in support of the GEFI, reminded the global community of the importance of literacy as a driver for sustainable development, focusing on girls and women. The preparation for the 2015 celebrations of ILD is well underway</p> <p>The process to follow-up the CONFINTEA VI continues to serve as a platform for coordinated action for effective policies and practice in adult literacy and education. The preparations for the CONFINTEA VI follow-up meetings in the Caribbean and for the Arab States in 2015 are underway.</p> <p>In Nigeria, high-level advocacy visits paid to State Governments led to pledges made by official and the private sector organizations for greater support for literacy. In Arab region, holding two regional conferences to advocate the rights of Syrian Refugees Children contributed to raising awareness of refugees' basic rights to education.</p> <p><b>3. Cost-effectiveness/efficiency measures</b></p> <p>Measures taken include: implementing activities with lowest possible costs (e.g travel tickets); mobilization of internal expertise; fostering effective partnerships (e.g. regional cooperation, inter-sectoral cooperation, collaboration with communities and civil societies); the increased and effective use of webpages (e.g. on-line publication): ensuring result-based planning; and mobilization of extra-budgetary resources.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>Main challenges include the following: in many countries, making adult and youth literacy a real national priority and maintaining interest of partners in this field; adapting the evolving concept of literacy relevant to contemporary societies in managing policy and programme cycles; at all levels, inter-sectoral collaboration and partnerships between stakeholders, particularly between a government and civil society organizations; and the volatile, political, and/or security situations in countries, such as Afghanistan, Egypt, Nigeria, Pakistan, South Sudan and Somalia.</p>	<p>As a response, UNESCO uses different opportunities to raise the literacy profile and enhance an evidence base to mobilize stronger political will and resources. As the honest broker, UNESCO also facilitated dialogue and collaboration across different sectors and constituencies, through convening meetings and operational activities. UNESCO remains flexible in adjusting its workplans to find alternative means to achieve expected results in countries with particular situations.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> 10 additional countries having used UNESCO's support to better forecast skills supply and demand and improve strategic planning</p>	14 countries are using UNESCO's support and advice to transform TVET including 6 countries developed new policies or reviewing present policy.	High
<p><b>PI:</b> Number of instruments and guidelines prepared by UNESCO to advance and monitor global TVET developments</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	Draft text of the Revised Recommendation on TVET submitted to the forthcoming General Conference	High
<p><b>PI:</b> Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products</p> <p><b>T 2014-2015:</b> 25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET</p> <p><b>T CAP 2014-2015:</b></p>	25 UNEVOC Centres engaged in producing knowledge products on youth skills development and greening TVET	High

Achievement(s)
<p><b>CORE AREA 1: Provide upstream policy advice and related capacity development</b></p> <p>UNESCO has prioritized providing upstream policy advice for transforming TVET policies and systems and addressing key challenges such as youth unemployment, gender mainstreaming and supporting lifelong learning opportunities for all.</p> <p>Eight Member States have benefitted from UNESCO policy reviews and policy development support (Afghanistan, Bahrain, Liberia, Madagascar, Saint Lucia, South Sudan, Sudan and Suriname). Eleven Member States benefitted from capacity development programmes, including through CapEFA (5 Countries: Afghanistan, Benin, Liberia, Madagascar and Malawi), BEAR projects (5 countries: Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia) and EU-funded project in Iraq, covering inter-ministerial coordination, curricula reform, entrepreneurship, qualifications frameworks and quality assurance, information system and monitoring and evaluation of TVET.</p> <p>Three countries in Africa have developed new TVET policies and related master-plans for implementation through UNESCO's support (Liberia, Madagascar and Mali). In total, ten (10) Member States, including 9 in Africa, (Afghanistan, Benin, Botswana, DR Congo, Liberia, Madagascar, Malawi, Mali, Namibia and Zambia) are engaged in transforming TVET. They are benefitting from capacity development programmes, including through Capacity Development for Education for All (CapEFA) and Better Education for Africa Rise (BEAR) projects.</p> <p>UNESCO is also designing a training course on TVET policy reviews in collaboration with a UNEVOC Centre from Canada (CICAN) with experience in TVET policy support in Latin America. The course is planned to target 4 countries of the Andean cluster (Bolivia, Columbia, Ecuador and Venezuela). The implementation of the activity is starting in July 2015.</p> <p>Nine (9) Member States (Algeria, Dominican Republic, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia) benefited from UNESCO's support (8 through the NetMed Youth project) in diagnosing youth transition in the labour market and in assessing appropriate approaches for developing adequate systems for skills anticipation and forecasting and in translating the findings into appropriate policies and programmes. In support of Small Island Developing States, UNESCO has provided technical assistance to the review of regional TVET policy in the Pacific and the organisation of the regional conference on TVET in the Caribbean, in Jamaica. The conference further elevated the profile of TVET in the Member States of the Caribbean sub-region. UNESCO's support to the review of the regional TVET policy in the Pacific will be followed by the development of new framework that will be submitted to the ministers of education meeting in 2016.</p> <p>UNESCO is supporting the capacity development of Member States in the area of curricula design and implementation. As part of the <b>Kaduna consensus</b> on priority TVET curricula for online sharing, capacity building activities were conducted and targeted for 32 (28 males and 4 females) experts in the field of TVET from 4 Member States (Sierra-Leone, Liberia, The Gambia and Nigeria); as part of the process a review of Mechanical Engineering Trades Curriculum and the development of a new curriculum in mechatronic and auto-tronic engineering trades. As part of BEAR projects (5 countries: Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia), new curricula have been developed and are being piloted in the five beneficiary countries. UNESCO Brasilia works to technically assist the core teams of Pedagogical Supervision and Capacity Building of Technical and Vocational Secondary Education Coordination in order to enable them to act more directly in the schools, providing technical support and guidance to teachers and managers in the development of</p>

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curriculum prototype activities.

UNESCO-UNEVOC utilized networking and partnerships as an effective resource to facilitate TVET transformations and to generate information and evidence that could foster transnational and regional actions. Capacity development through UNESCO-UNEVOC included training, policy dialogue, collaborative research, alliances and thematic clusters to address a range of policy and thematic learning needs within the UNEVOC Network members which include ministries, national bodies, training providers and research institutions.

#### **CORE AREA 2: Conceptual clarification and monitoring of skills development**

The work on TVET indicators is progressing at different levels. At country level, several countries (Benin, Liberia, Madagascar and Morocco) are benefiting from UNESCO support in particular through CapEFA project. At global level, the Inter-Agency working group on indicators met in December 2014 and defined several areas for joint collaboration including definition of indicators associated with the new targets related to the post-2015 education agenda, the review of surveys and other non-administrative sources.

UNESCO is working on conceptual clarification and integration of specific areas of skills development such as entrepreneurship skills, transversal skills, green skills and basic skills. In the Arab region, UNESCO continued its support to Member states to include entrepreneurship skills in TVET curricula. 34 officials and experts took part in the Regional Workshop organized jointly by UNESCO, ALECSO, and the Virtual University of Tunis (VUT) in Tunis to promote regional and international cooperation in the field. Following, the SEAMEO-UNESCO workshop on transferable skills in TVET curricula, teaching and assessment that took place in Bangkok, Thailand (Mar 2014), UNESCO is conducting a second phase of the regional collaborative research on transversal skills in TVET, focusing on pedagogies and assessment in ASEAN countries. UNEVOC has launched a research project on green skills through TVET approaches in cooperation with UNEVOC Centres from Asia-Pacific region with the aim of identifying skills needs and provisions, specifically for promoting sustainable development and regional integration, and informing policy dialogue. UNESCO is also working on integrating literacy and vocational skills. A sub-regional workshop was held in Dakar (27-29th of May 2015) for the countries of Sahel region (6 countries attended: Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger and Senegal). The workshop reached the following results: i) Capacity development for 41 policy-makers and representatives of TVET and LNFE sub-sectors, civil society organizations and NGOs ii) Two (2) key reference documents produced.

UNESCO, following the recommendations in the Shanghai Consensus, is exploring the possibility of the development of international guidelines on quality assurance for the recognition of qualifications, based on learning outcomes (LO), and identifying a set of world reference levels (WRLs), to facilitate the international comparison and recognition of TVET qualifications. A four-staged approach is being implemented: (1) the technical review of level descriptors at national and regional levels; (2) the conceptual development of the WRLs; (3) broad consultation; and (4) a political process that will explore the technical and legal aspects relating to the desirability of defining and adopting world reference levels. As part of the first stage, UNESCO conducted a global study on the use of level descriptors. The outcomes of this study were discussed at an Experts' Meeting, held on 23-24 April 2015 which involved all Regional Qualifications Frameworks (ASEAN, EQF, CARICOM, Pacific, SADC and TQF) as well as key organisations working in the field (ETF, CEDEFOP and WorldSkills) aimed at advancing the work towards the development of WRLs, by further defining the process and objectives of the WRLs development, based on UNESCO's research

Achievement(s)
<p>on the use of level descriptors, regional developments and other sources.</p> <p>The consultation and drafting process for the revision of the 2001 “Revised Recommendation concerning Technical and Vocational Education” proceeded as planned, in coordination with the process for the revision of the 1976 Recommendation on the Development of Adult Education. Given that the General Conference decided that no special committee (referred to in Article 10, paragraphs 4 and 5, of the relevant Rules of Procedure) shall be convened, the Final Report of the Director-General containing the draft text was therefore communicated to Member States by Circular Letter on 10 April 2015 with a view to its submission to the General Conference at its 38th session in November 2015.</p> <p><b>CORE AREA 3: Act as a clearinghouse and inform the global TVET debate</b></p> <p>In October 2014, UNESCO-UNEVOC hosted a Global Forum on Skills for Work and Life Post-2015 in Bonn, in collaboration with the BMBF, BMZ, BIBB, GIZ and the German National Commission for UNESCO. Over 200 participants from 71 Member States took part. A Global UNEVOC Network meeting was also held, in which UNEVOC Centres discussed collaboration on greening TVET, youth and skills development, and ICTs in TVET. Regional UNEVOC meetings and seminars were held in Australia, Botswana, Ethiopia, Jamaica and the Republic of Korea. In addition the participation of selected UNEVOC Centres in regional and international events was supported, including in the World Conference on ESD in Nagoya, Japan.</p> <p>With UNESCO’s sustained advocacy for TVET, skills for work and life are achieving prominence in the emerging post-2015 agenda with the inclusion of ‘quality technical and vocational education and training’ in the Incheon Declaration of the World Education Forum. Advocacy has increased attention to the importance of flexible learning pathways and ‘the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education’. Participants at the World Education Forum committed to ‘promoting quality lifelong learning opportunities for all, in all settings and at all levels of education’.</p> <p>International coordination in TVET has been enhanced through the Inter-Agency Group on TVET, and its working groups on TVET indicators, Greening TVET and Work-based learning. A meeting of the Inter-agency working on work-based learning took place in February 2015. The inter-agency group will conduct three main activities: (i) Agree on common definition regarding work-based learning; (ii) define a policy framework for promoting work-based learning; and (iii) produce a collective infographics to promote work-based learning.</p> <p>A new monograph concerning TVET was published by UNESCO in June 2015 “Unleashing the Potential: Transforming Technical and Vocational Education and Training”. The authors propose an integrated analytical approach through which economic growth, social equity and sustainability perspectives can be strategically combined so as to address contemporary policy concerns such as youth unemployment, gender disparities and climate change.</p> <p>A draft thematic paper on the quality assurance arrangements that underpin the certification process used in TVET has been prepared and will be presented in the Regional Asia-Pacific Conference on TVET in August 2015. The paper focuses on the ways the reforms of qualification systems and the shifting focus on learning outcomes influence the quality assurance arrangements of certification.</p>

### Achievement(s)

As of June 2015 there were 255 UNEVOC Centres in 110 Member States.

The UNEVOC Centres have been engaged in the e-Forum virtual conferences organized by UNEVOC during the period. A Special Virtual Conference took place in March 2014 on the Revision of the 2001 Recommendation concerning TVET with 199 participants from 68 countries, 29 of which are members of the UNEVOC network. An online discussion on Vocational Pedagogy engaged 197 participants from 65 countries, of which 21 were from the UNEVOC Centres. One virtual conference on Quality Apprenticeships has been completed in June 2015 with 225 stakeholders from 70 countries. Thirty per cent of the participants were from the UNEVOC Network representing 36 UNEVOC centres. There has been increased interest from the network members, which recorded between 15-17% participation rates in the previous year.

UNEVOC continued to advocate greening TVET policies and practices through evidence-based studies, for example in the OECD Green Skills forum 2014 that addressed the issue of green skills and innovation for inclusive growth as well as a discussion paper that locates TVET skills needs in sustainable energy fields. A revised version of the Greening TVET guide has been prepared. International synergies are created through the Inter-Agency Group on Greening TVET and Skills Development in which UNEVOC is an active member.

UNESCO-UNEVOC is also increasingly using the expertise available within UNEVOC Centres to translate networking into regional and sub-regional cooperation for capacity development. UNEVOC Centres have also been consulted in the framework of the evaluation of UNESCO's Strategy for TVET (2010 to 2015).

The e-Forum online platform continues to be a hub for connecting TVET communities online. As of June 2015 there were 3987 members. For the period January to June, 2015, web access analytics showed steady rise in the number of access from January to March 2015 and a slight drop in May 2015.

The total number of reports published on the World TVET Database is now 65. The database provides up-to-date information to help stakeholders learn about the different structures of TVET systems and stimulate comparative studies. The TVETipedia portal was relaunched and new features have been introduced such as a feedback system, link to Further Reading materials. UNEVOC continues to locate promising practices in TVET to foster innovation, scalability and transferability. In addition to 12 Promising Practice published online, nine (9) were discussed in 2014 to promote actions on skills development for the youth and sustainable development.

#### **PRIORITY AFRICA**

Three countries in Africa have developed new TVET policies and related master-plans for implementation through UNESCO's support (Liberia, Madagascar and Mali). 9 Member States in Africa, (Benin, Botswana, DR Congo, Liberia, Madagascar, Malawi, Mali, Namibia, Zambia) are engaged in transforming TVET. They are benefitting from capacity development programmes, including through Capacity Development for Education for All (CapEFA) and Better Education for Africa Rise (BEAR) projects. Within the framework of e-Learning Africa a workshop was convened by UNEVOC with support from the Commonwealth of Learning (COL).

### Achievement(s)

UNESCO is also working on integrating literacy and vocational skills. A sub-regional workshop was held in Dakar (27-29th of May 2015) for the countries of Sahel region (6 countries attended: Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger and Senegal). The workshop reached the following results: i) Capacity development for 41 policy-makers and representatives of TVET and LNFE sub-sectors, civil society organizations and NGOs ii) Two (2) key reference documents produced.

#### **PRIORITY GENDER EQUALITY**

The principle of gender equality has informed programme implementation in all three Core Areas of the Strategy for TVET (2010 to 2015).

UNESCO New Delhi and All India Women's Education Fund Association (AIWEFA), organized a Conference on "Transition of Women from Education to Full Employment" on 23 May 2015, in New Delhi, India with participation of 100 representatives from the government, National Skills Development Council, civil society organizations, private sector, ILO, UNFPA and bilateral agencies, educators, academicians and experts from other institutions to promote partnerships between the public and private sectors, NGOs, academic and research institutions, and development organizations in creating opportunities for skills and training for women and girls and provided recommendations for strengthening programmes and services for transition of women from education to employment to follow-up the WEF 2015 Incheon Declaration and to support the "Skill India" initiative. The results of the Conference will be published in October 2015.

#### **Cost-effectiveness/efficiency**

Networking and partnerships continue to be cost-effective ways to maximize international cooperation in the area of TVET. For example, in Madagascar UNESCO is working closely with ILO to provide up-stream policy advice and support the government in developing a new TVET-employment policy. In Mali, UNESCO cooperated with Francophonie to support the Government in finalising TVET strategy Master-Plan and organising a donors meeting.

#### **Sustainability**

The work on capacity development is a good example of sustainability. Where UNEVOC Centres are directly involved in sharing knowledge and experience this both capitalizes upon the UNEVOC Network and strengthens the UNEVOC Network.

#### **Contribution to C/5 expected results**

- The work done ED/PLS/YLS and the UNESCO-UNEVOC International Centre has contributed to the strengthening of the capacities of Member States to design and implement policies aiming at transforming TVET.
- 22 countries have 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
- The draft text of the revised recommendation concerning TVET is submitted to Member States prior to the 38th General Conference, in accordance with the relevant

Achievement(s)
<p>procedures.</p> <ul style="list-style-type: none"> <li>Enhanced knowledge management and sharing via UNEVOC online services and platforms and an increasing number (36) UNEVOC Centres participating in programmes and contributing to the production of knowledge products.</li> </ul>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
1. Progress has been uneven across regions during this biennium due to lack of human resources and expertise in the field of TVET. 2. Several important activities (for example regional conferences and collaborative studies) required prior and long consultations with Member States and partners	1. Pooling of resources has been considered for example in the organization of regional events and activities. 2. Better planning of regional events and close coordination between Regional offices, UNEVOC and HQ.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b></p>	The text for the revised Arusha Convention is adopted. Informal Working Group is being formed for the implementation of the revised Convention.	High
<p><b>PI:</b> International and regional conferences organized with UNESCO's support on</p>	A UNESCO-ICDE Global high level policy forum was organized on 9-11 June	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>key policy issues in Higher Education, including on technology driven teaching and learning models</p> <p><b>T 2014-2015:</b> 1 international conference/meeting</p> <p><b>T CAP 2014-2015:</b> 3 regional/international meetings</p>	<p>2015 at UNESCO Headquarters.</p>	
<p><b>PI:</b> Number of countries to which UNESCO provided policy advice and which have engaged in the improvement of their higher education systems.</p> <p><b>T 2014-2015:</b> 8 countries supported</p> <p><b>T CAP 2014-2015:</b> 4 additional countries</p>	<p>8 countries</p>	<p>High</p>

#### Achievement(s)

During the first year of the quadrennium, the implementation of the higher education programme has progressed according to plan and timetable:

**Normative work.** The **revision of the African region convention** was successfully completed with the adoption of the Revised Recognition Convention during the International Conference of States held in December 2014 in Addis Ababa, Ethiopia. Organized with support from the Kingdom of Norway and the People's Republic of China, the conference brought together representatives of 49 Member States, of which 34 participating Member States and 15 observer Member States, and of 7 international non-governmental organizations and non-governmental organizations. At the close of the conference, 15 Member States of the Africa region plus the Holy See signed the text of the revised convention. An implementation workshop held during the conference provided an opportunity for networking and knowledge sharing across regions on actions to facilitate the implementation of the revised convention. 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 and April 2015 to discuss the way forward and linkages with existing regional conventions, and the progress and timeline towards finalization of the Preliminary Report which will be submitted to the 38th Session of the General Conference are well underway.

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 completed their ratification processes. On the occasion of the 13th session of the Regional committee on the Recognition of Higher Education Qualifications in Asia and the Pacific, held in August 2014 in Colombo, Sri Lanka, several Member States informed that they were ready to ratify the 2011 Revised Regional Convention.

In the context of the **European Convention** ("Lisbon Recognition Convention"), UNESCO has contributed to the successful organization of the 2014 Joint Annual Meeting of the ENIC-NARIC Networks (Rome, July 2014 and Vienna, June 2015). On that occasion, the new ENIC-NARIC website (a European Union gateway to recognition of academic and professional qualifications) was launched. The website includes a section, "UNESCO Regions", developed with the support of UNESCO, which provides recognition-related information and

### Achievement(s)

resources from the other UNESCO regions.

The International Institute for Higher Education in Latin America and the Caribbean (IESALC) is supporting the **normative work in Latin America**. With the generous support of Brazil, a meeting will be convened in August 2015 to further support the normative work in the region and a possible revision of the 1974 regional convention.

#### QUALITY ASSURANCE

Work in the area of **quality assurance** is ongoing and firmly connected to the implementation of qualifications recognition. Following the completion of 4 regional scoping studies in quality assurance in higher education UNESCO conducted an E-Forum (3-25 April 2015) to discuss the status, trends and challenges of quality assurance in higher education. An E-Forum report was produced.

**In Africa:** A one-day event on quality assurance in higher education in Africa was organized on the occasion of the Conference held in Addis Ababa on December 2014 to examine and adopt the Revised Convention for the African States. The Pre-Conference reviewed the existing national and sub-regional experiences in quality assurance in higher education in Africa, and assess their impact on the overall quality of the sub-system; promote dialogue among the responsible stakeholders; and identify directions for further enhancement of quality assurance mechanisms and structures within the framework of the implementation of the revised Addis Convention. The event was attended by more than 80 participants.

In the UEMOA (Economic and Monetary Union of West Africa) countries, UNESCO has supported initiatives aimed to strengthen networking, collaboration, dialogue on harmonization of practices, capacity development and resource mobilization for quality assurance activities. Some 70 quality assurance specialists from universities and Ministries of Higher Education in the eight UEMOA countries were trained.

UNESCO contributed to the First Southern Africa Sub-regional Conference on Quality Assurance in Higher Education organized by the Zimbabwe Council for Higher Education (ZIMCHE) with the support and participation of the MSRO, Representatives of councils for higher education, quality assurance agencies and ministries. The objectives included Increased mobility of students, academics and researchers; increased employability of graduates, and increased international competitiveness of HED in SADC. UNESCO continues to support this process in collaboration with ZIMCHE as the secretariat for the network, in preparing the presentation of the above-mentioned constitution and the terms of reference of the network to the SADC ministers for endorsement during a meeting of SADC Ministers in charge of higher education which is planned for January 2016. UNESCO supported a regional seminar with the purpose of bringing together key stakeholders in the African region and set up a network for the effective verification of qualifications.

For the ECOWAS zone, UNESCO provided support was to countries both on Quality Assurance (QA) in Higher Education and on Innovative Financing in Higher Education and Research. i) A conference on "Quality Assurance for HED and Research: Towards a harmonization of practices at national and regional levels in the CAMES zone" (Dakar, 12-14th of Nov. 2014) ii) A conference on "Innovative Approaches to finance HED and Research" (Lomé, Togo, 26-28th of Nov. 2014). In this framework, partnership was enhanced with international and regional bodies, inter-governmental and non-governmental (ADEA, CAMES, DAAD, AAU) organizations as well as with financing partners (AfDB, WB and WAEMU). Two road maps were identified for follow-up in the next semesters on the two major events and specific thematic and processes related to HED.

Achievement(s)
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Lesotho is at a stage where the Council on Higher Education (is building the infrastructure for implementing quality assurance at the national level. The council is currently engaged in the review of higher education programmes in order to assess their accreditation status. It is also finalizing development and legislation of other quality assurance tools and regulations.

**In the Arab States:** A regional Conference in quality assurance in higher education was organized under the aegis of the Ministry of Higher Education of Egypt, Cairo, on 7 and 8 June 2015, in partnership with Arab Network in Quality Assurance in Higher Education and the DAAD. The Conference brought together some 150 experts from 12 countries both from the region and Europe.

**In the Caribbean:** UNESCO-University West Indies Regional Conference on Institutionalizing Best Practice in Higher Education, St Augustine Campus Trinidad and Tobago 24-26 June 2015. The conference focused on the development of culture of best practices in higher education institutions in the Caribbean. In addition, UNESCO conducted a virtual conference and produced a newsletter on quality assurance issues in the Caribbean.

#### INTERNATIONAL COOPERATION

**International cooperation** at the higher education level is a key component of our programme. The UNESCO Chairs and UNITWIN networks continued 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 2015???, 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. The management of the UNESCO Chairs Programme continued to be strengthened and substantive progress has been made towards fulfilling the demands of the 2012 IOS Audit. Under the review period 61 new UNESCO Chairs and 4 UNITWIN Networks were established.

**In Africa,** UNESCO supported the development of Centers of excellence (Pôles d'excellence technologiques universitaires") and provided technical support missions to 4 countries ready to support this inter-university collaboration. The strengthening of UNESCO Chairs in Central Africa, in particular in the field of inclusive education and peace education, and the establishment of new UNESCO Chairs on higher education and access to OERs in Southern Africa are actively pursued. UNESCO is also supporting the development and use of ICTs to connect universities in the UEMOA countries, as well as the establishment of a virtual library through training workshops of computer engineers and documentalists in selected universities of the sub-region. UNESCO organized, in cooperation with the Ministry of Higher Education and Sciences and Technology of Togo and key higher education partners in Africa a regional conference to examine resource mobilization and innovative approaches to financing higher education in the region. A guideline on innovative approaches for financing higher education and research in Africa is developed and published by the Association of African Universities and UNESCO. In Asia and the Pacific, a UNESCO Entrepreneurship Education network was established with some 180 members from 37 countries to date.

Training materials to support capacity building on **gender** and transformative leadership in Africa were developed and training provided to some 200 trainees in Nigeria. UNESCO has

### Achievement(s)

developed a pilot initiative in Ecuador to promote the approaches of gender, interculturality, disabilities and environment in the higher education system and has contributed to the review and validation of the “Guide to Equality Indicators for Higher Education”.

#### **POLICY SUPPORT AND TRAINING**

A joint UNESCO-Ministry of Higher Education Workshop on Admission Policies to Higher Education in Egypt from 9 to 10 June 2015, was organized in Cairo. The Workshop was opened by both, Minister of Higher Education and Minister of Education, and was attended by the Senior academic core of the country: presidents of both public and private Universities, Institutes, Deans, and Ministry officials in charge of educational policies. The Workshop addressed the need to review the current status of admission policies in Egypt in view of the massification of the sub-system and its expansion. Discussions focused on practices and processes associated with transition to Universities and Higher Learning Institutions in Egypt offering an insight into how the transition is managed and admission criteria is being reformed in other contexts, namely: Brazil, China, England, Malaysia, South Africa, Germany, Norway, and Russia. UNESCO received requests from Armenia, Uganda and Guinee Bissau to assist the Member States in developing their higher education strategies.

In Zimbabwe, UNESCO is supporting the Zimbabwe Council for Higher Education (ZIMCHE) and the Ministry for Higher and Tertiary Education to review the country’s higher education policy. UNESCO has begun developing discussions with HEIs on supporting research projects that will also form part of participation in the “Africa Centres for Excellence” initiative of the World Bank, which in the Southern Africa Sub-region is taking place in Malawi, Zambia and Zimbabwe.

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 coordinated the training of 38 managers and 32 quality assurance officers on Quality management and leadership issues. Moreover, the Avicenna Virtual Campus in Iraq was expanded by including additional universities and strengthening staff and managers’ capacities in using ICTs, e-learning and e-libraries. 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 the Arab region**, UNESCO developed a higher education policy framework and resource pack and discussions are underway regarding national dissemination workshops in the Maghreb countries. UNESCO has been involved in developing concept notes on possible projects in support to Syrian refugees and youth affected by the Syrian crisis, and has contributed to different studies on higher education needs and responses in the context of the Syrian crisis.

**In Latin America**, UNESCO started several higher education initiatives in Lima, Port au Prince, Quito, Santiago, San José. OREALC provided support to “Inclusion in higher Education in Chile”, a mechanism to support low-income students’ access to higher education. Education materials about the psychosocial approach to emergencies and disasters in schools were

Achievement(s)
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<p>produced and widely disseminated. UNESCO supported Member States' efforts to diversify their higher education provision – notably, the workshop organized in Haiti on the development of short training programmes in public universities.</p>
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<p><b>TECHNOLOGY IN HIGHER EDUCATION</b></p>
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<p>A project "ICT foresight in Higher Education" was initiated to review critical trends in the use of ICTs and to contribute to shaping future global education policies, in particular for higher education. UNESCO is also a key contributor to the conversation to advance the global policy agenda in open, online and distance education beyond 2015, in the broader context of the post-2015 education agenda. This is done in partnership with the International Council of open and Distance Education (ICDE), the Commonwealth of Learning (COL), the UNESCO International institute for Technology Education (IITE) and others. A UNESCO-ICDE Global high level policy forum was organized on 9-11 June 2015 at UNESCO Headquarters. It aimed to promote Online, Open and Flexible Learning.</p>
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<p>Within the framework of the UNESCO Programme for Open Educational Resources (OERs), aimed at assisting Member States to develop an enabling framework to develop, use, and share OERs to achieve universal education for all, UNESCO, with funding from the EU, has undertaken to globalize OpenupEd.</p>
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### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Common and most preponderant challenges include lack of appropriate financial resources, shortage of human resources, health security issues and political instability (mainly in the Africa and Arab regions).</p>	<p>Palliative actions taken include an intensification of mobilization of extra-budgetary resources; the design of cost-sharing strategies; wide dissemination of results and impact of initiatives; and the development of collaborative partnerships with relevant donors and stakeholders.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher policies, paying strong attention to equity and gender issues</p> <p><b>T 2014-2015:</b> Major technical support provided to at least 10 Member States</p> <p><b>T CAP 2014-2015:</b> 2 more countries</p>	<p>Total of 52 countries engaged and benefitted from UNESCO's high-level technical assistance i.e. 13 African countries for the development/review of teacher qualification framework and policies (Benin, Guinea, Cote d'Ivoire, Niger, Senegal, Togo, Nigeria, The Gambia, Rwanda, Uganda, Lesotho, Namibia, Mozambique); 6 countries in Asia-Pacific, for a policy analysis of multi-grade teaching (Bangladesh, China, Lao PDR, Nepal, Pakistan, and Thailand) and 20 countries to develop and review their teacher policies (Australia, Cambodia, China, Bangladesh, Fiji, India, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Samoa, the Solomon Islands, Sri Lanka, Thailand, Vanuatu, Viet Nam); 5 countries in Arab States (Palestine, Iraq, Sudan, Yemen and Egypt) for developing and reviewing Teacher Education Strategies and policies; 8 Latin American countries for a regional study in policies for training and professional development of teachers in early childhood education.</p>	High
<p><b>PI:</b> Number of countries which, based on UNESCO's support, have developed and/or reviewed teacher training and continuous professional development</p> <p><b>T 2014-2015:</b> Major technical support provided to at least 10 Member States</p> <p><b>T CAP 2014-2015:</b></p>	<p>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 6 Latin American and Caribbean countries (Chile, Peru, Ecuador, Mexico, Haiti and Uruguay) benefitted from the 2013-2014 edition of the hands-on post-graduate diploma-level capacity building training course. Large-scale national teacher training programme launched and organized</p>	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
	<p>in Peru; 3 countries in Arab region (Lebanon, Palestine, Syria) benefitted from the provisions for teacher training and continuous professional development in the context of heightened emergencies and crisis situations.</p>	
<p><b>PI:</b> Number of teacher training institutions in sub-Saharan Africa which have been reinforced and are fully operational</p> <p><b>T 2014-2015:</b> 15 sub-Sahara African Member States</p> <p><b>T CAP 2014-2015:</b></p>	<p>-A total of 13 sub-Saharan Africa countries are benefitting from direct high-level technical assistance for institutional capacity development, notably under the CapEFA programme (5) and China FIT project (8: Cote d'Ivoire, Ethiopia, Congo, DR Congo, Liberia, Namibia, Tanzania, Uganda). -TTIs in 10 African countries (Ghana, Liberia, Cape Verde, Guinea Bissau, Ethiopia, Tanzania, Mozambique, Zambia, Lesotho, and Zimbabwe) have piloted the gender-mainstreaming guide and regional adaptation started in Arab States and LAC regions. -16 countries in Africa, 3 in Asia and Pacific New Zealand, China, Philippines) and 1 Latin America and Caribbean ( Jamaica), and Europe (1) have engaged in the development of a Guidebook for effective teaching and learning of ESD in teacher education in Africa. The Guide is will be adapted to the other regions in 2015 and 2016 through the participating countries herein.</p>	<p style="text-align: center;">High</p>

#### Achievement(s)

Overall outcomes and results: Overall, implementation of activities under ER5 at global, regional and country levels are all progressing well, with concrete achievements being produced in the second year of the biennium. In particular, as the first six months of 2015 coinciding with the preparation of the World Education Forum (WEF) in May 2015, some of the activities at global and regional levels have explicitly made reference to the role of teachers in the post-2015 context, contributing to the reinforcement of UNESCO's global and regional leadership in the field of teacher training and professional development.

#### **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 continue to focus on supporting Member States in developing and/or reviewing teacher policies within the general context of the education system. UNESCO continued to provide institutional capacity building on teacher policy development and implementation, through direct technical support, development of policy guides and training materials for policy makers. Gender in teacher training education continues to be an importance focus. At the global level, following the finalization of the guide: **"A Guide for gender equality in the policy and practice of teacher Education"** in 2014, and the "Teacher Education for Sustainability: Effective Teaching and Learning Guide" has

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also been finalized in March 2015 in English and French, and will be published in the fall of 2015. Work has started to translate and adapt the “Guide for gender equality” into Arabic and Spanish, and a regional adaptation will be undertaken for the Asia-Pacific region from the latter half of 2015.

#### ***Focus on Early Childhood Care and Education (ECCE)***

Early Childhood Care and Education (ECCE) has been strongly featured as emerging as a common trend under the teacher programme this biennium. 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 global and regional level, in Africa, Asia-Pacific, Arab States and Latin America and the Caribbean regions.

In **Asia-Pacific**, UNESCO’s regional-level activity on pre-primary teacher development has laid a strong foundation to enhance the quality of education in the early years. Publications, teachers’ resource pack, advocacy guides and examples of good practices were produced and widely disseminated to Member States in the region under framework of the regional project “Pre-primary teacher development in Southeast Asia” funded under Japanese FIT. This project involves 4 LDCs of Southeast Asia, i.e. Cambodia, Lao PDR, Myanmar and Timor Leste.

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**, the regional study on state of the art in training and professional development policies of teachers for early childhood education in Latin America and the Caribbean is developed. In the beginning of 2015, National Focus Group on Teachers for Early Childhood Education in each country was organized.

A new global initiative on a **Survey of Teachers in Pre-primary Education (STEPP)** was launched in May 2015, with the aim to develop and pilot an instrument for tracing pre-primary teachers and managers in 5 selected countries in different world regions. It will focus on questions such as teacher characteristics, working conditions, initial training and continuous professional development opportunities, qualifications and pedagogical practices. It seeks to support informed evidence-based ECCE teacher policy development and implementation for quality inclusive access and service delivery; international literature review on early childhood care and education personnel; development of a framework for the review of major survey tools and experiences with regard to early childhood educators and the setting up of the International Advisory Group (IAG) to provide advice on content and methodology, which will have a kick-off meeting at UNESCO Headquarters on 15-17 July 2015. The plan is also have STEPP to become a collaboration with OECD, in view of their ECD staff survey to be launched in 2016. To this effect, a formal agreement for collaboration with OECD is expected in late 2015 in this regard.

#### ***Country-level support***

The teacher programme in Africa has been completed and reinforced by major extra-budgetary projects in particular under the framework of **Capacity Development for EFA programme**

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**(CapEFA)** which has been a major vehicle for the policy development interventions. For most of the countries, the activities have continued from previous biennium: 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).

In Africa, nine ECOWAS countries have validated a **common qualification framework and references for Basic Education Teachers**. The interventions started at the national levels and progressively moved towards common tools in the REC. It is anticipated that similar exercises can be replicated in other RECs for an African framework and standard reference in teaching profession. Preparatory work for the organization of a regional conference on teachers in the Southern African countries in late August 2015 (in Maputo, Mozambique) started in early 2015, in view of developing a regional cooperation framework for teacher education and professional development.

IICBA produced several technical papers, reports and publications during 2014, including the teacher policy development practical guide for Africa. Other publications produced in support of teacher policy development were: two on-line publications as part of the Fundamentals of Teacher Education Development series, entitled "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"; and a consolidated report on in-service teacher education in Africa.

In the **Asia-Pacific region**, UNESCO gave particular emphasis to policy advocacy to promote **inclusive teacher development and education**. Support was extended to develop and/or review national teacher policies from an inclusive perspective, and initial work in progressing well in some 20 countries. A policy analysis of multi-grade teaching in Cambodia was completed, which for the first time provided a clear picture of the magnitude of multi-grade teaching. A second research study on the Career Pathways for Teachers in Asia and the Pacific is ongoing, involving 11 countries: Cambodia, Indonesia, Mongolia, Pakistan, Philippines, Republic of Korea, Samoa, Sri Lanka, Uzbekistan, Vanuatu and Viet Nam, and is expected to be completed at the end of 2015.

In the **Arab State region**, following the successful organization of the inter-regional workshop in Beirut (December 2014), which invited experts from different countries, including from Latin America and Africa, the **Regional Teacher Policy Framework and Resource Pack** will be shared during a Regional Expert meeting planned on 19-20 October 2015. UNESCO also contributed to the work on **teachers in emergencies/crisis situations** in the areas of teacher curriculum and certification in emergencies.

In **Latin America and the Caribbean**, several technical papers and studies focusing on policy issues in the teaching profession have been completed, such as a working paper on valorization of the profession and teaching career and a documentation of **Significant Experiences of Teacher Policies in Latin America**, which was disseminated at the Regional

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Meeting: “Education for All in Latin America and the Caribbean: Report and Challenges for the post 2015” (Lima, Peru, October 2014). Twenty two countries have participated in a Regional Technical Meeting of the UNESCO Regional Strategy on Teachers in Latin America and the Caribbean (Brazil, June 2015): Argentina, Belize, Brazil, British Virgin Island, Chile, Colombia, Costa Rica, Cuba, Curacao, El Salvador, Guatemala, Grenada, Jamaica, Mexico, Paraguay, Panamá, Perú, República Dominicana, Venezuela, Santa Lucia, Saint Vincent and the Grenadines, Suriname, St. Maarten.

#### ***Global Coordination, Advocacy and support to normative instruments***

The year 2014 marked the 20th anniversary of the **World Teachers’ Day (5 October)**. UNESCO and its partners ILO, EI, UNDP, UNICEF and the International Task Force on Teachers for Education for All, organized a series of events at UNESCO HQ on 6-7 October. The main event was a 2-day open public forum entitled “Enhancing the profile of the teaching profession”. The forum was attended by around 400 participants and allowed a large range of public to discuss and exchange during the four participative workshops. Preparation for the WTD 2015 celebration has commenced to be organized on 5 October 2015, with a plan to have a policy-dialogue with teachers in the context of Education 2030 and a seminar focussed on the status and professional development issues for pre-primary education teachers.

The 12th session of **CEART** meeting was successfully organized from 20-24 April 2015, together with ILO, at UNESCO HQs. A set of four background technical reports addressed the following critical issues: Impact of the Digital Age on the Teaching Profession; Quality of Teaching Performance and Evaluation; Maintaining Professionalization of Teaching in Higher Education: From Entry into the Profession to Lifelong Professional Development; and Quality of Teaching in the Context of Increasing non-Public Providers of Higher Education. For the first time, CEART came out with a Communiqué advocating for placing teachers at the center of the post-2015 education goal. The Communiqué was presented and distributed at the WEF in May 2015, by the Rapporteur of the 12th session, who also participated in the parallel technical session on teachers organized at the WEF.

In contribution to the 12th session of CEART, a regional research study in 8 Asia-Pacific countries (Cambodia, Indonesia, Mongolia, Pakistan, Republic of Korea, Samoa, Sri Lanka and Uzbekistan) on the status and rights of teachers was also conducted. This report will be published to coincide with World Teacher's Day in October 2015.

The increased level of interests among Member States, particularly the GRULAC countries, as well as partners and NGOs on the status of teachers around the world has been further raised by the momentum created by the WEF and also the subsequent intensified advocacy by partner agencies.

The 3rd edition of the UNESCO-Hamdan Prize (2014) rewarded Oxfam Novib and Education International (Belgium) for the programme “Quality Educators for All: Every Child needs a Good Teacher (Quality-Ed)”; SOS Villages d’Enfants (Madagascar) for its “Teacher Training Programme”; and ProEd Foundation (Panama) for its “Teachers Teaching Teachers – Professional Learning Community (PLC)” project. The Prize was renewed for the 2nd cycle, and the call for nomination for the 2016 edition has been launched in May 2015.

#### ***UNESCO's collaboration with International Task Force on Teachers for EFA (TTF)***

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UNESCO also continues to collaborate closely with the **International Task Force on Teachers for EFA (TTF)**, in development of a guide for national teacher policy development, the final draft of which was reviewed and validated at a validation workshop held in Rabat, Morocco in December 2014. UNESCO and the TTF also worked closely to plan and organize the technical parallel session on teachers at the WEF (Incheon, May 2015) and ensure a common voice for policy advocacy on reinforcing the importance of the teacher agenda in the post-2015 education goal discussion.

UNESCO also collaborated closely with the International Task Force on Teachers for EFA in preparing a guide for the development of a national teacher policy, being translated in 6 languages. Following an online forum on Inclusion and Equity in Teacher Policies and Practices, an international symposium on the issues was organized with the UNESCO Chair on the topic at the University of Buea (Cameroon) in April. A policy brief has been prepared as a result. In collaboration with the World Bank – SABER team and the Centre for International Teacher Education (CITE) in South Africa, the Teacher Taskforce has launched the production of a global report on teachers on the requirement for the teaching profession to be published earlier 2016. 27 countries from all regions are participating. It is reviewing the use of contract teachers in 25 countries in Africa in partnership with IICBA, Pole de Dakar, CONFEMEN, ADEA and OIF. The research undertaken on effective policies on teachers in Francophone Africa and Arab countries have been published. An initiative on teacher management in fragile states has been set up in partnership with the government of Liberia and several agencies and networks (INEE, UNHCR, UNICEF, VSO, Save the children, etc.). Together with the 8th International policy dialogue forum to be held in LAC in December 2015, all these initiatives aim to inform the implementation of the Teacher Target in Education 2030 and SDGs.

### **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**

Teacher training and professional development are key issues of curriculum development and implementation covered in the **Postgraduate Diploma in Curriculum Design Programme**. A face-to-face session of the Postgraduate Diploma programme for Sub-Saharan Africa was organized in March 2015 in Tanzania, and 33% of 59 education officials who participated were teachers and teacher educators from 15 SSA countries (and one Asian). Jointly with IBE, UNESCO-Beirut office, University of Dar es Salaam (Tanzania) and the Catholic University of Uruguay (Uruguay) regional analysis of teacher education and professional development practices, trends, emerging issues and challenges was undertaken. The reports served as basis for the development of the Guidelines for developing and implementing teacher education curriculum frameworks, in support of countries efforts to improve teacher qualifications and professional performance as a strategy for improving their status. The following countries were involved in the development and piloting of the Guidelines: Uruguay, Colombia, Peru, Brazil, Dominican Republic, Haiti, Guatemala, Zambia, Uganda, Lesotho, Tanzania, Lebanon, Jordan, Syria, Qatar, Egypt. The Guidelines is a major contribution in support of countries to develop national frameworks for standardizing teacher qualifications and harmonizing teacher training programmes.

UNESCO's technical support in the area of teacher training and continuing professional development (CPD) has been extended to also cover **capacity building of teachers beyond the classroom** to participate effectively in social dialogue. A joint project by UNESCO and Education International on "Improving teacher support and participation in local education groups (LEGs)" under the Global and Regional Activities (GRA) Programme of the Global Partnership for Education (GPE) was launched in October 2014. Capacity building methodologies, frameworks and training modules were designed and implemented to increase the technical and organizational capacity of teachers' organizations to participate effectively in local

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education groups (LEGs). In this regard, 7 national capacity building workshops have taken place in the following countries: Uganda (November 2014) Democratic Republic of Congo (February 2015), Senegal (February 2015), Côte d'Ivoire (March 2015), Mali (April 2015), Nepal (June 2015) and Haiti (June 2015). These were organized in close collaboration with and participation of countries' teacher organizations; there has been diverse sub-national/regional participants' representation in each workshop with a mean participation of 45 teachers per workshop.

In **Latin America and the Caribbean**, large-scale trainings were organized by UNESCO in collaboration with national institutions responsible for teacher education and training. In Peru, an agreement was reached with the Ministry of Education to launch a self-benefiting FIT project worth over US \$5 million, for capacity building training programmes through distance learning for some 40,000 teachers nationwide. 14 educational training modules were produced and more than 26,000 teachers trained through a virtual training programme delivered by three prestigious national universities. 700 principals of public schools nationwide participated in a School Management International Seminar, which was organized jointly by UNESCO and Ministry of Education. In Montevideo, approximately 600 participants' participated and trained in a "hands on" workshops focusing on mathematics, language and science in in Montevideo, in collaboration with the Universidad Pedagógica de la Provincia de Buenos Aires (UNIPE), Argentina, and CFE-ANEP, Uruguay.

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 and ICT, into the teacher education curriculum/competency framework and professional standards. The JFIT-funded project on Reorienting Quality Teacher Education towards EFA and ESD, Phase 3 has completed; 42% of 217 participants surveyed through an online questionnaire indicated that their knowledge about EFA/inclusive education and ESD improved through the project activities. In Mongolia, a survey to assess the knowledge of teachers on climate change related issues was undertaken. A new KFIT project on **Preparing Teachers for Global Citizenship Education** will be launched at the end of July 2015. In the Pacific Islands, the work on professional standards for school principals is well underway in Fiji, Samoa and Vanuatu. Four workshops on the Pacific Professional Standards for School Principals were held, attended by 180 principals (about 90% of all principals) Plans are underway to organise capacity building workshops for school principals to implement the standards in Vanuatu in late August 2015.

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 was provided mainly through collaboration with partner agencies such as UNHCR and UNICEF, and a Teacher Advocacy Paper was prepared in Lebanon. In Palestine, Within the programme on "Quality Systems for Quality Teachers" funded by the European Union, technical assistance was further provided to Palestine for developing systems and operational frameworks needed for the implementation of the Teacher Education Strategy, particularly through support to the commission for Developing the Teaching Profession. 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. A group of core educationalists was trained in innovative methodologies, inclusive education, ICTs and school leadership for change. Achievements in the Teachers programs have benefited of a comprehensive evaluation and were also informing the EFA

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Package for Palestine. Emphasis was also put on emergency education training for Palestinian teachers, as well as on meeting the diverse learner needs in an inclusive way (Programme on "Strengthening national capacities to meet the diverse needs of children"). UNESCO helped establish a training website as well as four training packages for teachers (with a focus on active learning approaches) in support of the National Teacher Strategy launched in January 2014.

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

Particular attention has been given to supporting countries in the African continent. The major thrust continues to be on providing technical support and expertise to strengthen the capacity of teacher training institutions. 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).

UNESCO supported Member States in Africa in teacher training and harmonizing their continuous professional development programmes through CapEFA programme. 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.

In particular, China FIT project is supporting institutional capacity needs assessment of selected key teacher training institutes (TTIs), production of reports and evidence-based prioritized action plans and work plans. The five second batch countries all started the implementation phase in late 2014. Steady progress is reported except for Liberia where the Ebola crisis had delayed the official launch until early 2015. Cote d'Ivoire and Ethiopia developed 21 training modules for the teacher training institutions and have been used in the institutions. Following the recommendation of the CFIT project consultation meeting in October 2015, three activities to assist the peer learning between the CFIT countries were undertaken during the first half of 2015: a study tour in Cote d'Ivoire (May 2015), a study tour in Ethiopia (June 2015), and a special session on the CFIT project in the International ICT conference in Education in Qingdao, China (May 2015). Over 250 participants joined these events and the participants from the CFIT countries found the lessons learnt very useful for their countries.

Several initiatives of a diverse nature are currently underway pertaining in the area of teacher training, with emphasis on information and communication technologies (ICTs), particularly in the Eastern Africa countries. UNESCO promoted the integration of ICTs in Education in Kenya and Rwanda, focusing on teacher training initiatives and the ICT Competency Framework for Teachers that outlines the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice. In Kenya an online course was developed and reviewed for commencement in 2015. UNESCO supported Gambia, Guinea-Bissau and Cabo Verde to donate 5 digital boards (Sankoré Kits) to each country to enhance the practical experience gained in the use of ICT in teacher training/literacy classes. The aim is to train selected literacy providers in the installation and use of these kits to allow the countries to test this technology and provide the basis for scaling up of this experience.

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<p>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”, all the eight ICTeTD modules have been completed and validated. 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. In the area of School Leadership and Management (SLM), a workshop conducted in Maseru, Lesotho in December 2014.</p> <p><b>2. Cost effectiveness and sustainability:</b> Results reported have been achieved through effectively aligning RP and EXB funds. Implementation of activities in all regions benefited from drawing on expertise available to UNESCO (HQ, RBs, FOs and Institutes such as IICBA and IBE) and networks of education partners supporting the teacher sub-sector in the countries. The UNESCO family approach continues to be one of the most effective modalities to programme and projects implementation. The programme has been able to benefit from wide range of materials, expertise and resources within the Education Sector, including the Institutes.</p> <p>Working with multiple partners has optimized the respective strengths and areas of expertise and helped ease pressure on funding limitations. In many cases, partnerships with other international organizations and contributions in kind from the Member States ensured that the activities could be carried out as planned. Closer coordination and collaboration with the International Task Force on Teachers for EFA has been ensured into 2015, especially within the context of the post-2015 discussions on teachers.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The limited number of staff have been a major challenge in implementing activities in the most efficient manner. Region-specific challenges reported include, political instability in the Arab and Asia-Pacific; outbreak of Ebola in Africa; etc.</p>	<p>Effective alignment of RP and EXB funds were ensured. UNESCO family approach to programme/project implementation has proven to be cost effective and effective in reaching out to a broad audience and country coverage. Efforts made to strengthen collaboration between HQ and the Institutes and collaboration with the EFA Teacher Task Force ensured for better synergies between UNESCO's programme and the main action areas of the TTF.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 6: Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries engaged and/or benefitted from building and sharing of knowledge around quality of learning</p> <p><b>T 2014-2015:</b> 4 Member States</p> <p><b>T CAP 2014-2015:</b></p>	<p>UNESCO's leadership in stimulating global debate on inclusive approaches to teaching and learning has been reaffirmed and the set targets have been exceeded already by end of 2014: at least 20 countries in Asia-Pacific, 16 countries in the LAC region and 2 countries in Arab States have been engaged and are benefitting from building and sharing of knowledge on quality of Learning &amp; inclusive education.</p>	High
<p><b>PI:</b> Number of countries supported where a comprehensive and inclusive curriculum to support competency-based learning was developed</p> <p><b>T 2014-2015:</b> 6 Member States</p> <p><b>T CAP 2014-2015:</b> 5 Member States (in addition)</p>	<p>In addition to the 22 countries in Africa, 10 countries in LAC region have participated in the IBE-led Postgraduate Diploma programme in Curriculum Design and Development. 8 Asia-Pacific countries, and 2 countries in the Arab region, have also benefitted from direct technical support in curriculum development, design and reform.</p>	High
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 12 Member States</p> <p><b>T CAP 2014-2015:</b> 3 Member States (in addition)</p>	<p>UNESCO's contribution to the global debate on assessment has been reinvigorated: an important technical meeting on national assessments of learning for experts and representatives of Ministries of Education from all regions, to inform the post-2015 discussion was organized in Feb 2015. A total of 54 countries have benefitted from technical support of UIS to strengthen data collection in national assessments; 17 countries in Asia-Pacific benefitted from the 2nd and 3rd capacity development workshops on improving learning assessment systems; 15 LAC countries reviewed progress in learning achievement under LLECE.</p>	High

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#### 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 quality of learning)

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 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 (in collaboration with IBE). 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. Five main areas have been identified: (i) Creating a common societal, cultural and political understanding of inclusive education to foster social cohesion and inclusion; (ii) Fostering policy dialogue advocating and making the case for inclusion; (iii) Addressing expectations and needs of learners through an inclusive curriculum; (iv) Empowering inclusive teachers to address diversity of learners; and (v) Monitoring and assessing policies. 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, UNESCO also developed terms of reference for case studies on inclusive approaches to learning and 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. In collaboration with the European Agency for Special Needs and Inclusive Education, an online database on Inclusive Education in Action, with 64 examples linked 15 suggested policy actions presentd in UNESCO's Policy Guidelines on Inclusive Education (2009) is being updated.

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 project to document case studies of promising practices of inclusive schools and/or inclusive teachers from the Asia and Pacific region has started. Five-seven countries in the region have been provisionally listed as potential countries to participate in this activity. A case study framework has been drafted. Another initiative relates to 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. The ASAP region further strengthened its work on multigrade teaching. Several workshops were organized: among them, (i) one sub-regional workshop in Bangkok on April 2014 where 20 policy makers and lead researchers from seven participating countries (Bangladesh, Cambodia, China, Lao PDR, Nepal, Pakistan, and Thailand) discussed the key policy and pedagogical issues involving multigrade teaching as well as develop a common research framework and instruments for undertaking the policy research); and (ii) one Multi-country Research on Multigrade

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<p>Teaching in Asia-Pacific: Regional Dissemination Workshop” in Bangkok on March 2015 to share research findings and increase awareness of the current situation of MGT teaching policy and practice in seven participating countries.</p> <p>The region also started a project to document case studies of promising practices of inclusive schools and/or inclusive teachers from the Asia and Pacific region and organized an expert meeting on “Documentation of Case Studies on Inclusive Schools in Asia-Pacific” on 26 - 27 March 2015 to discuss and develop conceptual framework, methodological approach, indicators of inclusive schools, and data collection instruments.. The meeting was attended by 12 researchers/experts from six participating countries (Bangladesh, India, Nepal, the Philippines, Thailand and Viet Nam) and UNESCO Bangkok and FO staff. The purpose of the meeting was to enhance research skills among the country researchers and improve the quality of national case studies. This project will contribute to the initiative launched by Headquarters on inclusive approaches to teaching and learning.</p> <p>In Indonesia, UNESCO organized a meeting to identify policies, practices and guidelines that are already available or are being developed in Indonesia to create a safe, nurturing and stimulating environment for formal/non-formal ECCE students, held in Jakarta in September 2014. This led to an agreement for UNESCO to assist Center for Curriculum and Textbooks (Research and Development Agency, Ministry of Education and Culture, Indonesia) in strengthening the knowledge and skills of formal/non-formal ECCE teachers, caregivers and school personnel on how to create an enabling learning environment for the child through prevention and counteraction of violence. The Center for Curriculum and Textbooks is currently developing, duplicating, disseminating, launching, training, and monitoring and evaluating use of a “Guidelines on How to Develop an Enabling Learning Environment for Early Childhood Care and Education Children through Prevention and Counteraction of Violence in Indonesia”.</p> <p>In the Arab region, UNESCO Ramallah has continued its advocacy work on inclusive approaches to teaching and learning in the framework of the OFID project (Improving Access to Quality Education for Palestinian Children in the West Bank and Gaza Strip). Barriers to inclusive education have been tackled, including through advocating for a new school model that is child-centred, child-friendly, participatory and effective. Different professional development activities, including through 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. Focus was put on protecting education in crisis/emergency.</p> <p>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. In the context of TERCE, national modules were developed for Costa Rica, Honduras, Guatemala, Paraguay, Peru and Uruguay, and will generate information for the development of more suitable policies for each context. The topics selected by the countries include indigenous population, co-existence in schools and ICTs in education. San Jose cluster has supported the elaboration of one module on prevention of violence in schools (including in its gender dimension).</p> <p>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.</p>

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UNESCO launched two online discussions on the challenges to the implementation of Article 24 of the UNCPRD and on how to transform the educational system in a more inclusive way, using the example of Quebec, Canada (this online discussion was moderated by the service in charge of the school adaptation policy in Quebec).

The 2013 edition of the UNESCO/Emir of Kuwait Prize for the Promotion of Quality Education for Persons with Intellectual Disability 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.

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 biennia 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 have 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). In Latin America and the Caribbean, 39 specialists (54% female and 46% male) have completed the face-to-face session (September 2014) and attended the on-line session. Participants are from 10 countries: Bolivia, Costa Rica, Colombia, Dominican Republic, El Salvador, Guatemala, Mexico, Paraguay, Peru and 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).

Achievement(s)
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In the Arab region, an Expert meeting on learning, curriculum and competency development in the Arab countries was organized by UNESCO Beirut on 8-9 December 2014. The meeting has been attended by some 25 high-level curriculum and learning experts in the Arab Region and other countries. Its outcomes will be documented in a booklet to be published and circulated in the Region and internationally in 2015. At the request of the Supreme Education Council (SEC), UNESCO Beirut provided technical assistance for the development of the new Qatar National Curriculum Framework. In Iraq, UNESCO assisted the country in developing new curricula and textbooks for Math and Science (primary education) that promote a competency-based approach.

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, a paper outlining steps towards a UNESCO-wide strategy on measuring learning has been developed to provide better communication and greater clarity on the breadth and depth of UNESCO's work in assessment. Through a consultation meeting (HQ, February 2015) which brought together over 60 participants (10 countries from 5 regions, representatives of UN agencies, multilateral development partners, assessment researchers and experts and representatives of citizen-led movements and civil society), and the production of relevant technical papers, UNESCO has engaged key partners and member states in a focused discussion and reflection on the role and benefits of different types of assessment practice and their relevance to policy development in promoting equitable and quality education opportunities for all, in line with the 2030 education agenda. The activity has enabled a more coordinated UNESCO-wide approach to assessments, by engaging colleagues from different UNESCO entities in a constructive debate on how to strengthen activities related to assessment and to make better use of limited resources. This coordinated approach will be further strengthened through the development of a dedicated interactive web page that is currently underway that will include the work of all UNESCO entities on assessment.

Achievement(s)
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The Measuring Early Learning Quality and Outcomes (MELQO) project has been launched with i) the establishment of two technical advisory groups, one focused on measurement of child development/learning and one focused on quality of learning environments, whose work is to identify items under the main constructs and to develop the tools based on inventories of items used in existing tools and ii) the actual development of the tools and their pre-field testing, their adaptation to different national contexts and their improvement based on the field-testing findings.

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 catalogue 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.

In Asia-Pacific, the Network on Education Quality Monitoring in the Asia-Pacific (**NEQMAP**) was expanded was expanded to 9 new members consisting of institutions and individuals from Afghanistan, Bhutan, India, Lao PDR, Malaysia, Nepal, Pakistan, Sri-Lanka and Viet Nam. At present, the network consists of 25 institutional and 3 individual members. The NEQMAP's first capacity development workshop on the topic of "Introduction to Large-Scale Assessments of Learning" was held from 23 to 26 September 2014 in Bangkok, Thailand. Over 40 people from government and partner organizations from 16 countries in the region (mostly GPE partner countries) actively participated in the workshop. Many of the participants, including those from GPE partner countries, were officials with responsibility for conducting large-scale learning assessments. In the workshop, an overview was given in terms of the general concept of learning assessments, challenges and issues in conducting and implementing large-scale assessments, introduction to PISA, TIMSS, ASER, EGRA and EGMA and the use and implications of large-scale assessments of learning. Systematic review on the impact of large-scale learning assessment on policy and practices in the Asia-Pacific was done and covered 32 countries in total including all GPE countries in the Asia-Pacific region. The workshop on the topic of "Design and Development of Large-Scale Learning Assessments" took place from 16 – 20 March in Bangkok, Thailand. Being the second in the series of capacity development workshops organized by NEQMAP, this workshop was technical in nature and focused on several aspects of design and development of large-scale learning assessments including development of test frameworks, item writing and item analysis. Over 30 delegates from government and partner organizations from 17 countries in the Asia Pacific region actively participated in the workshop. The third capacity development workshop which focused on "Alignment between Curriculum, Teaching and Assessment" was co-organized by NEQMAP Secretariat and Korea Institute for Curriculum and Evaluation (KICE), which is one of NEQMAP's institutional members and represented in the Steering Group, from 18-20 May 2015 in Incheon/Seoul, Republic of Korea. Day 1 of the workshop, which was also a side event of World Education Forum (WEF) held in Incheon, focused on overall alignment issue between curriculum, teaching and assessment, particularly looking at parameters of "what" and "why" while the Day 2 and Day 3 focused on the issue of "how". The side event was attended by approximately 100 participants, including about 30

Achievement(s)
<p>country delegates from 15 countries/jurisdictions.</p> <p>UNESCO also completed a regional study on “A Complex Formula. Girls and Women in Science, Technology, Engineering and Mathematics in Asia” which focused on gender and learning achievement in mathematics and science and transition to STEM subjects in higher education and the labour force in early 2015. The study covered seven countries: Cambodia, Indonesia, Malaysia, Mongolia, Nepal, South Korea and Viet Nam.</p> <p>Within the framework of the Arab Agenda for Improving Education Quality, UNESCO Rabat (in cooperation with UNESCO Beirut) conducted several regional workshops and national validation workshops for the SABER Student Assessment Country Reports, which were developed by the World Bank based on the mapping conducted by UNESCO under APEEPA phase 1. UNESCO Doha carried out important preparatory work for the extra budgetary project "Improving the Quality of Learning Outcomes and Enhancing the Performance of Education Systems in the Gulf Cooperation Council Countries". The project aims to understand what influences the success of the learning outcomes in the GCC countries based on cost-effective research activities and cooperation with relevant entities, such as Qatar University.</p> <p>In LAC region, the first release of TERCE (The Third Regional Comparative and Explanatory Study) was held on December 4, 2014. There are 15 countries participating in the TERCE: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Peru, Dominican Republic, Uruguay and the State of Nuevo Leon (Mexico). The final sample of TERCE includes a total of 3,065 schools among the 15 participating countries and the Mexican state of Nuevo León. A total of 195,752 students participated; of which 100,752 were in third grade and 95,000 in sixth grades. UNESCO delivered the results of the TERCE Study at the Latin American Congress on Measurement and Assessment in Education (COLMEE) that was held in Mexico from 12 to 14 March 2015. There was a wide discussion of Latin American and Caribbean specialists and decision makers about the progress in learning achievement in the region. The COLMEE, sponsored by OREALC/UNESCO Santiago, is one of the most important events about educational assessment in Latin America and the Caribbean. More than 17 institutions and organizations of the Region took part in the 2015 edition.</p> <p><b>2. Cost-effectiveness/Sustainability</b></p> <p>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.</p> <p>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.</p>

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The Expected Result on learning is new in the 37 C/5 and encompasses a wide range of issues. 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 quadrennial. 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.</p>	<p>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). 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. 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.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of Member States that are supported by UNESCO in 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 <b>T 2014-2015:</b> -8 States supported by UNESCO, where ICT in education policies have been newly developed or reviewed and updated -3 Regional Ministerial Forums <b>T CAP 2014-2015:</b> -ICT in Education Policy webportal	Progress has exceeded targets. More than 8 countries were supported in developing and updating ICT in education policies. Over three ministerial forums were organized by UNESCO including a global meeting in China.	High
<b>PI:</b> Number of Member States that are supported by UNESCO in developing and implementing ICT programmes in teacher training and professional development <b>T 2014-2015:</b> 5 States <b>T CAP 2014-2015:</b> + 3 States	Progress has exceeded targets. Over 5 countries were supported in developing and implementing ICT programmes to facilitate teacher training and professional development. UNESCO has also helped over 4 countries develop or refine OER policies.	High

**Achievement(s)**

**Outputs and results**

Global and regional forums convened to facilitate ICT in education policy debates and policy development:

- The International Conference on ICT and Post-2015 Education that was held from 23-25 May 2015 in Qingdao gathered together more than 400 policy makers including 50 ministers or vice minister from over 70 countries, debates were convened among policy makers and between policy makers and experts. The Qingdao Declaration on leveraging ICT to support post-2015 education agenda was adopted by the participating ministers, both English and French versions of the Declaration were officially released in early June.
- Two Mobile Learning Weeks were held in Feb. 2014 and Feb. 2015 in HQ, with themes relating to using mobile technologies to support teachers, and leveraging mobile

### Achievement(s)

technology to empower women and girls. Over the course of the week, the events were joined by over 1400 participants from 80 different countries, with more than policy makers from some 30 countries. Global debate led by UNESCO on mobile learning has been integrated in the development of national policies.

- HQ and IITE co-organized a High-Level Experts' Meeting on "Access, Equity and Quality: Envisioning the Future of Higher Education in a Digital Age", on 25 and 26 March 2015 in HQs.
- HQ, with support from IITE, organized the Global High-Level Policy Forum on Online, Open and Flexible Higher Education for the future we want, from 9 to 11 June 2015 at Headquarters.
- Two Central Asia Symposiums on ICT in Education was held in Tashkent in May 2014 and in Bishkek in July 2015. Significant progresses has been made in facilitating the policy dialogue among Central Asian countries and Mongolia., and between Central Asia and other Asian countries
- Workshop on ICT in Education Policy Development for 10 Eastern and Central European Countries was organized in April 2014 in Paris.
- A Regional Seminar on OER Policy Development for Gulf States and Yemen was jointly organized by HQs and Doha office in March 2015.

ICT in education strategies, guiding framework, and instruments have been developed or updated to strengthen national capacities of Member States to develop and implement ICT in education policies and programmes:

- ED's Strategies for ICT in Education developed.
- A global ICT in education platform has been developed and is to be launched by end of 2015
- Asia-Pacific Regional Guidebook on developing national ICT competency standards for teachers finalized.
- In ARB, ICTs and e-learning are being integrated into two Regional Frameworks b, i.e. Regional HED Policy Framework and Resource Pack; and (2) Regional Teacher Policy Framework and Resource Pack;
- The dimension of ICTs has been added to the Third Phase of the Regional Strategy on Teachers for LAC.

Knowledge and best practices on using ICT in education are published to provide Member States with guidance:

- A Publication entitled 'Reading in the Mobile Era' was released in April 2014. The report was designed to improve understanding of how mobile technology can be leveraged to further literacy in developing countries.

A publication on using mobile phones to advance women's and girls' literacy and another on mobile technologies to support teachers development were finalized.

Member States are assisted to develop and implement ICT in education policies, strategies and major programmes with a view to leverage ICT to support achievement of EFA goals:

- Two ESD programmes targeting out-of-school youth in Namibia are being delivered using ICTs with support from UNESCO.
- Iraq was assisted to reinforce the use of ICT for Higher Education.
- Jamaica, supported by UNESCO, developed and released its national ICT in Education policy.
- UNESCO was supporting the Ministry of Education of Chile in implementing is ICT in education policy.

<b>Achievement(s)</b>
<ul style="list-style-type: none"> <li>• 10 eastern and central European countries initiated the plan of the ICT policies for post-2015 education.</li> <li>• Bahrain, Indonesia, Kenya, Oman developed or reviewed their national strategies for Open Educational Resources (OER) with support of UNESCO.</li> <li>• UNESCO also assisted the Gambia, Guinea-Bissau and Cabo Verde to pilot test the use of digital boards (Sankoré Kits) to enhance the practical experience gained in the use of ICT in teacher training/literacy classes, mobile phones and internet applications (in local languages) to support the literacy programme for women and girls (PAJEF)</li> <li>• A project on using mobiles to support literacy programmes for out-school children was launched by UNESCO in Thailand.</li> <li>• UNESCO launched a project on using mobiles to secondary school girls in Myanmar.</li> </ul> <p><u>Member States are supported to develop and implement national and institutional standards and strategies to strengthen teacher training on effective pedagogical use of ICT in education, mainly based on UNESCO ICT-Competency Framework for Teachers (CFT):</u></p> <ul style="list-style-type: none"> <li>• In Asia-Pacific region, Nepal, the Philippines and Uzbekistan were supported in developing national ICT competency standards for teachers.</li> <li>• 5 African countries were supported by UNESCO in developing institutional ICT competency standards and programmes: Cote d'Ivoire, Congo, DR Congo, Ethiopia and Namibia.</li> <li>• UNESCO also promoted the integration of ICTs in Education in Kenya and Rwanda with focus on teacher training initiatives and the ICT-CFT. In Kenya an online course was developed and reviewed for commencement in 2015.</li> <li>• ICT component in Palestinian Teachers and School Quality was added.</li> <li>• UNESCO supported teacher training on ICT in education in Chili.</li> </ul>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>-Slow response from the local implementing agencies. - Significant constraint of regular budget compared to the surging needs from Member States in the field of ICT in Education.</p> <p>- Creating a critical mass of ICT in education specialists in different offices is needed in order to respond to Member States' requests. - Development of reliable partnership with National Commissions and other local implementing agencies and improvement of project planning.</p>	<p>Proactive strategies and action to raise extrabudgetary funds and resources, and increased coordination between regular and extrabudgetary project activities. For instance, 300 000 USD has been raised from Hewlett Foundation to support the activities on OER policy development, 2 M USD has been raised from Wei Dong Group of China, The Korean Government has approved 6 M USD over three years to support ICT in education activities in Africa. This will strengthen the financial and human resources for UNESCO to adequately support the Member States in the field of ICT in education.</p>

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 8: Member States integrate peace and human rights education components in education policies and practices	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes <b>T 2014-2015:</b> At least 10 new countries include education for peace, HRS and GC in ED policies and programmes <b>T CAP 2014-2015:</b> 2 additional countries	The Sixth Consultation on the Implementation of the Recommendation (for the period 2013-2016) is scheduled to be launched in Spring 2016. The consolidated report on the results of this process will be submitted to the 39th General Conference in 2017.	High
<b>PI:</b> Qualitative assessment of learning outcomes in education for global citizenship documented <b>T 2014-2015:</b> Creation of the assessment tool and use by 5 countries. <b>T CAP 2014-2015:</b>	Outcomes of the EAG and MAT were shared with the EFA Steering Committee Technical Advisory Group (TAG) & the Learning Metrics Task Force (LMTF) to ensure complementarity during the preparatory phase. The draft findings of the research on monitoring learning outcomes and progress, as well as a preliminary set of indicators, were presented and discussed during the WEF and will be finalized in the coming weeks in discussion with the TAG.	Medium
<b>PI:</b> Number of ASPnet members supported which have delivered quality programmes and projects on peace, human rights and other UNESCO and UN priorities <b>T 2014-2015:</b> 10% of ASPnet members <b>T CAP 2014-2015:</b> 20% of ASPnet members	46% of ASPnet members took part in the first ASPnet in Action online collaborative platform "Learning and exchanging about biodiversity". Participants from 52% of ASPnet member countries took part in the second online collaborative platform "ASPnet in Action: Global Citizens connected for Sustainable Development" 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 2015	High

## Achievement(s)

**OUTPUTS AND RESULTS:****\*\*\*Global Citizenship Education (GCED)**

- Mainstreaming GCED: Through 2 major publications on GCED, i.e. “Global Citizenship Education: Preparing learners for the challenges of the twenty-first century”, and “Global Citizenship Education: Topics and Learning Objectives”, UNESCO provided conceptual clarification and a comprehensive view of GCED building on well-established fields such as peace and human rights education and education for sustainable development. With the second publication, UNESCO developed pedagogical guidance to support the integration of GCED in education systems, formal and non-formal, at the country level. The document is intended to be a resource for educators, curriculum developers, trainers and policy makers and will also be useful for other education stakeholders working in formal, non-formal and informal settings. It is available in English, French, and Spanish, and soon in Arabic.
- Establishing the measurability of GCE in cooperation with the GCE and ESD Measurement Ad-Hoc Team (MAT) as a sub-group of the EAG: Outcomes of the EAG and MAT were shared with the EFA Steering Committee Technical Advisory Group (TAG) & the Learning Metrics Task Force (LMTF) to ensure complementarity during the preparatory phase. The draft findings of the research on monitoring learning outcomes and progress, as well as a preliminary set of indicators, were presented and discussed during the WEF and will be finalized in the coming weeks.
- Involvement in the Learning Metrics Task Force (LMTF) Working Group on GCED as co-convenor: UNESCO attended the Bogota meeting where the proposed global indicators to measure progress in learning GCED competences were reviewed and discussed.
- The Second UNESCO Forum on Global Citizenship Education (GCED) "*Building peaceful and sustainable societies: preparing for post-2015*" (28-30 January 2015, UNESCO HQ). Some 250 participants from 61 countries attended the Forum. Topics discussed included, GCED in the post-2015 education agenda, measuring GCED learning outcomes, teaching practices, peace and human rights education, respect for diversity and inter-religious education, tackling discrimination and violence, education for sustainable development, youth involvement, the use of ICT and social media, and others. The report of the Forum is available online in English and French, and soon in Spanish.
- Promotion of GCED at the World Education Forum – WEF (19-22 May 2015, Incheon, Republic of Korea): Three events on GCED were organized during the Forum: a) a pre-Conference side event titled *Global Citizenship Education: Lessons and Visions from South Korean Experiences at the National, Regional and Global Levels*, organized by APCEIU with the participation of UNESCO; b) a Parallel Session titled *Educating and learning for peaceful and sustainable societies* on the role of GCED and ESD in the global education agenda of post-2015, organized by UNESCO; c) a lunchtime side event titled *Current and new directions for measuring Global Citizenship Education*, co-organized by UNESCO, Brookings CUE – LMTF, GEFI Youth Advocacy Group.

**Activities in the *Asia-Pacific Region***

The Asia-Pacific region's contribution focused on supporting countries in integrating peace and human rights and GCED in their education policy and programmes through various modalities, including:

- UNESCO Bangkok's Regional Research Report, *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*, a multi-country study conducted in the last biennium in Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, Philippines, South Korea, Sri Lanka and Thailand;

### Achievement(s)

- Advocacy through the 2014 Wenhui Award for Educational Innovation with its theme on “Innovation in Lifelong Learning: Bridging to the Future”;
- Participation in the Global Citizenship Summit involving a network of schools from across the Asia-Pacific region, September 2014;
- On documenting qualitative assessment of learning outcomes in GCED, The Happy Schools Project was launched in June 2014 and follows on from the LTLT (Learning to Live Together) research to focus on school-level implementation. Early in 2015, a survey was launched online that aimed to collect the views and opinions of participants on what makes a “happy school.” The Happy Schools Seminar was held at the NIST International School in Bangkok from 4-5 June 2015. The seminar brought together a selected number of schools from the Asia-Pacific region to share their experiences, perspectives and proven practices in ensuring learner wellbeing and holistic development with the goal of developing a framework and strategies for ensuring that schools are “happy.” The results of the survey and seminar are to be used to produce a framework for what constitutes a “happy school.”
- A national training workshop organized by the Almaty Office on “strengthening the role of teachers for peace education and conflict prevention” to support ASPnet members deliver quality programmes and projects on peace, human rights.

#### *Specific country support*

- **Myanmar:** UNESCO developed school-based peace education training materials for schools in Rakhine State from English to Myanmar language. A plan has also been established for vocational skills development in Rakhine State, based on the outputs of a scoping mission conducted in August 2014.
- **Pakistan:** Psycho-social support (PSS), inclusive learning, teachers’ manuals (on inclusive education and ESD) and teaching learning aids in Khyber Pakhtunkhwa and Federally Administrated Tribal Areas of Pakistan were provided by UNESCO. 3,000 IDP children benefitted from PSS. Dropout rate decreased in the IDP schools by creating a new level of interest from children in these camps. The PSS sessions have also helped in increasing the enrolment of children who had previously dropped out of school.

#### Activities in the Africa Region

- As technical backstopping to GCED in Africa, a culture of peace and non-violence in Africa through education for peace and conflict prevention was strengthened through: (a) the mapping of existing resources on education for peace and conflict prevention in 45 countries in Sub-Saharan Africa; (b) four studies on endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African regions; (c) a resource package and technical guidelines on the integration of education for peace and conflict prevention education policy and practice in the curriculum; and (d) capacity development training modules for key education stakeholders for the integration of education for peace and conflict prevention in national education systems.
- A concept note for an assessment study on the status of GCED in the Southern African sub-region has been developed. The plan is to undertake the research in 2015 as a first phase of a sub-regional initiative for which EXB resources will be sought. In this context, several regional orientation and capacity building workshops on GCED and how it intersects with other related fields such as peace and human rights education, education for a culture of peace, education for sustainable development, etc. will be organized in collaboration with UNESCO’s Offices in Africa, notably in Dakar (July 2015) and Harare (date *to be confirmed*).

#### Activities in the Arab States Region

- Advocacy on global citizenship education enhanced through a regional conference on GCED in Cairo and through dissemination of advocacy materials among educators.

#### Activities in the Latin American and the Caribbean Region

### **Achievement(s)**

The activities are being implemented by UNESCO Guatemala and UNESCO Mexico, and recently, funding has been made available for UNESCO Santiago to i) translate the "Teaching Respect for All" manual into Spanish and ii) to organise a regional orientation meeting on GCED (September 2015). Co-organized with UNESCO HQ, this meeting will target both UNESCO staff as well as GCED stakeholders from diverse institutional background and different countries of the region. Organised in cooperation with UNESCO HQ, preparations are currently underway for this meeting - concept note and programme has been developed, consultant identified to map the GCED "state of the art" in the region). The meeting's objectives include:

- Introducing the concept of GCED and how it intersects with other related fields such as peace and human rights education, education for a culture of peace, education for sustainable development, etc.;
- Identifying sub-regional issues, needs, gaps and relevant entry points to mainstream global citizenship education in education systems (curricula, teacher training and teaching materials, school policies, learning environments, etc.)

#### **Links with the post-2015 education agenda discussion ensured**

- Regional post 2015 Consultations informed by ongoing developments in GCED. HQ provided support for preparations of regional consultations on EFA and post-2015 with relation to GCED and ESD
- As inputs to the development of the Framework for Action, UNESCO HQ drafted suggested strategies for national implementation on the GCED/ESD target
- Support provided to the Asia-Pacific Regional Education Conference (APREC) with focus on the measurement of GCED; inputs were also presented at the Kigali SSA Regional Education Conference.

#### **Knowledge sharing on GCED promoted**

- The GCED Clearinghouse, hosted by APCEIU (the Asia-Pacific Centre of Education for International Understanding), was launched at the Second UNESCO Forum on GCED and has been operational since 25 February 2015. The Clearinghouse includes policy documents, teaching and learning material, academic papers, and audio-visual material on GCED from all over the world and in all available languages.
- A specific GCED dedicated website was created to provide key online materials and resources, and information about UNESCO's GCED activities and events.

#### **Participation in global events**

- Multiple sessions and side events on GCED have been organized including at the World Education Forum (May 2015, Republic of Korea), UN Headquarters' events in support of GEFI, the European Development Days (EDD2015), the 2014 World Innovation Summit for Education (WISE) in Doha, UNESCO World Conference on ESD, as well as events on racism, radicalization, antisemitism, islamophobia, and other forms of intolerance.

#### **Partnerships developed to support UNESCO's work in GCED**

UNESCO has established successful partnerships with the following partners, which contribute to activities on GCED financially and/or technically: American Field Services (AFS); APCEIU; Ministries of Education and Foreign Affairs of Republic of Korea; Global Education First Initiative (GEFI); Education International; Learning Metrics Taskforce (LMTF); Permanent Delegations of Austria, Colombia, Kenya, Latvia, Mongolia, Republic of Korea, Tunisia.

### Achievement(s)

#### \*\*\* Peace and Human Rights Education

- Statutory monitoring mechanism followed up and reporting obligations ensured for the 1974 Recommendation.
- Visibility of ED normative instruments has improved and cooperation between Member States has been enhanced, with a view to strengthening the Post-2015 development agenda, through a series of briefing on ED normative instruments with UNESCO Regional groups. The first briefing session with GRULAC was in November 2014.
- Cooperation and partnership with key players in the area of peace and human rights education has been increased, notably with the International Contact Group (ICG) on Citizenship and Human Rights Education. The ICG brings together the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Council of Europe (CoE), the European Commission, the European Union Agency for Fundamental Rights (FRA), the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the Organization of American States (OAS), the United Nations High Commissioner for Human Rights (OHCHR), and UNESCO.
- Contribution to the preparation of the plan of action of the 3rd phase of the World Programme for Human Rights Education.
- Participation in the development of a joint Education for Democratic Citizenship and Human Rights (DC/HRE) Curriculum Reform Resource Pack between Council of Europe, OSCE, OAS and UNESCO. UNESCO provided the French translation of the publication.
- Teaching Respect for All (TRA) Implementation Guide, which provides guidance for counteracting discrimination was piloted in Brazil, Côte d'Ivoire, Guatemala, Indonesia, Kenya and South Africa. The Guide is now available in English and French.

#### Activities in the Africa Region

- **Support to mainstreaming peace education in education policies and programmes**

UNESCO supported the Kenyan government in the finalization of its first education sector policy on peace education, and in the development of the policy's strategic plan and programme document. Following its completion, UNESCO supported the Ugandan government in the development of a peace education policy.

In the SADC region, UNESCO provided technical assistance to the review of the draft SADC inclusive education strategy for learners with disabilities, including on peace and values education.

The Yaoundé office led a regional project on the status of mainstreaming of peace education in existing education policies and programmes in SSA. The study confirmed that the integration of peace education into national education system, including at the level of education planning, increases substantially the chances of the successful implementation of different peace education initiatives.

A workshop on education for peace and the prevention of conflicts was organized jointly by the UNESCO Offices in Abidjan, Addis Ababa, IIEP and IBE, and with representatives of the seven countries under the sub-regional coverage of the UNESCO Yaoundé office. Based on the workshop, "Principal Guidelines" on the integration of peace education into curricula, policies and education plans were developed, with recommendations to engage governments and education ministries who wish to undertake peace education initiatives. During the

### Achievement(s)

workshop, themes discussed include an assessment of successes and challenges in six countries (Cameroun, CAR, Ivory Coast, Congo, DRC and Chad), through group work and the development of shared regional recommendations, taking into consideration the results of the workshop, needs at national and sub-regional levels and contextual differences.

For the West African region, UNESCO developed a module on values in sport which was validated by the seven Sahel countries (Burkina Faso, Cape Verde, Gambia, Guinée Bissau, Niger, Mali and Senegal). The module is available in English and French, and the self-training course has been put online under [www.educationalapaix.org](http://www.educationalapaix.org).

- **Support to build capacity of stakeholders in peace education**

UNESCO co-organized an international conference on the “prevention of genocides and the promotion of a culture of peace, with high-level experts from the member states under the Dakar office, for which a report was produced. Challenges were encountered in the follow-up to the conference in the different countries.

Under the banner of enhancing national capacities to promote inclusive environment and to improve understanding of Global Citizenship Education in teaching and learning, a sub-regional study is being conducted on the impact of the integration of Human Rights Education in Namibia. This study is coordinated by the Human Rights Centre of the University of Namibia and will examine and use the human rights education materials developed by UNESCO in 2000.

The UNESCO Maputo Office is preparing a UNESCO component for the UN joint Project on Conflict Resolution in Mozambique, including a consultation meeting with key actors from different segments of society on the strategy for building peace in Mozambique, as well as capacity building of curriculum developers for the effective integration of UNESCO peace education package as support material for curricula.

Within the context of advocacy and the increase in knowledge about peace education, an activity entitled “Tolerance and peaceful coexistence through youth discussions and innovative initiatives and community radio programmes on diversity”, UNESCO conducted a community media campaign on Gender Based Violence and HR related issues in Namibia, as well as a community media programming on tolerance and fight against xenophobia launched in 5 community radio in South Africa.

#### *Specific country support*

**Comoros:** Official plan of implementation of the Peace consolidation project through youth employment and civic education initiated with the participation of more than 250 persons. Terms of references developed and budget made available for the recruitment of a national consultant to undertake a « fast » study on NGOs and civic education. Sensitization mission on the effective commencement of the Project and related activities planned, for local authorities and stakeholders; Joint UNESCO/ILO semestral overall progress report submitted.

**Burkina Faso:** Culture of Peace, Conflict Management, Citizenship, Democracy and Good Governance through non-formal education promoted: consultant recruited to coordinate activities between all the stakeholders; Information about the refugee camps collected through correspondence exchanges with project stakeholders including the UNHCR and WFP

### Achievement(s)

since September and December 2014; training of trainers workshops, including journalists, scheduled.

#### Activities in the Latin American and the Caribbean Region

- **Guatemala:**

UNESCO is promoting a participatory teaching process that stimulates the acquisition of essential competencies (such as conflict resolution, critical reflection, cooperation and participation in decision making processes) and the questioning of discrimination, exclusion and inequity between children and youth. This program seeks to develop teachers' capacities to implement experiential processes with their students through pedagogical approaches based on arts, music, games and creativity towards a peaceful coexistence.

An international seminar for civic education was organised at the National Theatre and in a Rural School in Totonicapán in March 2014. A proposal to elaborate a Tool Kit on Education for Peace and Human Rights for teachers towards an innovative pedagogy based on arts and games developed and technical testing workshop was conducted. Two training and validation workshops of the toolkit was organised during October and November 2014 in the Department of Solola with the participation of 200 teachers from secondary official institutes.

- **Mexico:**

Analytical report on school conditions set up, with regard to the implementation of educational models that promote peace and human rights in three municipalities of the State of Hidalgo. Findings of the analytical report presented to the local counterparts; implementation of the Second phase of the project (development of guidelines and recommendations) in 2015.

#### Focused Thematic Areas

##### Languages

UNESCO's position towards multilingual education strengthened as part of its efforts to promote global citizenship education:

- 2 events organized in the framework of the International Mother Language Day on 21 February 2015 in co-operation with the Organisation internationale de la Francophonie (OIF): a conference and an expert meeting around the theme of the Day, Local languages for Global Citizenship: Spotlight on Science.
- Promotional materials were produced in French and English as well as in 11 African languages. Experts discussed the role of local languages in the promotion of traditional and indigenous knowledge and its contribution to addressing major issues related to global citizenship.
- 'International Conference on Language - Enhancing Language Ability and Language Education' organised and fully funded by the People's Republic of China with the technical support of UNESCO (Suzhou, PR China, 4-6 June 2014). The conclusions of the Conference will strengthen UNESCO's work on multilingualism and benefit Member States in enhancing language ability for sustainable social development.
- The 'International Conference on Language was fully funded by the Chinese Government with technical support from UNESCO.

Achievement(s)
<ul style="list-style-type: none"> <li>• A new online Tool for ASPnet (OTA) will be launched in July 2015 and pilot-tested with ASPnet National Coordinators. This tool will facilitate the administration and management of the ASPnet at national, regional and international levels, create synergies in knowledge sharing and mutual learning and reinforce networking among schools, as well as increase visibility of the Network;</li> <li>• One session on the role of languages for the promotion of GCED was organised during the UNESCO GCED Second Forum (UNESCO Headquarters, 28-30 January 2015);</li> <li>• With "Inclusion" as the theme of 2015 Mother Language Day celebrated on 21 February, the event focused on establishing the link between GCED and languages.</li> </ul> <p><b><u>Holocaust Education</u></b></p> <p><b>Visibility of UNESCO in the field strengthened:</b></p> <ul style="list-style-type: none"> <li>• the 2015 International Day of Commemoration in Memory of the Victims of the Holocaust, marking the 70th anniversary of the liberation of Auschwitz. The commemoration event, conference, concert, film premiere and exhibitions gathered 3000 visitors over 3 days (HQ, January).</li> <li>• Special "UNESCO campus" on Why teach about the Holocaust?" involving 300 Chinese students of Manchester University (HQ, March)</li> <li>• International Conference in Dakar, Senegal, on "The Prevention of Genocide, Holocaust Education and a Culture of Peace", in partnership with the Aladdin Project (Dakar, June).</li> </ul> <p><b>New partnerships developed to foster education stakeholders mobilization and reinforce capacity building:</b></p> <ul style="list-style-type: none"> <li>• Agreements with the United States Holocaust Memorial Museum and Yad Vashem – Israel's Remembrance authority to support capacity building and start outreach to new Member States in the second semester of 2015.</li> <li>• Launching of a partnership with the Aladdin Project for conferences for education stakeholders to be held in the Caucasus, Central Asia and North Africa.</li> <li>• Involvement of the Anne Frank House, Yad Vashem and the Bnai Brith in the UNESCO Latin American and Caribbean Network on Education about the Holocaust and Other Genocides to stimulate follow up activities (travelling exhibitions and teacher trainings in Costa Rica, Guatemala, Nicaragua, El Salvador; exhibition and commemorations in Uruguay; launching of Memory Working Group in Paraguay; etc.).</li> </ul> <p><b>More support provided to education policy makers:</b></p> <ul style="list-style-type: none"> <li>• Publication of <i>The International Status of Education about the Holocaust: A Global Mapping of Textbooks and Curricula</i>, analysing 272 curricula of 135 countries and textbooks currently in use in 27 countries, and providing recommendations for curriculum developers and textbooks writers.</li> <li>• Publication of <i>As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice</i> by the International Bureau of Education, which constitutes a large collection of empirical research on Holocaust education around the world (launching event in Geneva on 15 April, website, video and written interviews of editors).</li> <li>• Development of a self-training online module on the history of genocide and mass atrocities, as part of the ECOWAS-UNESCO web platform on Education for Peace, and preparation of a support manual for teachers on the same theme.</li> <li>• On-going preparation with concerned field offices of national training seminars for education ministries' inspectors and teacher trainers of Cameroun, Central African Republic,</li> </ul>

### Achievement(s)

Côte d'Ivoire and Senegal to be held between September and December 2015.

- Sixth 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 and approval of contents by museums specialists.

#### **Associated Schools Network**

Strategic cooperation reinforced with internal and external partners around ASPnet through:

- The International Day for the Remembrance of Victims of the Slave Trade on 26 March 2014 and 27 March 2015 in cooperation with the educational outreach programme of the UN Department of Public Information.
- The ASPnet National Meeting (France, January 2014); the UNESCO IITE/ASPnet Conference "To learn and live together: modern strategies of education for persons with Disabilities" (Russian Federation, May 2014); and the Round Table for French NGOs working on ESD (Paris, 19 May 2015).
- The 6th edition of the Danube Delta Workshop "Save the Planet Earth for your Family" (Romania, 12-15 June 2014) under the patronage of the Romanian National Commission for UNESCO.
- ASPnet online collaborative platform "ASPnet in Action: Global Citizens connected for Sustainable Development", launched in June 2014 in English and French. It aims to emphasize the life-skills and knowledge dimensions of global citizenship. To date, 1076 participants from 102 Member States have registered on to the platform and have submitted about 500 contents (actions, projects, ideas, illustrations, videos, photo albums) around UN International and key themes such as solidarity, responsibility, diversity, creativity and dignity.
- The UNESCO ASPnet International ESD Events for Students and Teachers (Japan, 4 - 8 November 2014) which gathered some 200 participants from 31 countries. The event was organized by UNESCO and the MEXT, the Japanese National Commission for UNESCO, the City of Okayama and local partners and was to celebrate the end of DESD, share ESD experiences, strengthen solidarity between UNESCO ASPnet schools and enhance ESD beyond 2014.
- The Third Statutory Meeting of West African UNESCO ASPnet (RESEAO): A capacity-building workshop on "Global Citizenship Education, a new vision for Sustainable Development" (Dakar, 2-4 December 2014) organized by the Senegalese National Commission for UNESCO.

Participation of ASPnet in international campaigns to increase UNESCO's visibility:

- From January 2014, 521 new schools have joined the ASPnet (393 in 2014 and 128 in 2015);
- Associated Schools worldwide participated actively in the Global Action Week campaign "Education and Disability" under the slogan "Equal Right, Equal Opportunity" (4 -10 May 2014);
- Public information strengthened: Since January 2014, 15 news items on ASPnet activities were published on the ASPnet website and a number of them were highlighted on the ED Portal

ASPnet National Coordinators mobilized the participation and contribution of their schools for various campaigns:

### Achievement(s)

- World Water Day “Water and Sustainable Development”, providing an essential opportunity to highlight the role of freshwater in the sustainable development agenda that States are shaping to follow 2015.
- Global media campaign “#Unite4Heritage”.
- World Environment Day to raise global awareness to take positive environmental action to protect nature and the planet Earth.

#### Production and diffusion of materials:

- A DVD compilation of episodes 1-12 of “Patrimonto's World Heritage Adventures”, with a new episode finalized on the theme of Sundarbans National Park (India).
- Disaster Risk Reduction Education (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.
- Inputs provided for the revision of the Guidelines for Teachers and the launching of the “Draw Disability” Contest on the occasion of the International Day of Persons with Disabilities (3 December) within GEF
- ASPnet launched an online collaborative platform “ASPnet in Action: Global Citizens connected for Sustainable Development”, June 2014 in English and French. 700 participants from 99 Member States registered and about 300 contents around UN International and key themes submitted

#### Textbook development

- The revised version of “Writing quality textbooks” tool was tested in a workshop co-organized by UNESCO and the King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID) in Vienna, Austria, from 1-3 July 2015. The tool will guide textbook authors in assessing current textbooks or develop new ones with a view to promoting texts and illustrations that are free of prejudices based on religion, culture or gender. It will eventually be used to inform curriculum development.

#### COST-EFFECTIVENESS/EFFICIENCY MEASURES

- The Second Forum on GCED was organized with the support of Austria, the Sultanate of Oman and the Republic of Korea. Other partners also included the United Nations Secretary-General's Global Education First Initiative (GEFI), UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), APCEIU, KAICIID, and the Learning Matrix Task Force. Also, a number of participants were requested to cover in full or partially their participation.
- In promoting the work in the area of peace and human rights, UNESCO has been cooperating with other major institutions, including UN and IGOs. This allows the Organization to avoid the duplication, enhance the visibility and ensure cost-effectiveness through sharing costs. In addition, close cooperation between UNESCO Headquarters and its Field Offices is a key factor in the effective implementation of globally defined guidelines and tools, and in building upon existing initiatives on at the country level.
- For the activity in Pakistan, UNESCO Istanbul worked to minimize the project expenses as much as possible through mobilization of local staff stationed in the Khyber Pakhtunkhwa area.
- UNESCO Mexico established cooperative partnerships with institutions such as the Integrated System for Family (DIF) and Ministry of Education of the State of Hidalgo, to enhance performance, reduce costs and access to educational communities to clearly identify the issues that in educational communities enable or obstruct the development of

Achievement(s)
conditions of peaceful coexistence and intercultural dialogue.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Given that GCED is interpreted differently in different parts of the world, identifying a common global definition of GCED was not considered feasible nor desirable/necessary.	To ease the controversy around this issue, UNESCO identified key conceptual dimensions of GCED that can be used as the basis for developing relevant GCED content, goals objectives, and measurement priorities in flexible and adaptable manner so that their relevance can be ensured in diverse contexts.
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 and will remain a major challenge in that regard.	
Given the political situation in Arab States, work on GCED is very relevant and it needs in depth analysis and follow up. Security situation in the region is causing difficulty to reach a high degree of implementation. There is a shortage of funds for GCED and related issues.	
Given the challenges in monitoring how peace, human rights and LTLT are integrated education practices, the Happy Schools Project was launched to focus on implementation of such practices at school level. Such work may be also be helpful in regard to the lack of teacher training, school activities and materials to promote teaching in these areas.	
Challenges in implementation of country activities in Pakistan and Myanmar are due to the volatile security situations, and conflicts and inter-communal violence in the areas concerned. In the case of Myanmar, political developments (e.g. the debate around the use of the term 'Rohingya' and the legislative package on 'Race and Religion') further compounded these challenges.	
Challenges on the use of the module on Peace and values education in the Sahel region relate to trainer training; translation of the module in English and Portuguese, and in at least one national language by country; and the promotion of good practices in countries. Implementation of peace consolidation	

Key challenges	Remedial actions
through youth employment and civic education in Comoros islands were delayed due to the processing of the UNESCO/OIT collaboration, and related UNESCO internal administrative issues.	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 9: Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Launch of a post-DESD programme framework <b>T 2014-2015:</b> 1 programme framework <b>T CAP 2014-2015:</b>	Global Action Programme on ESD launched at 2014 World ESD Conference	High
<b>PI:</b> Number of references to ESD in policy documents at the international level <b>T 2014-2015:</b> 2 <b>T CAP 2014-2015:</b> 1 additional reference	7 references Aichi-Nagoya Declaration on ESD adopted at World Conference on ESD, UN General Assembly Resolution A/RES/69/211 on GAP adopted, ESD included in proposed SDGs, importance of ESD acknowledged in the SAMOA (Small Island Developing States Accelerated Modalities of Action) Pathway adopted at the Third International Conference on SIDS, and in a Communication, Education & Public Awareness decision of Biodiversity COP12, and in the Lima Ministerial Declaration on Education and Awareness-raising adopted during Climate COP20. The outcome document of the World Education Forum, the Incheon Declaration, calls upon Member States to implement the GAP as part of the post-2015 agenda.	High
<b>PI:</b> 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>T 2014-2015:</b> 15 <b>T CAP 2014-2015:</b> 6 additional countries	Technical assistance provided to 19 countries.	High

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<p><b>Outputs/results</b></p> <p><b>Concluding the UN Decade, launching the Global Action Programme on ESD</b></p> <p>The UN Decade of ESD (DESD) was successfully completed and the Global Action Programme (GAP) on ESD was launched as the follow-up to the DESD.</p> <p>The UNESCO World Conference on Education for Sustainable Development was successfully organized from 10-12 November 2014 in Aichi-Nagoya, Japan. The Conference brought together 1,100 participants from 153 UNESCO Member States and Associate Member States, including 126 official country delegations and 76 ministerial-level participants. The high participation at ministerial level, the wide spectrum of stakeholders present, the high quality of discussions, the sharing of many innovative good practices, and the good feedback received from participants testify to the recognition of ESD as an integral dimension of shaping the future we want. The Conference's success was also due to very good logistics provided by the host country. The Conference was also very successful in drawing in new partners, notably through a partnership approach in the organization of the conference workshops. The outcomes of the World Conference provide a solid basis for GAP implementation, and were taken forward to the World Education Forum 2015 in Incheon, Republic of Korea.</p> <p>The final DESD report, launched at the World Conference on ESD, was drafted and distributed to the more than 1000 World Conference participants. The full report was downloaded approx. 8,200 times as of 23 June 2015; the summary report almost 3,000 times (as of 23 June 2015). Its 10 key findings clearly show that the Decade has left a deep mark – it has not only raised awareness but catalyzed innovation across the board, from national education strategies to classroom practices through to university curricula, and community and business engagement.</p> <p>The Global Action Programme (GAP) on ESD, the official follow-up of the UN Decade of ESD (DESD, 2005-2014), was launched at the Conference with more than 360 voluntary commitments from stakeholders from 80 countries in total. The total number of GAP commitments has now reached 431. The Aichi-Nagoya Declaration on ESD was adopted at the Closing Plenary of the Conference. The Declaration calls for urgent action to further strengthen and scale up ESD with commitment to building the momentum of the launching of the GAP. The Roadmap for the GAP was launched and distributed at the World Conference on ESD. Approx. 8,200 downloads were registered as of 23 June.</p> <p>In preparation of the Conference, a GAP Consultation Meeting for the Arab region was organized in mid-September 2014 and made recommendations on future areas of ESD cooperation in the Arab region. A number of media training workshops on ESD were successfully organized by field offices, notably in Africa, to build momentum among media ahead of the World Conference in Japan. In partnership with UNEP, UNESCO initiated "UNertia: Turning awareness into action for a more sustainable world", a campaign and competition that encourages youth in the Asia Pacific region to engage in sustainable actions which will yield positive environmental benefits in their local communities. Additionally in Latin America, a major activity in preparation for the Nagoya Conference and input to the GAP was a regional youth survey on ESD, which was implemented with the Earth Charter Centre for ESD.</p>

Achievement(s)
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GAP implementation mechanisms are being put in place, including the development of a GAP Clearinghouse. Partner Networks will be key drivers to support GAP implementation. Five Partner Networks have been established, one for each of the five Priority Action Areas of the GAP: policy support, whole-institution approaches, educators, youth, and local communities. A first meeting of the Partner Networks, held on 26-27 May 2015 at UNESCO, brought together 78 organizations from all world regions identified as Key Partners.

The UNESCO-Japan Prize on ESD (<https://en.unesco.org/esd-prize>), approved by the Executive Board at its 196th session and officially launched during the 2014 World Conference on ESD, aims to reward outstanding efforts of individuals, institutions, organizations or other entities engaged in activities on ESD, within the framework of the Global Action Programme on ESD. In response to the first call for nominations, sent to all Member States and NGOs in official relations with UNESCO in April 2015, 60 nominations were received. The jury, made up of five recognized experts in ESD, had its first meeting on 9-10 July at UNESCO to determine the first set of awards.

ESD materials and good practices have been successfully distributed online. The number of visitors of the 2014 World Conference on ESD website (launched in 2013) that provides many ESD resources, including success stories from countries around the world, almost doubled in the second half of 2014 compared to the previous six months (July-9 December 2014: 68,400 visitors; January-June 2014: 35,400 visitors). The number of page views increased from 168,500 (January-June 2014) to 258,200 (July-9 December 2014). The site remains a source for consultation, with more than 24,300 visits and almost 67,000 page views in the first half of 2015. Together, the UNESCO-produced biodiversity, DRR and CCE videos were seen more than 226,200 times on Youtube: biodiversity video (177,739), DRR video (29,581), CCE video (21,749). The consultation numbers of the CCE teacher course remain stable (total number of consultations: 8,920). New CCE materials and publications have been compiled and the CCE clearinghouse was updated to enhance its usage.

In addition, several on-line platforms for global/regional/national exchange of experiences in ESD are currently in place. Most significantly, the ASPnet in Action online collaborative platform "Global Citizens connected for Sustainable Development" (<http://en.unesco.org/aspnet/globalcitizens>) constitutes an interactive web-based initiative that provides an opportunity for learning, sharing and exchanging among ASPnet schools worldwide. Launched in June 2014 in English and French and structured around three main lines – "Discover", "Think" and "Act" – in order to emphasize the life-skills and knowledge dimensions of global citizenship, the platform has more than 1076 participants from 102 Member States registered, including ASPnet National Coordinators, members of UNESCO National Commissions, school principals, teachers, students and 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 that provide best-practice examples of on-line collaboration in ESD in the Southern African region.

ESD is increasingly recognized as an integral element of quality education and a key enabler for sustainable development. The Open Working Group (OWG) on Sustainable Development Goals (SDGs) has reaffirmed ESD as an element of the post-2015 development agenda. The OWG proposed ESD as one of the targets for the post-2015 education goal, which aims to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. This goal aligns with the Muscat Agreement adopted at the UNESCO 2014 Global Education for All meeting in Oman, which also includes ESD. In the OWG proposal, ESD is also included to support a goal to combat climate change as well as a goal to ensure sustainable consumption and production patterns.

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UNESCO advocated for the integration of ESD in the post-2015 agenda through a side event at the 7th meeting of the Open Working Group on Sustainable Development Goals in January 2014 in New York, as well as at a side event during the Third International Conference for SIDS in September 2014 in Apia, Samoa. 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.

Besides the Aichi-Nagoya Declaration on ESD adopted at the World Conference on ESD calling for urgent action to mainstream ESD and include it in the post-2015 development agenda, the outcomes of several major global meetings have acknowledged and reaffirmed the importance of ESD for sustainable development, such as in the SAMOA (Small Island Developing States Accelerated Modalities of Action) Pathway of the Third International Conference on SIDS (1-4 September 2014, Apia, Samoa); in a Communication, Education and Public Awareness decision of the Biodiversity COP12 (6-17 October 2014, Pyeongchang, Republic of Korea); and in the Lima Ministerial Declaration on Education and Awareness-raising adopted at the Climate Change COP 20 (1-12 December 2014, Lima, Peru) which calls on governments to include climate change into school curricula and climate awareness into national development and climate change plans. In addition, the 10YFP Programme on Sustainable Lifestyles and Education (SLE) was launched at the World Conference. Furthermore, at the World Conference on Disaster Risk Reduction (WCDRR) in Sendai, Japan, UNESCO co-organised a session on education which demonstrated the commitment of education stakeholders to DRR education, and also co-organised the 3rd Dialogue on Article 6 (the education article of the Climate Convention) at the Bonn Climate Change Conference in June 2015.

The parallel session '*Educating and learning for peaceful and sustainable societies*' as well as a plenary session on the contribution of education to sustainable development post-2015 at the World Education Forum (WEF) in Incheon. The outcome document of the WEF calls upon Member States to implement the GAP as part of the post-2015 agenda. This provides a strong mandate for future ESD work.

#### **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 with the support of the Japanese Funds-in-Trust (JFIT) for ESD. Currently, sixteen countries are receiving technical assistance to integrate ESD (in particular CCE, DRR and biodiversity education) into plans and programmes: Bangladesh, Brazil, Cambodia, Chile, Cuba, Namibia, Nepal, Mongolia, Philippines, India, Indonesia, Oman, Democratic Republic of Congo, Ethiopia, Tanzania and Costa Rica. Seven country projects (Bangladesh, Brazil, Cuba, Namibia, Nepal, Mongolia and the Philippines) have targeted policy makers and teacher training institutions with CCE/DRR interventions. In the other nine countries (Cambodia, Chile, India, Indonesia, Oman, Democratic Republic of Congo, Ethiopia, Tanzania and Costa Rica), biodiversity education interventions target UNESCO sites. As part of the country pilots, existing UNESCO CCE/DRR and biodiversity materials are being adapted to country specific needs and contexts.

The close cooperation with other UN agencies within the area of CCE, DRR and biodiversity is paying off as it allows strengthening UNESCO's voice on ESD at global fora such as the UNFCCC and UN CBD COPs as well as the Global Risk Forum through the organization of common side events, workshops and outreach activities and the dissemination of materials

**Achievement(s)**

and publications. Thanks to the successful implementation of previous national programmes on CCE in the Dominican Republic and Mauritius, the Governments of both countries became committed allies in making the case for CCE and DRR in the global arena.

Three regional expert meetings on Climate Change Education (CCE) and Disaster Risk Reduction developed regional recommendations on CCE for the Asia and Pacific, Arab and Latin America region.

Four Sub-Regional Studies on Climate Change Education for Sustainable Development (CCESD) in the Arab region were prepared, as part of ESD programme in the region.

The first of a series of training courses on Comprehensive Schools Safety and Educations Sector Policies, Plans and Programmes was held in the Caribbean region with the overall aim to strengthen the preparedness and response capacity of countries to disaster risks through education and safe school facilities.

In the Asia Pacific region, lessons on flood preparedness and survival were disseminated to a broader audiences through a mobile game application 'Sai Fah: The Flood Fighter'. A programme promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development was developed and implemented in the region. UNESCO Jakarta supported MOE officials from its five cluster countries by providing updates on ESD policy and practice, focusing on community-based ESD. These experiences were documented in a report, *National Policies and Challenges in Promoting Community-Based ESD in SE Asian Countries*. Furthermore, the UNESCO-Samsung ESD Project in Viet Nam, 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 is the first public-private partnership to be officially recognized by the Ministry of Education and Training in Viet Nam.

A Guide for "Effective teaching and learning in teacher training institutions" in Africa was completed. A Master of Education in ESD programme which was co-designed by UNESCO, has been approved by the Faculty of Education at the University of Namibia (UNAM) and will be offered soon.

As regards the LAC region, the national climate change education programmes in Brazil and Cuba trained a large number of teachers and produced training materials on CCE. These programmes are well placed to be continued by national authorities. In Brazil, the Education Secretariat of Itajaí is willing to implement the programme at the municipal level for all the teachers and discussion to implement the project at state level. In Cuba, the Ministry of Education is committed to distribute the developed CCE training materials to all Cuban provincial and municipal departments of education.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Although the outcomes of the Decade are promising, as the Final Report shows, there is much more to be done. Efforts still need to be scaled up. This will require strong leadership, one of the most important factors for success identified during the Decade. Challenges still remain to be overcome, such as: the need for further alignment of education and sustainable development sectors; the need to do more work for institutionalizing ESD - to ensure strong political support to implement ESD on a systemic level; and, finally, the need for more research, innovation, monitoring and evaluation to develop and prove the effectiveness of ESD good practices.</p>	<p>UNESCO has attempted to engage a wider number of stakeholders to build further momentum for ESD beyond 2014. An electronic newsletter, the ESD Zoom, which includes up-to-date information on global, national and local ESD initiatives, was developed and distributed in the lead up to the World Conference. The newsletter reaches out to approx. 5,400 subscribers, keeping them informed about UNESCO and partners' activities and opportunities to get engaged. Regional media workshops were held to strengthen journalists' capacities to communicate ESD in a creative manner to help people understand and engaged with it. The process of the World Conference preparation and the launch of the GAP, as well as the ASPnet in Action online collaborative platform, were utilized to further advance ESD advocacy and mobilize partners for ESD work in the framework of the GAP. The GAP will provide the opportunity to reach out to a wider group of ESD actors. Country programmes provide an important means to strengthen the political will and commitment to using education as a means to address global challenges such as climate change, DRR and biodiversity. All current pilot country programmes are being implemented by the relevant UNESCO field offices 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 and resource 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. As strong national partners have proven to be critical for the success and sustainability of ESD country projects, it will be important to allocate sufficient preparation time in future project cycles.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
ER 10: Member States deliver good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries with a multisectoral strategy that addresses HIV in the school setting (Source: GARPR #7.1/NCPI a.i.1.3)</p> <p><b>T 2014-2015:</b> 91% (168/182) of countries include the education sector in their multisectoral strategy</p> <p><b>T CAP 2014-2015:</b> Additional XB resources would be used to either a) reach additional countries, or b) enhance implementation and monitoring of ongoing multisectoral strategies</p>	<p>On the basis of most recent available National Commitments and Policies Instrument (NCPI) reporting, in 2012 over 140 countries had multisectoral strategies that address HIV in the school setting. From January 2014-June 2015, UNESCO actively supported over 66 countries to strengthen implementation of their strategies to address HIV in the school setting, including through support on comprehensive sexuality education (CSE) and addressing school-related gender based violence (SRGBV).</p>	Medium
<p><b>PI:</b> 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&amp;E Framework for Comprehensive Education Responses to HIV and AIDS)</p> <p><b>T 2014-2015:</b> At least 64% of UNAIDS high impact countries in Africa (16 out of 25)</p> <p><b>T CAP 2014-2015:</b> 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</p>	<p>This indicator is currently being integrated in national EMIS systems. Data won't be available before end 2015 for the East and Southern Africa region, followed by West and Central Africa. However, on the basis of the recently completed report on the global status of school-based CSE, increased international and regional support is evident at the policy level with almost 80% of the 48 countries assessed having policies or strategies which support CSE.</p>	High
<p><b>PI:</b> 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&amp;E Framework for Comprehensive Education Responses to HIV and AIDS)</p>	<p>This indicator is currently being integrated in national EMIS systems, and data won't be available before end 2015 for the East and Southern Africa region, followed by West and Central Africa. However, the support provided to over 66 countries to develop and/or strengthen national policies on sexuality education also encompasses work to address school-related gender based violence</p>	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> At least 48% of UNAIDS high impact countries in Africa (12 out of 25)</p> <p><b>T CAP 2014-2015:</b> Additional XB resources would be used to either a) 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.</p>	<p>(SRGBV) in all its forms. A roadmap is currently being produced for implementation of UNESCO's spring 2015 Executive Board resolution on combatting SRGBV, and a global guidance document will be produced by end 2015 for roll-out at the country level.</p>	

<p><b>Achievement(s)</b></p>
<p>Progress is on track to strengthen the provision of quality health education, including HIV prevention and comprehensive sexuality education (CSE), in line with MLA2 ER10 of UNESCO's C/5 and the UNAIDS UBRAF. Progress has focused on three interconnected areas of work:</p> <p><b>1) Strengthened commitment and capacity of Member States to deliver, monitor and evaluate comprehensive HIV and sexuality education programmes</b></p> <p><i>Advocacy</i></p> <ul style="list-style-type: none"> <li>• In the area of global-level advocacy, UNESCO produced an information note, in consultation with UNFPA and UNAIDS Secretariat, on the <b>global status of CSE</b> for presentation to the UNAIDS Board at its July 2015 session. The information note provides an overview of the status of CSE implementation and coverage globally, drawing on available evidence and case-studies from 48 countries. It served as a key tool for advocacy with UNAIDS Member States and is now in the process of being updated and refined for publication. UNESCO also organized two successful high-level side events. The first, "Changing the prospects for women and girls in Southern Africa" at the <b>Commission on the Status of Women</b>, highlighted the crucial role that CSE plays for gender equality. The second was at the <b>World Education Forum</b> in Incheon, Korea in May 2015, and highlighted the importance of CSE for all young people and its linkages to the SDGs. The inclusion of CSE within the draft Framework for Action (the guidance framework for achievement of the SDG on education), as a reference under Target 4.7 is a notable achievement.</li> <li>• In parallel, significant advocacy initiatives are underway at regional level. Momentum continues to build around <b>the Eastern and Southern Africa (ESA) Ministerial Commitment and Accountability Framework</b>. A meeting of the technical coordinating group was held July 2015 in Johannesburg, with over 60 participants including representatives from GIZ and the Regional Directors from UNESCO, UNAIDS and UNFPA. UNESCO also contributed to the organization of a December 2014 Symposium on Adolescent Sexual Reproductive Health &amp; Rights in Zambia. A meeting of the <b>Latin America and the Caribbean Regional Community of Sexuality Education</b> is planned for Cuba in September 2015, and country-level progress has been ongoing. For example, in Guatemala, UNESCO support has led to strengthened partnership between the ministries of Health and Education to integrate quality CSE in national curriculum. During 2014, 25 workshops throughout the country were carried out with over 1000 participants representing teachers, youth groups, and government ministries. A regional conference on the <b>status of sexuality education in West and Central Africa</b> is planned in Dakar for October 2015.</li> <li>• Over the past 18 months, UNESCO's Global Coordinator and Focal Point have participated in all <b>meetings of the UNAIDS Cosponsoring Organizations</b>, including most recently</li> </ul>

### Achievement(s)

the July 2015 UNAIDS Programme Coordinating Board (PCB) meeting and the 40th meeting of the Committee of Cosponsoring Organizations (CCO) held in April 2015 at UNESCO Headquarters in Paris. The Global Coordinator and a small UNESCO delegation also attended the **International AIDS Conference (IAC)** in Melbourne, July 2014, and work has begun to prepare the 2016 IAC in Durban, South Africa. Engagement in these high-level forum has been of crucial importance both to ensuring recognition of UNESCO's role and mandate in the area of health education, and to building strategic partnerships and opportunities for resource mobilization. Preparations are underway to produce a revised UNESCO HIV and Health Education Strategy for 2016-2021 with a view to ensuring alignment to the SDGs and the 2016-2021 UNAIDS Strategy, in addition to UNESCO's relevant strategies and results frameworks.

#### ***Curriculum & Teacher training***

- Numerous activities to support strengthened curriculum and quality teacher training have been undertaken as part of follow-up to the **ESA Ministerial Commitment process**, including: the production of a report on teacher training and CSE in the region; a regional consultation on teacher training and CSE, held in August 2014 in South Africa; the development of 15 scripted lessons plans for CSE to be used as additional resources to support teachers; and finalization of CSE curriculum guidance. In addition, UNESCO supported the development of a pre-service teacher training module on CSE UNESCO is also collaborating with UNFPA and USAID on an online-in-service teacher training module which was pre-tested with 15 ESA countries and is expected to be rolled out in August 2015.
- In **Western and Central Africa**, a number of country-level activities illustrate efforts to strengthen country capacity to deliver good quality life skills-based HIV and sexuality education. A pedagogic guide to support teacher training in skills-based sexuality education was published with the collaboration of the MoEs of Cameroon and Chad, and in partnership with IBE. 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. UNESCO contributed to train 80 NGO and MoE participants from Senegal, Côte d'Ivoire and Guinea in sexuality education and advocacy; as a result, MoE of Senegal reached a consensus with all stakeholders and is revising its curriculum. ICT-based training modules on sexuality education were used to train 51 teacher trainers in Congo and Gabon, and 184 teacher trainers in Cameroon, leading to the training of more than 1000 teachers by January 2015.
- The capacity to assess school based CSE programmes is also being improved through the revision of the **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 commissioned a study to undertake a quality assessment of CSE curricula in five ESA countries (Lesotho, Namibia, Malawi, Uganda and Zambia) using the SERAT tool. 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.
- In **Asia Pacific**, UNESCO worked with national authorities to build capacity on CSE through training pre- and in-service teachers, integration of CSE in school curricula, and development of CSE teacher training modules and guidance. In India, UNESCO is working with two state governments on the inclusion of CSE in secondary school curricula. In Indonesia, UNESCO supported a review on the national implementation of CSE, and supported the MoE to review, revise and finalize modules on CSE for junior and senior high school teachers; to develop guidance for teachers on integrating CSE in the 2013 curriculum; and for teacher training workshops reaching over 200 teachers. In China, a training-of-trainers was held on improving communication between parents and adolescents on sexuality and health, which has benefitted an estimated 1200 parents. In Thailand, UNESCO assisted in planning a symposium and skills-building session for the National Conference on Healthy Sexuality that reached over 200 practitioners, youth

### Achievement(s)

and government counterparts. In Vietnam, UNESCO is working with the Ministry of Education to develop materials to accompany an exhibition for young people on healthy sexuality "As we grow up."

- In **Eastern Europe and Central Asia**, UNESCO supported strengthened HIV and CSE through work on teacher training instruments and curriculum in Ukraine, Armenia, Kyrgyzstan and Uzbekistan. A SERAT review for the Republic of Moldova was undertaken and used to advocate for strengthening of SRH education curriculum. Activities have also focused on promoting the use of ICTs for health education training. In Ukraine, the piloting and testing of ICT-based teacher training course continued in cooperation with Ukrainian teacher training institutions and associations. The course is being adapted for Armenia, along with a guide for trainee teachers on implementing the new national curriculum. In Kyrgyzstan, UNESCO is partnering with GIZ and Kyrgyz State University to deliver an ICT-based teacher training course, and over 80 teachers have participated in trial trainings. Plans are underway to adapt the course for Tajikistan. In Uzbekistan, UNESCO is partnering with UNFPA and GIZ to assist the MoE develop an ICT-based teacher training course that will address sexual and reproductive health and substance use issues.
- In the **Middle East and North Africa**, UNESCO's Rabat Office, with technical support from the HQ team, is working to develop an in-service teacher education module on HIV and AIDS for secondary school teachers, which is expected to be rolled out in 2015. They have also been working with young people to address HIV and health through participatory theater, touching on health education themes including HIV, substance use, and GBV. Discussions are underway with UNAIDS, UNFPA and UNHCR (among others) to introduce the programme in other areas of Morocco, Algeria and Tunisia.

### *Research & normative guidance*

- UNESCO is leading work to strengthen the **education sector response to early and unintended pregnancy**. A consultation was held in South Africa in November 2014, and involved over 30 participants from MoEs, MoH, bilateral development organizations, UN agencies and civil society organizations (IPPF, Pop Council, Ford Foundation, etc.). A regional study of 6 African countries (Botswana, Kenya, Malawi, Uganda, Tanzania and Zambia) was undertaken with findings disseminated at the meeting. A global guidance document has been developed and will be published in October/November 2015. In Guatemala, a workshop was carried out to support the National Youth Council's Plan on Adolescent Pregnancy, with the participation of 60 youth representatives collaborating with the Ministry of Development, Health and the Interior.
- In **West and Central Africa** two studies on young people's needs in sexual and reproductive health in 7 countries, one validated and one under revision, provided evidence to further improve multisectoral strategies that address HIV in the school setting in French-speaking WCA countries.
- In **Asia Pacific**, UNESCO, UNFPA and UNICEF regional offices are partnering, with technical support from the Population Council, on a joint assessment of CSE in the region. Studies are underway in Bhutan, China and Thailand and foreseen to start in India in 2015. The results will provide important information that will be used for curriculum revision and to support broader scale-up of CSE in the region. Research has also been undertaken on attitudes towards CSE in the Pacific SIDs (Nauru, Niue, Palau and Samoa), which will inform work with various education stakeholders at the national level. Terms of reference are being designed for an assessment to determine the readiness of each of the four countries for development of a CSE curriculum in 2015.
- In **Brazil**, work continues to support a national study on the inclusion of sexuality education and gender relations in the initial level of national teacher education programmes. The Brasilia office oversaw development of the methodology and research instruments, and by the end of the year results will be consolidated and research disseminated.

### *Monitoring & Evaluation*

### Achievement(s)

- A roadmap for supporting member states to **integrate HIV and education indicators in Education Management Information Systems (EMIS)** has been developed. As a result, 9 countries (Botswana, DRC, Lesotho, Namibia, Seychelles, South Sudan, Swaziland, Tanzania, Zambia) will start reporting against the indicators in 2015, and 4 countries (Angola, Botswana, South Africa and Zimbabwe) in 2016. A regional workshop was held in Dakar in December 2015, training 31 MoE technicians and UNESCO staff from 10 countries, and country-level roadmaps for the selection and integration of the recommended indicators are in the process of being finalized. The core indicators related to life-skills-based HIV and CSE have also been incorporated into the ESA Ministerial Commitment accountability framework. By end of 2015, all 20 countries will report on the short-term progress towards the fulfilment of the ministerial commitment. In addition, a handbook on **supporting country-level data collection for core indicators** was finalized in 2015 in English and French, as a complement to the publication "Measuring the Education Sector Response to HIV and AIDS: Global Guidelines for the Construction and Use of Core Indicators," which has recently been published in French.
- IIEP provided technical support to the SACMEQ Coordinating Center (SCC) on monitoring and evaluating the effectiveness of HIV prevention education by preparing the "**IIEP SACMEQ III HAKT archive**," that contains the set of methodology tools used to design the key impact indicators on HIV-AIDS knowledge levels of students and teachers. IIEP also provided the SCC with technical advice on measurement methodologies with background indicators (such as the socio-economic status index of the pupil family). In consultation with SCC, IIEP is drafting a training manual for the use of the SACMEQ National Research Coordinators with tools for analysing and reporting the levels and trends of the key HIV-related indicators. IIEP is also developed a methodology report on the design of UNESCO core indicator 6 on young people's knowledge levels.

## 2) Promotion of safe, healthy and gender-equitable learning environments free from gender-based violence (SRGBV)

### *Advocacy*

- UNESCO provided technical support to the French delegation for their **draft resolution on SRGBV** which was unanimously approved at the spring 2015 session of the ExB. It is the first normative document within the UN system that defines SRGBV and calls for action from member states and UNESCO. The HQ team is in the process of preparing a road-map for implementation. A meeting of the SRGBV Global Partners Working Group, co-chaired by UNESCO and UNGEI, was held in March 2015. Partners discussed a common definition of SRGBV, key indicators for research and monitoring, common advocacy efforts and the contents of the global guidance document. UNESCO also published a policy brief on SRGBV in collaboration with the EFA Global Monitoring Report (GMR) and UNGEI which was launched to a wide audience at the Commission on the Status of Women in New York, March 2015 as well as at a well-attended side event for UNESCO Board members.
- UNESCO is also leading international efforts to support countries to address violence and bullying in schools targeting gender-non-conforming learners or those who identify as LGBT.
- Numerous regional and national level advocacy initiatives were also organized. A **Latin America and Caribbean** regional consultation meeting was convened from 28-31 September 2014 in Bogota. The meeting involved approximately 50 participants from 9 countries (Argentina, Brazil, Chile, Colombia, Cuba, El Salvador, Mexico, Peru and Uruguay) as well as USA and the Netherlands. For the first time in the region senior officials from MoEs and NGO representatives met to review available evidence on prevalence of violence and share best policy and practice in the region. An **Asia Pacific** regional consultation was held in June 2015 in Bangkok, organized by UNESCO and UNDP. Delegations from Australia, Cambodia, China, Fiji, India, Indonesia, Myanmar, Nepal, the Philippines, Samoa, Thailand, Tonga and Viet Nam attended the consultation,

### Achievement(s)

with several pledging to work towards introducing concrete measures. In partnership with other UN agencies and civil societies, a series of campaigns were organized in the region linking to the International Day against Homophobia and Transphobia in 2014 and 2015. Activities included:

- An online campaign “Purple power for LGBTI learners’ rights!” launched on 17 June 2015 to promote safe-spaces for LGBTI students in Asia-Pacific schools by calling for supporters – peers, parents, teachers or schools themselves – to show solidarity through images that feature the colour purple.
- An op-ed in the Bangkok Post was released on 17 May co-signed by Gwang-Jo Kim, Director of UNESCO Bangkok, Steven Kraus, Director of the UNAIDS Asia-Pacific Regional Support Team, and Maja Cubarrubia, Director of Plan International Thailand country office on the issue of bullying on the basis of sexual orientation and gender identity
- In China, a “Friendly Campus” campaign was launched that UNESCO supported through the coordination of LGBT awareness-raising activities by local NGOs on university campuses and the publishing of LGBT-related articles on Baidu Knows Daily through the “Youth Knows – Virtual Classroom.”
- In Thailand, more than 2,000 students and educational staff were involved in a “School Rainbow” campaign where students and communities chalked rainbows around school gates in Bangkok to raise awareness of issues around sexual and gender diversity, accompanied by a social media campaign in English and Thai on the theme of “Bullying, LGBT rights in school & HIV” on Twitter, Facebook and Instagram (#schoolrainbow, www.schoolrainbow.org).
- In Asia Pacific, UNESCO is also a leading regional partner on engaging adolescent and young key populations. UNESCO is an active member of the Technical Advisory Group for the UNDP/USAID ‘Being LGBT in Asia’ initiative’, and provides support to the APCOM Executive Committee on young MSM/TG leadership initiatives, including through support to Youth Voices Count for a regional mentorship programme. UNESCO also collaborated with Youth LEAD, UNICEF, UNFPA and UNAIDS to revise the NewGen Asia leadership curriculum, a groundbreaking course for young key populations developed in 2012. The revised curriculum was launched at the 2014 International AIDS Conference and rolled-out in national trainings in Cambodia, China and Thailand reaching up to 100 young people. UNESCO is supporting an in-depth outcome evaluation of 2012-14 trainings in 4 countries as well as follow-up support to country participants. UNESCO also co-facilitated a workshop with Youth LEAD on Integrating Gender, Sexuality and Youth into HIV interventions at the World Conference on Youth (WCY) in Sri Lanka. Over 60 participants attended this session which was translated into Tamil and Sinhalese.

#### *Research & normative guidance*

- A **four-phase research project on SRGBV** is underway through the UNAIDS Interagency Task Team on Education (IATT) to identify the conditions necessary for empowering teachers and school staff to prevent and address SRGBV. Work includes: 1) a literature review, 2) a survey of teacher unions, 3) follow-up studies with teachers and administrators in six countries (the Philippines, South Africa, Senegal, Lebanon, Ukraine, and Argentina) and 4) development of a publication containing global guidance, technical and advocacy tools on SRGBV. The global guidance will be produced as a joint collaboration between the UNESCO-led IATT on Education and UN Women. The first draft is expected for review and further development in June 2015.
- In addition to the country-studies noted above, the global guidance will also be informed by ongoing regional research. A study by UNESCO Beirut on **SRGBV in the Arab region** is underway with a view to developing policy recommendations for teacher policies and codes of conduct that can also be used to compliment UNESCO’s “Teacher Policy Framework and Resource Pack for the Arab States”. A study to review the existing data on **SRGBV in the Eastern and Central Asia** region is also underway, which will inform a practical guide for schools on addressing SRGBV. The regional guide will be discussed with national MoEs and other stakeholders from EECA in 2015. UNESCO’s

### Achievement(s)

partner Heinrich Böll Foundation has conducted an online survey of GBV in Russia and other EECA countries to contribute to UNESCO's work on SRGBV. UNESCO also published, with the UN East Asia Pacific Girls Education Initiative (EAP-UNGEI) a **publication on SRGBV in the Asia-Pacific Region** on International Women's Day 2014, accompanied by a social media campaign. With support from UNICEF, UNESCO undertook a Situation and Response Analysis on SRGBV in the Asia Pacific, and a stakeholders meeting was held in Indonesia leading to the establishment of a working group to drive an improved national response.

- Research is also underway, through support by the Government of the Netherlands, to produce a **global report on the state of homophobic and transphobic violence in schools**, which will be launched at an Interministerial Conference in 2016. The global report will be informed by regional research, including a multi-country study on sexuality, gender and diversity was launched in Eastern and Southern Africa, launched in June 2014 and involving five countries (Botswana, Lesotho, Namibia, South Africa and Swaziland). It aims to generate evidence that will assist government and other key stakeholders to develop educational policies and practices that promote safe schools for all young people, including LGBTI youth. At country-level, UNESCO partnered with Plan International and Mahidol University to launch the first systematic study on the homophobic and transphobic bullying in Thailand, with support from the Swedish International Development Agency. The report was launched at an IDAHOT day event, with a film screening and panel discussion showcasing experiences and perspectives on the realities and risks of discrimination and bullying against LGBT young people.

#### *Curriculum & Teacher training*

- In **West and Central Africa**, modules of classroom activities on gender and diversity are being developed and will be culturally adapted in collaboration with ministries of Education, Youth and Culture from 3 countries. Ongoing support will be provided for the finalisation and roll-out of curriculum resources to address GBV in schools, and training for six countries will be held in Ghana in July 2015.
- In Kyrgyzstan, UNESCO supported development of two modules for teachers "Addressing Violence in Schools" and "Reducing stigmatization and discrimination against people living with HIV".
- In China, building on the UNESCO-supported national strategy workshop and training of trainers on promoting LGBT education in May 2013, in October 2014, UNESCO supported a press conference on university textbooks in to release a ground-breaking report, "Homosexuality Contents in University Textbooks" by the Gay and Lesbian Campus Association of China (GLCAC), calling for the revision of messages on LGBT people in textbooks. On the occasion of the 2015 IDAHOT, in collaboration with Midi Musical Festival, UNESCO Beijing launched the "Be Myself" campaign in China, to actively engage the festival participants and improve their understanding of and respect for LGBTI youth.
- UNESCO worked with a local NGO in 2014 to organize teacher support activities around homophobic bullying in Mexico, Chile and Guatemala. Support was also provided to a Chilean NGO that produces printed and audiovisual materials on prevention and mitigation of homophobic bullying for teachers, school officials and mental health professionals was also provided.

#### **3) Member States are supported to develop and implement comprehensive school health programmes and that promote health literacy and healthy lifestyles for all learners.**

- The revamped **HIV and Health Education Clearinghouse** was launched in July 2014, with increased focus on the identification of materials in new areas (sexuality education, gender equality, school health). The clearinghouse website currently holds 8,200 documents. Visitors to the website increased from 11,800 in January 2015 to 16,800 in June

### Achievement(s)

2015. Top countries are Viet Nam, Russian Federation, the United States, the UK and the Netherlands.

- A **literature and policy review of school health**, including programming, implementation and coordination was conducted, as well as interviews with partners in school health. Specific support was provided to Swaziland, Zimbabwe and Uganda for an in-depth review of their proposed school health policy. Best practice case studies are currently being identified, and a first draft of a document to assist UNESCO staff and IATT members to review/develop school health policies has been developed and will be finalized in 2015.
- UNESCO participated in a symposium on **school health and nutrition** in Ghana, May 2014. In addition, a consultant was contracted to assist three countries in Southern Africa (Malawi, Zimbabwe and Namibia) to review their current situations and provide recommendations to secure HIV and health education within comprehensive school health policies and programming. The purpose of the consultancy was to describe and analyse selected national school health and nutrition programmes in terms of systems, stakeholders, identification of good practice, etc. Field visits have been conducted and first drafts of the report are expected in July 2015.
- In Latin America and the Caribbean, work to promote **health literacy** has UNESCO continues its support of the partnership between the Ministries of Education and Health (MOH) to advance the Health Promoting Schools model in an initial cohort of 36 schools. Initial capacity-building work has yielded a final monitoring and evaluation plan that addresses six agreed priority indicators, and a draft Health-Promoting School (HPS) Classification System to support data collection.
- In Eastern Europe and Central Asia, the **FRESH (Focusing Resources on School Health) monitoring and evaluation guidance** was translated into Russian and presented at an International Congress on School Health in May 2014 to over 400 school health experts from the region.
- An international expert meeting and report on the **education sector response to substance abuse** is planned for September 2015. Partnership with UNODC and WHO has been confirmed to develop, produce and disseminate a joint publication of the best available evidence on the scope and nature of the education sector response to substance use among children and young people. A *Guide for Country-Level Data Collection on Education Sector Responses to Substance Use among Young People* has been developed for collecting data on the issue. A technical background paper has also been developed consolidating the best available evidence on the nature and extent of the use of alcohol, tobacco and other substances by children and young people worldwide. UNODC, UNESCO and WHO will also jointly publish and disseminate a Good Policy and Practice booklet on the topic in 2015, and will inform the international expert meeting scheduled for end September/early October 2015 in Turkey (tbc). Research has also been undertaken at regional and country level: the best available evidence in non-English languages from the Eastern Europe and Central Asia has been reviewed and compiled into a 200-page report (in Russian), which is being edited and translated into English for the upcoming international expert meeting; country-based studies to collect additional data have been completed in Namibia, Tanzania and South Africa, and are being initiated in selected countries in Western and Central Africa, Latin America and the Caribbean.
- UNESCO teamed up with UNICEF, WHO, Procter & Gamble (P&G), and academia to launch the Good Policy and Practice Booklet on **Puberty Education and Menstrual Hygiene Management**. The publication is being used for both advocacy and implementation, with over 3,300 copies distributed since its release in 2014 and over 11,000 downloads. The launch took place in March 2014 at the Commission on the Status of Women in NY, and received good media coverage, with 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. A French translation was produced in December 2014 and a Spanish version may follow. Examples of use in-country include an NGO in France working in Roma camps around Paris. UNESCO is currently discussing with UNICEF and WHO to integrate MHM and hygiene education into global WASH guidelines.
- Work has also advanced on actions to implement the Strategy on UNESCO's response to the **Ebola virus disease (EVD)** and other health emergencies. The Norwegian

Achievement(s)
Refugee Council has seconded a programme specialist to UNESCO's Accra Office to coordinate Ebola response activities. The Accra Office also mobilized support through the Multi-Partner Trust Fund for the UN Program on EVD preparedness, to work on social mobilization including culturally-sensitive approaches to communication and education on infectious diseases. Funding has also been mobilized from a private donor. Despite initial delays, it is expected that activities will be on track by the end of the biennium

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Increased international and regional support for CSE is evident at the policy level with almost 80% of countries in the assessment having policies or strategies which support CSE. However, despite increased political will, there remains a significant gap between the policies in place and implementation on the ground. Few strategies or policies are fully operationalised and there remains a need to strengthen nationwide coordination and monitoring mechanisms to support multi-sectoral implementation. Furthermore, persistent misconceptions on CSE remain prevalent. In particular, sexual orientation and gender diversity are sensitive issues that some countries are not able to address due to national laws, policies and/or cultural sensitivities. The International Technical Guidance on Sexuality Education is voluntary and non-mandatory guidance, and is intended to be adapted to the local context. Nevertheless, there are certain core topics which are essential to maintain quality and meet international standards, and indicators have been developed to measure whether sexuality education programmes meet 'essential' criteria and 'desirable' criteria. Too often, topics are taught too late, for example after young people have already experienced puberty or menstruation or initiated sexual activity. Increased attention is needed to promote the development of key competencies, including critical thinking, and on examining how gender norms, religion and culture influence learners' attitudes and behaviour. In the area of broader school health, despite broad recognition of the potential of the education sector to meaningfully impact the health outcomes of learners, ensuring that this is followed-up by concrete action and resources continues to be a challenge. School health often falls through the cracks as a result of human and financial constraints as well as a lack of clarity on the roles and responsibilities of the different stakeholders.</p>	<p>In the first year of the biennium, no remedial or corrective actions were required for action to achieve expected result 10. Progress is on track to support Member States in delivering good quality health education, HIV and CSE that contributes to healthy lifestyles and gender equality.</p>

### 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 11: The future education agenda and global education policies shaped, drawing on UNESCO's and other relevant research and foresight studies	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of comparative analyses and case studies on emerging challenges for education and learning conducted at national and regional levels, published and disseminated <b>T 2014-2015:</b> 5 foresight studies (including those planned by Institutes) 3 global reports/studies on trends 1 regional reserach project <b>T CAP 2014-2015:</b>	- 3 ERF Working Papers - 6 issues of Prospects - Rethinking Education	Medium
<b>PI:</b> Number of proceedings of international/regional research colloquia organized jointly by UNESCO and research partners <b>T 2014-2015:</b> 4 global conferences or policy forums <b>T CAP 2014-2015:</b>	4 global conferences/policy fora organized on ESD, GCED, EFA and Education Agenda 2030.	High

#### Achievement(s)

The work under this ER is built upon three strands of work: A) Setting a new education agenda, B) Promoting research and foresight and C) Charting new paradigms of learning. The following main outputs and results have been achieved since January 2014:

#### **A) Setting a new education agenda:**

Two major events, in which UNESCO led global debate on education, took place during this reporting period:

1) World Education Forum (May 2015)

### Achievement(s)

The WEF 2015 brought together some 1500 participants and provided a unique opportunity to debate, share experiences, and showcase new ideas and innovative strategies on a range of themes and issues.

#### 2) Global Education for All Meeting (May 2014)

GEM 2014 was a key global education forum to define the vision of the international education community regarding Education 2030 and resulted in the adoption of the Muscat Agreement which was key in informing the recommendations of the Open Working Group (OWG) on Sustainable Development Goals beyond 2015.

In addition, IIEP organises yearly a Policy Forum, in 2014 this was on “Academic and Research Integrity” and in 2015 on “Planning Higher Education Integrity”.

#### **B) Promoting research and foresight**

UNESCO has continued to provide analysis on emerging trends and their implications for education and to encourage evidence-based dialogue. The wealth of expertise within UNESCO’s Education Institutes has provided an added value to this strand of work. Preparation and disseminating good-quality publications has been a key means of delivery:

##### 1) Education on the Move

This series of peer reviewed publications was created to address crucial issues facing education today and covers the broad areas of policy work that are significant to UNESCO. During this biennium, two new volumes have been published: *Unleashing the Potential: Transforming Technical and Vocational Education and Training (2015)*, and *Charting the Course of HIV and Education (2014)*.

##### 2) Papers and Briefs

- Education, Research and Foresight (ERF) Papers: Three ERF Working Papers were published on reinterpreting learning, curriculum in the 21st century, and the training and working conditions of teachers in sub-Saharan Africa.
- IIEP Papers: A series of briefs and papers were published on social inequality, governance and accountability and learning outcomes.
- BE Working Papers: Four IBE Working Papers were published in 2014 on “Citizenship education in Latin America: priorities of school curricula”, “Curriculum and national cohesion”; as well as *Life-Long Learning in Education in Scotland* and “Competency-based curriculum in the Republic of Korea”.

##### 3) Global and Regional Studies

- Three sets of policy studies have been completed and soon published on . These studies provide policy-makers with insight derived from a range of development contexts.
- Institutes: IITE has initiated a research project (2015) on the future of ICTs in higher education and IIEP has completed case studies in Asia on school grants (2015) and the preparations for the launch of case studies in Western Africa and Latin America are underway).
- At regional level, the following studies have been conducted: *Teaching and Learning in Asia and the Pacific*; *Country case studies (Bangkok, 2015)*. *Learning to Live Together:*

### Achievement(s)

Education policies and realities in the Asia-Pacific (Bangkok, 2014) published on-line and in-print. Learning achievement in the Arab Gulf States: Qatar National Research Fund (QNRF)-funded project currently implemented by the Doha Office.

#### 4) Reviews

Two UNESCO Education Institutes, IBE and UIL, publish well established reviews on topics on their respective areas of expertise:

#### IBE: Prospects – Quarterly review of comparative Education

- Learning and Competences for the Twenty-first Century (Dec 2014)
- Skills for inclusive and sustainable development: Perspectives from the Asia Pacific region and beyond (Jun 2014)
- Mobile learning for teacher training and curriculum development beyond (Mar 2014)

#### UIL: International Review of Education (will become: Journal of Lifelong Learning)

- Exploring the fault lines of quality and equality in education (Dec 2014)
- Who's learning whose learning? (Oct 2014)
- New Times – New Voices (Sept 2014)
- What humanism for the 21st century? (July 2014)
- Learning Needs and Life Skills for Youth (May 2014); and
- Perception versus reality: understanding determinants of success in education (Apr 2014).

#### 5) Research Projects

A number of collaborative global or regional research projects have been developed based on the research agenda outlined in the “Rethinking Education”. These projects aim at bridging education research, policy- making and practice. The following projects are planned:

- Youth disengagement from secondary education (jointly with IBE and IIEP Buenos Aires)
- Piloting of assessment tools on (jointly with CI and ED Santiago regional bureau)
- Policy-practice gap in the (jointly with UIL)
- Indigenous knowledge and education policy in Latin America and the Caribbean (coordinated by Santiago regional bureau).

#### **C) Charting new paradigms of learning**

The preparation of the post-2015 agenda provided powerful momentum to explore issues related to the purpose of education and the organization of learning in the twentieth-first century. One of UNESCO's contributions to this was made through the preparation of publication: “Rethinking Education: Towards a global common good?”

Prepared by a group of senior experts designated by the Director-General of UNESCO, this publication discusses the normative orientations on large policy issues and allows guiding

Achievement(s)
<p>global and national policy debate. It completes the policy preparation by providing a normative orientations and offering a humanistic vision of education. The document has been already been published in English, French and Spanish and Catalan; the Arabic, Chinese and Russian versions are to be published during the second semester 2015.</p> <p>The publication was presented at an international conference on education and development (Geneva, April 2015) and released (in English and French) at the World Education Forum (May 2015).</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The main challenge in implementing this main line of action is to ensure overall coherence and synergy among the UNESCO institutes, regional bureaus and units that have a research mandate in education policies, in the face of different reporting lines and the diversity of institutional settings of the institutes.	Information sharing and collaborative research by the Education Research and Foresight team will need to be strengthened in order to promote greater synergy and coherence in research work across the sector.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of countries reporting on their compliance with the normative instruments on the right to education</p> <p><b>T 2014-2015:</b> existing database Training manual doesn't exist as of yet regular reports on implementation</p> <p><b>T CAP 2014-2015:</b></p>	Follow-up to 8th Consultations (mappings and compendium), reporting guidelines for the 9th consultation, ratification campaign, database launched and maintained, and regular reports on implementation.	High
<p><b>PI:</b> Number of countries piloting UNESCO's analytical framework to review their</p>	Guidelines for Law review prepared, launched and pilot-tested in 2 MS.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>national education laws  <b>T 2014-2015:</b> Guidelines for Law review completed and pilot-tested in at least 2 MS  <b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of GMR launch events and media articles related to the Report, together with examples of policy influence  <b>T 2014-2015:</b> 70 launch events  <b>T CAP 2014-2015:</b></p>	<p>A total of 90 international, regional and national launch events have been organised (by 30 June 2015).</p>	<p style="text-align: center;">High</p>

#### Achievement(s)

##### Outputs and results:

During the 18 months of the biennium, UNESCO pursued its efforts for promoting and strengthening the monitoring of the Right to Education (RTE).

Performance related to the output n°1 on **ratification and implementation of the Convention against discrimination in education** progressed as planned. The follow-up to the 8th

Consultation and preparations of the 9th consultation on the Convention and recommendation progressed as planned:

- The 2nd edition of the compendium of practical examples in implementing the RTE has been prepared and the final draft is under review (to be published before end 2015).
- A series of thematic mappings based on the 8th Consultation was developed and published: (1) a document on Girl's and women's RTE, (2) a document on the RTE for persons with disabilities, and (3) a background document on Teachers and the RTE prepared for the 12th session of the CEART (April 2015).

*Expected impact: Quality material developed and disseminated to support the implementation of the RTE at national level.*

- Follow-up to the Ratification campaign launched by the Director-General was initiated. Comprehensive training material was prepared for UNESCO programme specialists in 3 languages (E, F, S). The material shared all UNESCO offices in order for them to guide national authorities on all aspects related to ratification matters.

*Expected impact: The ratification campaign will help maintain the momentum built up over the past few years for new ratifications.*

- Work in view of the 9th Consultation has been initiated by preparing Reporting guidelines that will help the Member States with their national reports.

Regarding the output n°2 related to **piloting Guidelines for reviewing national legislation and policies in the field of RTE**, the following can be highlighted:

- The Guidelines for reviewing national legislation and policies in the field of RTE have been published and made available online at <http://unesdoc.unesco.org/images/0022/002284/228491e.pdf>

### Achievement(s)

- The pilot-testing of the Guidelines was initiated in two Member States, Nepal and Haiti. For Nepal, a series of national consultations was held and allowed preparing a draft final report. One more consultation will be held before its finalisation. In Haiti UNESCO has recently initiated the process in collaboration with national stakeholders.

*Expected impact: The implementation of the review Guidelines will help creating a demand from Member States for education law reform and strengthened monitoring of the RTE.*

Solid progress was also registered under the output<sup>o</sup>3 related to **monitoring and advocacy of the RTE**:

- The Database on the RTE was officially launched in September 2014, followed by a 2nd phase of technical development (completed). Encouraged by ADG/ED, Member States have been producing and sharing reports with UNESCO for the update of their country; a total of about 30 country profiles have been updated. Communication material has been produced and an action plan for developing the database into a global observatory on RTE is envisaged.
- With the lead of UNESCO offices in Asia, Member States in the Asia-Pacific region have been mobilised to deepen their work in RTE. UNESCO prepared a Guide on the database, which was shared through UNESCO offices in the Asia-Pacific.

*Expected impact: the database will help ensure accountability and transparency and foster regional and international cooperation; its development into a global Observatory would help promote further the RTE, inform on how it is applied in MS and how it should be in order ensure a full implementation.*

- Regular support was provided to monitor the RTE with UN HR bodies: reports were drafted on the status and implementation of the RTE for sessions of the Universal periodic review. In addition, punctual inputs on the RTE is prepared and submitted to HR bodies for elaboration of general observations related to the RTE notably regarding the preparation of contributions presenting sets of recommendations from a rights-based perspective.

*Expected impact: contribution to the universal periodic review is crucial in ensuring a reinforced monitoring of the RTE at global level and spearing information throughout the UN System.*

- Regular support is provided for the Executive Board Committee in charge of the ED normative instruments ("the CR"): action was taken to reinforce the foundation of the RTE in legal systems and adoption of a new approach for reporting including analysis of challenges and obstacles encountered by MS in implementing standard-setting instruments and the action taken by the Secretariat to address these challenges and revue of working methods.
- In response to a request of the Executive Board, a proposal for a strategy to enhance visibility, cooperation, monitoring and implementation of ED normative instrument is under development. Two consultations with the GRULAC countries were organised in November 2014 and in June 2015 to exchange view and ideas in this regard.
- Contribution to other units' work in view of including and reflecting RTE in all areas of UNESCO's work: Contributions from the RTE perspective to raising awareness on the provisions of the RTE regarding various related aspects, as for instance on non-formal education and out-of-school children and contribution to the UNESCO policy on indigenous people from a RTE perspective.

*Expected impact: the advocacy and awareness raising activities, including the work for the Executive Board, are of key importance for the RTE to be able to fully play its normative role in the post- 2015 education and overall education agenda. ED Sector contribution to the revision of the working methods of the CR will allow increasing the impact of CR's work. Sector Strategy on ED standard setting instruments will give more visibility and ensure a better monitoring and implementation of standard-setting instruments in the context of post 2015.*

- Advanced contacts have been made with NGOs regarding a possible partnership on the elaboration of a Manual on the RTE and one identified as a potential partner.

### Achievement(s)

Discussions on modalities and expected results are in an advanced stage.

- A synthesis document on protecting RTE in conflict and post-conflicts situations was developed. The document will be finalised in collaboration with other relevant units.
- There is an emerging area of work on the impact of privatisation of education on the realisation of the RTE. UNESCO collaborates with several partners on defining principles and guidelines.

Under the output n°4: **Education for All Global Monitoring Report (GMR)**, the following can be highlighted for 2015 GMR (for information on 2013/2014 report, previous reporting may be consulted):

- **Launch:** The 2015 report was launched on 9 April 2015, and this was the first time the global launch of the GMR 2015 was organised across different continents. Having launch events in New Delhi, Paris and New York City allowed assembling an audience of more than 1,000 people on the launch day, with about 900 attendees at the launches and some 100 online followers. Following this, over 30 regional and national launch events have been organised (up to June 30), attended by dozens of senior national education officials, including Ministers of Education.
- **The media outreach:** The media outreach of the GMR 2015 was far more effective than for the GMR 2013/4. While there were slightly fewer articles this year than last, and the same number of countries reached, online and print media reached over 4 billion impressions over the launch month, one hundred times the reach of the GMR 2013/4. On the day of the launch, our tweets reached 6.4m accounts, with 50k interacting in some way with our messages (favouriting, sharing, clicking on a link/photo/video). The hashtag for the EFA GMR 2015 (#EduVerdict) had a reach of 56.5 million in the 7 days after launch. There were 25k pageviews / 7.2k visitors on the launch day itself. A new all-time record was set in the month of April with 115.6k pageviews.
- **Dissemination of the 2015:** As per the Report's aim to improve electronic dissemination, a total of 8,000 copies of the English of GMR 2015 full report were printed, 2,000 in French and Spanish and 1,000 copies will each be printed in Arabic, Chinese and Russian. For the first time since 2011, the Full report was translated to Russian. The GMR developed a USB key containing all material published by the EFA GMR since its creation in 2002. It includes all Reports, summaries, background papers, brochures, policy papers and Statistical Tables in all UN languages. 500 USB keys were distributed at the World Education Forum in Incheon, Republic of Korea. Approximately 23,000 GMR Summaries were printed in all six UN languages. The Summary has also been translated to Portuguese and Hindi and is currently being translated into some 10 other languages. Unfortunately information on the number of downloads is not yet available for the April-June period.
- **The GMR continues to expand how it impacts policy,** not only through the launch of its main report and the dissemination of key messages, but through the publication of a series of policy papers throughout the year. Six policy papers were published in 2014 and so far in 2015 another five special releases and policy papers have been published. These provide the opportunity to reach new audiences and hone in on key policy issues. The GMR policy paper on School-Related Gender Based Violence (SRGBV) published in March, 2015, was used to support a call by the French Development Agency for UNESCO and its Member States to reaffirm their mobilization against SRGBV and

Achievement(s)
all forms of violence in schools. The paper was mentioned in the Education and Health Clearinghouse newsletter and the UNESCO Health and HIV/AIDS newsletter. UNGEI representatives requested use of the PowerPoint to share with the UNGEI GAC and to inform their work in Gender Responsive Sector Planning to promote the collection of data on SRGBV. The Ministry of Education in Mozambique requested the presentation to share it with the department dealing with SRGBV policy response.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
One major challenge relate to the importance of close collaboration with field offices and the need for an even more strengthened interaction with various actors working on the right to education and its legal framework. Another key challenge is to address the mismatch between the resources devoted to these activities and the work required to respond fully to the needs and especially the requests by governing bodies as well as the related statutory work(for instance some activities included in the work plans were delayed and this is notably due to additional major unscheduled activities).	The Strategy that was requested by the Executive Board will address also the question of resources and partnering.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 13: Political commitment for education reinforced in the global, regional and national development agendas, and cooperation modalities promoted	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Increased support to EFA from education stakeholders, notably governments, international and regional organizations, civil society and private sector <b>T 2014-2015:</b> All EFA partners - Member States, UN agencies, civil society, private sector - participate in 2014 GEM and in preparations for 2015 <b>T CAP 2014-2015:</b>	Participation by Member States and other partners in the consultations on the post-2015 education agenda and preparations for the WEF 2015 has been unprecedented	High
<b>PI:</b> World Education Forum 2015 effectively organized in Korea <b>T 2014-2015:</b> World Education Forum 2015 successfully organised with participation of at least 5 heads of agencies, 5 heads of State and 100 Ministers of	The WEF 2015 was a resounding success and confirmed UNESCO regained leadership. Although only one head of State attended, the UNSG and the Nobel Peace Laureate participated, and the other targets were achieved (5 heads of	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>Education Post-2015 Education Agenda agreed and Framework for Action adopted <b>T CAP 2014-2015:</b></p>	<p>agency) or exceeded (120 Ministers and Vice-ministers). The Framework for Action was broadly agreed upon and its adoption postponed to November 2015 to leave room for another round of consultations and adjustments to the SDG process.</p>	
<p><b>PI:</b> Education issues prominently included in international, regional and national political agendas (such as G8, G20, UNGA, African Union, ALECSO, ASEAN, EU, ISESCO, OEI) <b>T 2014-2015:</b> 5 high-level meetings will address education issues <b>T CAP 2014-2015:</b></p>	<p>Education has been prominent in the UN-SDG debate and was addressed also by other high-level meetings during the last 18 months (BRICS, AU, Commonwealth Summit), in addition to the Regional Ministerial pre-WEF conferences. A very successful side event on education financing was organised during the 3rd UN Conference on Development Financing. Furthermore, governments undertake to organise summit meetings on education (Oslo Summit on 7 July 2015, planned India Education Conference in October 2015).</p>	<p style="text-align: center;">High</p>

**Achievement(s)**

**Progress Assessment:**

The *Incheon Declaration* was adopted at the **World Education Forum (WEF) 2015** in Incheon, Republic of Korea, a milestone event organized by UNESCO 15 years after the *2000 Forum* in Dakar in order to take stock of EFA progress and to discuss the global education agenda for the next 15 years.

The WEF 2015 was organized from 19-22 May jointly with the co-convening agencies UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, and hosted by the Republic of Korea in the city of Incheon. It brought together about 1600 participants, including 120 ministers and other representatives from 160 Member States, representatives of UN agencies, multilateral and regional organizations, civil society, the teaching profession, youth, the private sector, academia and the media. The UN Secretary General, several heads of UN agencies and other global education leaders participated in the Forum's Opening and Closing Sessions. The Incheon Declaration represents the firm commitment of countries and the global education community to a single, renewed education agenda, part of the overall Sustainable Development Agenda 2015-2030, that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and its corresponding targets. It is transformative and universal, attends to the unfinished EFA agenda and the education-related MDGs, and addresses global and national education challenges. This renewed agenda is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. It reaffirms that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. Calling for bold and urgent action to transform lives through a new vision for education, the Incheon Declaration will be implemented through the Education 2030 *Framework for Action*, a roadmap for governments and its partners to be adopted by the end of the year.

Achievement(s)
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The Incheon Declaration also reaffirmed UNESCO's mandate as leader and coordinator of the global education agenda, up to 2030.

Representatives from more than 130 NGOs took part in the 2015 NGO Forum which UNESCO organized as part of the World Education Forum 2015. The NGO Forum provided a space for Non-Governmental Organisations to meet among themselves and agree on a collective civil society vision for education post-2015 and chart the best way forward for engagement in the new agenda. Its 300 participants adopted the 2015 NGO Forum Declaration 'Towards the right to inclusive, quality public education and lifelong learning beyond 2015' which guided the NGO leaders' participation in the WEF and will frame the work and advocacy of civil society until the UN Special Summit in September 2015 and for the coming years. The NGO Forum was organised through UNESCO's Collective Consultation of NGOs on EFA (CCNGO/EFA), a global network of nearly 300 national, regional and international member organisations from around the world.

A Communication Strategy had been developed for the WEF 2015 since the conceptual phase and rolled out over the last 12 months, including through the regional ministerial meetings organized by UNESCO, and in collaboration with the co-convening agencies and with the CCNGO/EFA. Regional Bureaux for Education and other Field Offices also participated in the communication effort which yielded visibility for UNESCO and for education and the post-2015 education agenda throughout the world.

From January 2014 up to May 2015, UNESCO has continued to coordinate the roadmap up to the WEF 2015 and to engage all major partners in the stocktaking on EFA progress and in the development of a new education agenda beyond 2015. The EFA Steering Committee played a key role in developing a "Joint Proposal for Education Post-2015", laying down the basic principles and a proposed set of targets for the future education agenda. This Joint Proposal is based on UNESCO's Position Paper on Education beyond 2015, which was discussed and strongly supported by the 194th session of UNESCO's Executive Board in April 2014.

A milestone was the 2014 Global Education for All Meeting (GEM) (12 to 14 May 2014, Oman) which resulted in the Muscat Agreement, a shared vision for the post-2015 education agenda of all EFA constituencies, with an overarching goal and a set of seven global targets, which strongly influenced the work of the Open Working Group on Sustainable Development Goals. It also formed the core of the Framework of Action which was agreed upon at the WEF and which will be the subject of further consultations and refinement until its adoption at a special meeting organised during the 38th Session of UNESCO's General Conference, on 4 November 2015. Furthermore, a technical advisory group (TAG) was set up by UNESCO for the work on indicators and to provide technical guidance to the EFA Steering Committee and the TAG continues its work as a follow-up to the WEF.

NGO representatives adopted at the Seventh meeting of the Collective Consultation of NGOs on Education for All (21 to 23 May, Santiago de Chile) a Declaration calling for the continuation of "a revitalised EFA process and structure up to 2030" and supporting the Muscat Agreement. A new CCNGO/EFA Coordination Group for 2014-2016 was elected and has worked closely with UNESCO in the preparations for the WEF 2015 and the 2015 NGO Forum.

BRICS and E-9 Education Ministers Conferences had resulted in expressions of commitment for education post-2015 and of the willingness to collaborate in the field of education as

Achievement(s)
<p>strong country groupings beyond 2015.</p> <p>As part of its preparations for the WEF 2015, UNESCO had also established a Joint UNESCO-Republic of Korea Preparatory Committee (JPC). In order to make the WEF decisive and far-reaching and ensure strong support for the implementation of the post-2015 global education agenda, six UN agencies were invited by UNESCO's Director-General as co-convenors. Four EFA Steering Committee meetings were held in March, May and October 2014 and in April 2015 and succeeded in uniting, under UNESCO's leadership, the key education stakeholders around a table and one vision and agenda for post-2015.</p> <p>Regional Conferences were held in all regions as follow-up to the 2014 GEM and in preparation for the WEF 2015. They focussed on stocktaking - based on National EFA 2015 Reviews undertaken by close to 100 Member States so far - and lessons learned for education beyond 2015, and developed regional perspectives on the proposed post-2015 education agenda and contributions for the Framework for Action. All conferences resulted in Outcome statement that were part of the documentation for the WEF 2015 and provide a basis for its follow-up at the regional level.</p> <p>The outcomes of the WEF and the entire process leading up to it undoubtedly strengthened political commitment for education and brought about a strong proposal for education post-2015 reflected in the proposed SDGs. Member States and education partners alike were mobilised throughout this period at the highest level around the future global education agenda and UNESCO now has to keep the momentum and elaborate sound proposals for the future coordination mechanisms and the monitoring of the Education 2030 agenda.</p> <p>The expected result has been achieved:</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The key challenge will be for UNESCO to keep the momentum, after the strong mobilization of the global education community over the last two years, and to lay solid foundations for the implementation of Education 2030 and for its own leadership role.</p>	<p>Focus on the elaboration of efficient mechanisms at global and regional level for the future coordination, building on the lessons learnt during the EFA reform process in 2010/11 and the preparations for the WEF 2015. Select strategic areas of Education 2030 for the implementation phase to assert its leadership and make sure that no areas are neglected, as in the previous agenda. Develop a communication and advocacy strategy around the future agenda which gives visibility to both education and to UNESCO and the co-convenors.</p>

## Global Priority Africa

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	
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)	
Flagship 2, ER 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)	
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)	
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)	
Flagship 2, ER 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes (through the contribution of MP I)	
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)	
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)	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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:  Not on track;  Partly on track;  On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries supported which have integrated education for peace and human rights (global citizenship) in their education policy and programmes <b>T 2014-2015:</b> At least 5 new countries include education for peace, HRS and GC in ED policies and programmes	Kenya, Mozambique, Namibia, Uganda, SADC region, ECOWAS region	High

Achievement(s)
<p>During the reporting period UNESCO supported member states in the area of human right and peace education through a variety of activities across Sub-saharan Africa. The activities fall mainly under three expected results: I Support to the mainstreaming of peace education in education policies and programmes; II Improvement of the quality of teaching and learning (curricula and learning materials); III Support to the capacity-building for stakeholders in peace education</p> <p><b><u>I Support to the mainstreaming of peace education in education policies and programmes</u></b></p> <p>As part of the technical backstopping to GCE in Africa, a culture of peace and non-violence in Africa through education for peace and conflict prevention is strengthened through the Mapping of existing resources on education for peace and conflict prevention in 45 countries in Sub-Saharan Africa; the Production of four studies on endogenous oral traditions (such as traditional conflict prevention and resolution practices) from within the African regions; the Development of a UNESCO/IBE/IIEP Resource Package -Technical Guidelines on the integration of education for peace and conflict prevention education policy and practice in the curriculum, and Capacity development training modules for key education stakeholders- for the integration of education for peace and conflict prevention in national education systems.</p> <p>UNESCO supported the <b>Kenyan</b> government in the finalization of its first ever education sector policy on peace education, as well as in the development of the policy's strategic plan and programme document. Following its completion, UNESCO continues to support the Ugandan government in the development of a peace education policy, benefitting from the experience and best practice of the example in Kenya. Kenya, through its active approach to promoting "Global Citizenship Education" (GCED), was selected as one of five pilot countries for "Teaching Respect for All" (TRA), which was launched in 2013 to reduce discrimination and violence through education. Two manuals one for teachers and the other for</p>

### Achievement(s)

school principals were adapted to the Kenyan context. The pilot phase results were shared with the KICD ("Kenya Institute of Curriculum Development") at the consultative meeting of the TRA in Paris. The experience of the pilot phase could be used in the revision of the Kenyan curricula. UNESCO piloted in collaboration with the Foundation Arrigatou, the project "Learning to Live Together", in Kenya in 2014. A total of 24 teachers were trained by UNESCO and trainers from Arrigatou Foundation. Training has enhanced teachers' competences to teach students skills for critical thinking, judgment, decision-making and respect for others. The pilot phase was a success and led to discussions about a possible inclusion of the training in the Teacher Training curricula.

In the **SADC** region, UNESCO has provided technical assistance to the review of the draft SADC inclusive education strategy for learners with disabilities, including peace and values education.

The Yaounde office led a regional project including **a study on the status of mainstreaming of peace education in existing education policies and programmes in sub-Saharan Africa**. The study confirmed that the integration of peace education into national education system, including at the level of education planning, increases substantially the chances of the successful implementation of different peace education initiatives. Based on the workshop on the integration of peace education into curricula, policies and education plans were developed. These guidelines are proposed as a consultative document, meant to provide suggestions to engage governments and education ministries who wish to undertake peace education initiatives. A number of pertinent themes around peace education and conflict prevention were addressed, including **an assessment of successes and challenges in six countries** (Cameroun, CAR, Ivory Coast, Congo, DRC and Chad), and the development of shared regional recommendations, , needs at national and sub-regional levels and contextual differences.

#### II Improvement of the quality of teaching and learning (curricula and learning materials)

HQ, UNESCO/Yaounde and UNESCO/Addis are pilot-testing the '**UNESCO/IBE/IIEP Resource Package-Technical Guidelines on the integration of education for peace and conflict prevention education policy and practice in the curriculum**' and strengthen capacity building of policy makers and planners in the integration of peace education into the education system, in Chad, the Democratic Republic of Congo, the Republic of Congo, Côte d'Ivoire, the Central African Republic, as well as Cameroon.

At the regional level in **West Africa**, UNESCO developed a module on values in sport which was validated by seven countries (Burkina Faso, Cape Verde, Gambia, Guinée Bissau, Niger, Mali and Sénégal). The module is available in English and French, and the self-training course has been put online under [www.educationalapaix.org](http://www.educationalapaix.org).

#### III Support to the capacity-building for stakeholders in peace education

In the context of activities aimed at the building and strengthening of capacities as well as awareness and knowledge about peace education for stakeholders, UNESCO contributed through a variety of activities.

UNESCO co-organized an **international conference on the prevention of genocides and the promotion of a culture of peace**, with participation of high-level experts from the member

Achievement(s)
<p>states covered by the Dakar office.</p> <p>The above-mentioned workshop held by the Yaounde office provided capacity building through the development of the “principal guidelines”, which aim to build the capacity of education planners and curriculum developers in the integration of peace education into the education system. These guidelines are proposed as a consultative document, meant to provide suggestions to engage governments and education ministries who wish to undertake peace education initiatives. Furthermore, with the objective of follow-up to this project, the outline for a proposal for regional project for conflict and post-conflict countries was developed by participating countries, identifying their current needs regarding peace education and conflict prevention. ECOWAS served as a distribution platform for the module which was conceived according to the same form as the seven modules of the reference manual.</p> <p>Under the banner of enhancing national capacities to promote inclusive environment that are welcoming to every type of learner created in the framework of an improved understanding of Global Citizenship Education in teaching and learning, a study is currently being conducted on the <b>impact of the integration of Human Rights Education in Namibia</b>, 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.</p> <p>A concept note for <b>an assessment study on the status of Global Citizenship Education in the Southern African sub-region</b> has been developed. The plan is to undertake the research in 2015 as a first phase of a sub-regional initiative for which EXB resources will be sought. The regional office for Southern Africa, in cooperation with the HQ will organize one of several regional orientation and capacity building workshops on GCED, with the objectives of introducing the concept of GCED and how it intersects with other related fields such as peace and human rights education, education for a culture of peace, education for sustainable development. A first orientation course took place in Dakar in July 2015. In connection with the GCED orientation session, which will take place in Pretoria, South Africa, an additional meeting will be held back-to-back on tolerance and diversity as a positive educational response to the recent xenophobic violence in South Africa.</p> <p>The UNESCO Maputo office is preparing a UNESCO component for the UN joint Project on <b>Conflict Resolution in Mozambique</b>, including a consultation meeting with key actors on peace in particular opinion leaders from different segments of the society on the strategy for building peace in Mozambique as well as capacity building of curriculum developers for the effective integration of UNESCO peace education package as support material for curricula delivery.</p> <p>Within the context of advocacy and the increase in knowledge about peace education, an activity entitled “Tolerance and peaceful coexistence through youth discussions and innovative initiatives and community radio programmes on diversity”, UNESCO initiative and conducted a community media campaign on GBV and HR related issues in Namibia, as well as a community media programming on tolerance and fight against xenophobia launched in 5 community radio in South Africa, in an intersectoral collaboration with CI.</p> <p>The <b>international day of tolerance</b> was commemorated in different schools in Windhoek (Namibia) with the facilitation and participation of representatives from UNESCO and UNIC (United Nations Information Centres). Two schools and one after school center were visited, where information related to the Tolerance Day was shared as well as a role play was undertaken by the participants.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Series of workshops on peace education could identify main challenges that prevent peace education to contribute to conflict prevention and peace building in Africa. A major challenge that was brought up was the relaying of the right message/information inside education systems and outside, to communities/societies at large. Risks in implementation are related to capacity of countries to train key education stakeholders and disseminate the Resource pack -Technical guidelines on the integration of education for peace and conflict prevention education policy and practice in the curriculum and Capacity development training modules for key education stakeholders- for further use. Among challenges on the use of the module on Peace and values education in the Sahel region in trainer training and the promotion of good practices in countries is the local adaptation: for the module to be effective and good practices to be replicated, there is a need to translate them in at least one national language by country and this requires resources. In terms of cost-efficiency an EXB project funded jointly by ECOWAS, ADB and UNESCO supported the development of the self-taught course, as well as that to the validation process.</p>	<p>A challenge is to make the Resource pack available in French, English and Portuguese online or in electronic devices such as USB key to allow a wider use of the Pack throughout Africa. The use of the Pack which is a huge material should be initiated in more workshops on the integration of education for peace and conflict prevention education policy and practice in the curriculum'. This way, UNESCO will strengthen the capacity building of planners and curriculum developers. UNESCO has been utilizing resources available in HQ and the African region together to bring synergies. For example, HQ RP funds were decentralized to Africa to support the work on the continent.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Number of countries, which based on UNESCO support, have developed and or reviewed teacher policies <b>T 2014-2015:</b> Major technical support provided to at least 10 Member States	13 Member States	High

Achievement(s)
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<p><b>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)</b></p>
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The teacher programme in Africa has been completed and reinforced by major extra-budgetary projects in particular under the framework of **Capacity Development for EFA programme (CapEFA)** which has been a major vehicle for the policy development interventions. For most of the countries, the activities have continued from previous biennium: 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).

UNESCO also collaborated closely with the International Task Force on Teachers for EFA in preparing a guide for the development of a national teacher policy, being translated in 6 languages. Following an online forum on Inclusion and Equity in Teacher Policies and Practices, an international symposium on the issues was organized with the UNESCO Chair on the topic at the University of Buea (Cameroon) in April. A policy brief has been prepared as a result. In collaboration with the World Bank – SABER team and the Centre for International Teacher Education (CITE) in South Africa, the Teacher Taskforce has launched the production of a global report on teachers on the requirement for the teaching profession to be published earlier 2016. 27 countries from all regions are participating. It is reviewing the use of contract teachers in 25 countries in Africa in partnership with IICBA, Pole de Dakar, CONFEMEN, ADEA and OIF. The research undertaken on effective policies on teachers in Francophone Africa and Arab countries have been published. An initiative on teacher management in fragile states has been set up in partnership with the government of Liberia and several agencies and networks (INEE, UNHCR, UNICEF, VSO, Save the children, etc.).

<p><b>Flagship 2, ER 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)</b></p>
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In Africa, nine ECOWAS countries have validated a **common qualification framework and references for Basic Education Teachers**. The interventions started at the national levels and progressively moved towards common tools in the REC. It is anticipated that similar exercises can be replicated in other RECs for an African framework and standard reference in teaching profession. Preparatory work for the organization of a regional conference on teachers in the Southern African countries in late August 2015 (in Maputo, Mozambique) started in early 2015, in view of developing a regional cooperation framework for teacher education and professional development.

IICBA produced several technical papers, reports and publications during 2014, including the teacher policy development practical guide for Africa. Other publications produced in support of teacher policy development were: two on-line publications as part of the Fundamentals of Teacher Education Development series, entitled "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"; and a consolidated report on in-service teacher education in Africa.

<p><b>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)</b></p>
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Achievement(s)
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Teacher training and professional development are key issues of curriculum development and implementation covered in the **Postgraduate Diploma in Curriculum Design Programme**. A face-to-face session of the Postgraduate Diploma programme for Sub-Saharan Africa was organized in March 2015 in Tanzania, and 33% of 59 education officials who participated were teachers and teacher educators from 15 SSA countries (and one Asian). Jointly with IBE, UNESCO-Beirut office, University of Dar es Salaam (Tanzania) and the Catholic University of Uruguay (Uruguay) regional analysis of teacher education and professional development practices, trends, emerging issues and challenges was undertaken. The reports served as basis for the development of the Guidelines for developing and implementing teacher education curriculum frameworks, in support of countries efforts to improve teacher qualifications and professional performance as a strategy for improving their status. The following countries were involved in the development and piloting of the Guidelines: Uruguay, Colombia, Peru, Brazil, Dominican Republic, Haiti, Guatemala, Zambia, Uganda, Lesotho, Tanzania, Lebanon, Jordan, Syria, Qatar, Egypt. The Guidelines is a major contribution in support of countries to develop national frameworks for standardizing teacher qualifications and harmonizing teacher training programmes.

UNESCO's technical support in the area of teacher training and continuing professional development (CPD) has been extended to also cover **capacity building of teachers beyond the classroom** to participate effectively in social dialogue. A joint project by UNESCO and Education International on "Improving teacher support and participation in local education groups (LEGs)" under the Global and Regional Activities (GRA) Programme of the Global Partnership for Education (GPE) was launched in October 2014. Capacity building methodologies, frameworks and training modules were designed and implemented to increase the technical and organizational capacity of teachers' organizations to participate effectively in local education groups (LEGs). In this regard, 7 national capacity building workshops have taken place in the following countries: Uganda (November 2014) Democratic Republic of Congo (February 2015), Senegal (February 2015), Côte d'Ivoire (March 2015), Mali (April 2015), Nepal (June 2015) and Haiti (June 2015). These were organized in close collaboration with and participation of countries' teacher organizations; there has been diverse sub-national/regional participants' representation in each workshop with a mean participation of 45 teachers per workshop.

Particular attention has been given to supporting countries in the African continent. The major thrust continues to be on providing technical support and expertise to strengthen the capacity of teacher training institutions. 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).

UNESCO supported Member States in Africa in teacher training and harmonizing their continuous professional development programmes through CapEFA programme. 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.

Achievement(s)
<p>In particular, China FIT project is supporting institutional capacity needs assessment of selected key teacher training institutes (TTIs), production of reports and evidence-based prioritized action plans and work plans. The five second batch countries all started the implementation phase in late 2014. Steady progress is reported except for Liberia where the Ebola crisis had delayed the official launch until early 2015. Cote d'Ivoire and Ethiopia developed 21 training modules for the teacher training institutions and have been used in the institutions. Following the recommendation of the CFIT project consultation meeting in October 2015, three activities to assist the peer learning between the CFIT countries were undertaken during the first half of 2015: a study tour in Cote d'Ivoire (May 2015), a study tour in Ethiopia (June 2015), and a special session on the CFIT project in the International ICT conference in Education in Qingdao, China (May 2015). Over 250 participants joined these events and the participants from the CFIT countries found the lessons learnt very useful for their countries.</p> <p>Several initiatives of a diverse nature are currently underway pertaining in the area of teacher training, with emphasis on information and communication technologies (ICTs), particularly in the Eastern Africa countries. UNESCO promoted the integration of ICTs in Education in Kenya and Rwanda, focusing on teacher training initiatives and the ICT Competency Framework for Teachers that outlines the competencies that teachers need to integrate Information and Communication Technologies (ICTs) into their professional practice. In Kenya an online course was developed and reviewed for commencement in 2015. UNESCO supported Gambia, Guinea-Bissau and Cabo Verde to donate 5 digital boards (Sankoré Kits) to each country to enhance the practical experience gained in the use of ICT in teacher training/literacy classes. The aim is to train selected literacy providers in the installation and use of these kits to allow the countries to test this technology and provide the basis for scaling up of this experience.</p> <p>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", all the eight ICTeTD modules have been completed and validated. 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. In the area of School Leadership and Management (SLM), a workshop conducted in Maseru, Lesotho in December 2014.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The limited number of staff have been a major challenge in implementing activities in the most efficient manner.	Through the various large-scale extrabudgetary programmes such as CapEFA and CFIT, UNESCO is recruiting personnel to support the Member States.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
Flagship 2, ER 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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>T 2014-2015:</b> 4 Member States	9 countries of ECOWAS	High

<b>Achievement(s)</b>
see report in above Priority 2 Expected Result 2.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
see report in above Priority 2 Expected Result 2.	see report in above Priority 2 Expected Result 2.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of teacher training institutions in sub-Saharan Africa which have been reinforced and are operational <b>T 2014-2015:</b> TTIs in 15 countries	14 countries	High

Achievement(s)
see report in above Priority 2 Expected Result 2.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
see report in above Priority 2 Expected Result 2.	see report in above Priority 2 Expected Result 2.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective <b>T 2014-2015:</b> - 8 Member States in Africa	14 MS	High
<b>PI:</b> Number of countries supported by UNESCO where sector-wide plans have been revised <b>T 2014-2015:</b> - 3 Member States in Africa	6 MS	High
<b>PI:</b> Number of countries supported by UNESCO where relevant sector-wide M&E system has been established or reinforced, and is operational <b>T 2014-2015:</b> - 3 Member States in Africa	3 MS	Medium

Achievement(s)
<p>In the Africa region technical support for capacity strengthening in sector-wide policy formulation and planning has been provided under three main areas: addressing data gaps, sector-wide <i>policies &amp; planning</i>, and systems-strengthening. In 2015 the following support to Member States was provided:</p> <p><b>Burundi:</b> Support for the elaboration of the education sector plan and the GPE financing request. Under current GPE funding UNESCO supports the EMIS reform. An agreement was signed with the Education Ministry to strengthen national capacities in data production.</p> <p><b>Cameroun:</b> UNESCO co-led the Local Education Group with UNICEF, supporting the preparation/revision of the education sector strategy and preparation of the GPE request. Technical support was provided for data production and the creation of the inter-ministerial EMIS.</p> <p><b>Central African Republic:</b> UNESCO served as lead of the Local Education Group, supporting the preparation/updating of the education sector strategy and GPE request.</p> <p><b>Chad:</b> Technical and financial support was provided in updating and producing reliable education sector data &amp; statistics, in the elaboration of the « Stratégie Intérimaire Pour l'Education et l'Alphabétisation (SIPEA) » as well as the GPE request. Within the GPE supported activities, UNESCO was granted responsibility for the execution of over 7 million USD for the following components: a) literacy &amp; NFE, b) teacher education, c) national capacities in systems management and EMIS, and d) preparation of the "Programme Décennal de</p>

Achievement(s)
<p>Développement de l'Education et l'Alphabétisation (PDDEA)". Education planners at central &amp; decentralised levels were trained in data collection &amp; analysis processes and StatsEduc. A strategy for sustainability of data production and EMIS was elaborated. Inter-ministerial center for data production was inaugurated by the DG.</p> <p><b>Congo:</b> UNESCO served as co-lead of the Local Education Group with UNICEF, supporting the sector strategy process and submission of the GPE request. Technical support was provided to the EMIS and to the set-up of an information system in support of the social &amp; child observatory.</p> <p><b>Cote D'Ivoire, Ghana, Togo:</b> Capacity assessment of planning and statistics units of the Ministries of Education were undertaken in view of developing capacity strengthening programmes during the last semester of the biennium.</p> <p><b>Democratic Republic of Congo:</b> Support was provided for the preparation of the sub-sector strategy for Basic education and the GPE request. Technical support for decentralisation and sustainability of the EMIS provided.</p> <p><b>Guinea Bissau:</b> Technical support provided for development of sector-wide education policy simulation model and facilitation of policy dialogue, preparation of the micro-economic framework and elaboration of draft sector policy elaborated.</p> <p><b>Mozambique:</b> Support to teacher sector review and policy formulation.</p> <p><b>Nigeria:</b> 23 persons from various States, from the National Institute for Educational Planning and Administration (NIEPA) and from UNICEF were trained with the technical support of HQ in the use of the UNESCO-designed education policy simulation model (EPSSim). Capacity assessment of planning and statistics units of the Ministry of Education was also undertaken.</p> <p><b>Tanzania:</b> An inter-sectorial National Team for the education sector analysis and development of the next sector policy/programme was established and members trained on how to undertake sector analysis and develop a sector programme. A Draft Education Sector Analysis Report was delivered and discussed amongst key stakeholders.</p> <p><b>Zimbabwe:</b> A Round Table discussion on TVET policies was organised.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>a) Funding availability often limit capacity development support to one-off trainings with limited sustainability. b) Key sub-sector (e.g. TVET &amp; NFE) analysis and data are often unavailable at country level, which present challenges in integrating them into sector wide policies/plans. National capacity gaps existing in key sub-sectors of UNESCO support. c) Political instability and conflict within countries have led to delays in decision-making and implementation support in certain countries. d) Need to find effective working modalities within Local Education Groups (LEG) where we are non-Resident Agencies.</p>	<p>a) Creating and maintaining strategic partnerships. b) National capacity development actions in sector-wide data collection/analysis/use integrated into all support work with Member States. c) Assessing risk &amp; vulnerability in the design of support actions to MS. d) Opportunity for UNESCO to facilitate technical &amp; policy dialogue/coherence, in alignment with LEG structures/processes. GPE also provides funding opportunity for UNESCO expertise.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
Flagship 2, ER 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes (through the contribution of MP I)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Number of countries supported by UNESCO that have implemented gender-responsive scaling-up action plans <b>T 2014-2015:</b> 10 Member States in Africa	13 Member States	High
<b>PI:</b> Number of countries supported by UNESCO which have designed programmes on quality literacy to out-of-school children <b>T 2014-2015:</b> 4 Member States in Africa	4 Member States	High

#### Achievement(s)

##### Outputs / Results:

##### High level advocacy and visibility

- In Nigeria, high level advocacy visits were paid to State Governments including FCT, meeting with 19 Commissioners of Education of the Northern States and private sector organizations who pledged greater support for literacy. Advocacy to traditional rulers, community mobilization have increased the level of awareness of grassroots people on literacy. Strategic partnership meeting with 6 Education Commissions in support of literacy has led to the development of a Joint Strategy document signed by the Honorable Minister of Education and the six agencies for accelerating literacy and skills development in the country.
- In Somalia, several advocacy and literacy activities are planned with Somaliland, Puntland and Federal Government of Somalia.

##### Policy development / policy formulation

- Windhoek is supporting actions to language related policies. Preparations for the organization of regional advocacy activities for endorsement of the revised language policy for schools in Namibia, which extends mother tongue education up until grade 5, are ongoing. Windhoek office is planning a regional meeting on policies and strategies for improving literacy outcomes in early October 2015. A number of initiatives have been undertaken at national level. For example, Mozambique, Namibia and Zimbabwe carried out studies which have revealed enormous learning challenges (reading and writing) in the early grades. These countries have developed/ are developing strategies to address the identified challenges. The planned regional meeting will provide an opportunity for sharing these experiences and looking at related policy issues as well as guiding

### Achievement(s)

UNESCO future regional interventions on literacy.

- In Niger, the launch of the project: Reversing the gender lag in Niger's educational system witnessed high level participation. The participation of the Regional Director, UNESCO Dakar, three Ministers from Primary Education and Representative of JICA at the launch gave the programme a boost. The launch was followed by a technical meeting by relevant partners of the project which included those from Ministry of Primary education, Secondary education, TVE and Youth. An implementation plan has been elaborately developed, and the project is strategically positioned to leverage from other existing projects such as the Cap EFA.
- In 2014, International Literacy Day was celebrated in most of the Region's countries underpinning the importance of literacy and advocating for improved support for literacy. The celebration used several platforms including electronic and print media, press releases, feature articles, visits to top ranking government and political officials, schools and literacy centres to send home advocacy messages. **Ethiopia's** ILD celebration focused on gender, **Nigeria** on Literacy and Sustainable Development, while **Ghana** channeled her activities to promoting mother tongue literacy as a means of sustainable development through reading and writing in local languages with the aim of promoting mother tongue literacy to empower Ghanaians to make the right decisions in the areas of economic and social development as well as environmental integration; and as a basis for lifelong learning and the creation of sustainable, prosperous and peaceful communities. Same also goes for **Mozambique and Swaziland** where advocacy for literacy has been sustained using the platform of the ILD activities..
- **Capacity building:** A workshop to design a regional framework for teacher training institution on Literacy, and non-formal education and bilingual education was organized. 120 policy makers were trained. A curriculum that integrates academic study and the practical experience of teaching. Close to 6,000 NFE facilitators and 200 formal school teachers have been trained on effective teaching and learning, pedagogy and andragogical strategies within the Revitalizing Adult & Youth Literacy (RAYL) and the Girls and Women's projects in Nigeria. Close to 2 million adults and youth are made literate within the RAYL project. 20,000 learners are currently benefitting from the Girls and Women's Literacy Project, including 5,000 girls in JSS2 who are at risk of dropping out of school are receiving remedial lessons on English language, Math, Science, ICTs, and illiteracy women are taught basic literacy and numeracy in conjunction with skills training within the Girls and Women's Literacy Project. More than 292 communities in 146 LGAs have been mobilized and sensitized. 39 participants (18 females and 21 males) benefitted from a workshop to pilot-test an action research guidebook to revitalize adult and youth literacy in multilingual and multicultural contexts organized by Abuja office and UIL. The Guidebook has been validated, finalized and presented to practitioners and experts from Africa region, Asia and Europe in an international workshop co-hosted by Abuja and UIL at UIL, Hamburg. The Guidebook is a well-researched document with case studies from countries on publishing and promoting literate environments; curriculum development and training of trainers.
- RAYL project invested in organizational capacity strengthening of 53 NMEC staff in planning, research and statistics to bring them enable the NMEC to more effectively and efficiently deliver on the Commission's mandate. 110 women and youth participated in skills acquisition and entrepreneurial skills workshop on making of cosmetic products, catering and hospitality and fashion designing. Study tour was organized for frontline implementing partners to Dakar to understudy the PAJEF project and for capacity building in preparation of the implementation of the Nigeria's P&G project.
- Eight Somali Ministry of Education officials' capacities were built through a study tour to Kenya. Somalia organized capacity building programme for 14 MoE officials in collaboration with IIEP-UNESCO in Addis Ababa, Ethiopia (23- 27 March 2015) for effective implementation of their Education Sector Strategic Plans. **Somalia** launched her National Literacy Campaign after 40 years from the first, highly successful campaign for which technical and financial support was given to the Federal Ministry of Education,

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<p>Somalia. The main objective was to enhance the profile of literacy, highlight its benefits, and make concerted efforts aimed at mobilizing increased political commitment and financial support for literacy in a country just emerging from decades of conflict and state fragility. Gender issues and the importance of formulating literacy policies informed by gender-sensitive evidence were among the issues to be highlighted. At the instance of Kenya's Ministry of Education, Science and Technology, UNESCO NAIROBI is collaborating with UIS and Kenya National Bureau of Statistics to conduct a literacy survey for Kenya. The survey will include conducting assessment of EFA goal 4 as part of her EFA National review. In <b>Ivory Coast</b>, within the framework of special support for the Plan Accelerated Literacy, UNESCO supported the Ministry in the development of National Literacy Policy as well as in the Implementation of a project on functional literacy and peace education for 600 vulnerable girls aged 15 to 24 years of localities Guiglo, Toulepleu and San Pedro. In <b>Tanzania</b>, 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. Within the framework of the <b>UNESCO Windhoek Office's</b> Reading Activities, a group of 20 primary school teachers were trained on teaching literacy and reading through alternative learning practices in the lower primary grades in Namibia. The project is using educational games and 'Teaching through Literature' in facilitating the process of learning. A small scale pilot-testing aimed at enhancing the reading culture by improving the learners literacy development, strengthening the teachers and intertwined with library concepts with 6 schools was undertaken in term II. Proposal for scaling-up the reading activities into a more adequate concept has been developed and resource mobilization for implementation is underway.</p> <ul style="list-style-type: none"> <li>• Capacities of 6 countries of the Sahel (Burkina Faso, Cape Verde, Guinea Bissau, Mali, Niger and Senegal) were strengthened on the improvement of synergy between the non-formal education and TVET for the socio-economic empowerment of youth through the use of ICTs. This activity brought together the leaders of the non-formal education, TVET and the integration of ICT in the programs of the countries. 25 persons from the countries, CSOs and Institutes of education participated. This workshop provided opportunity for information sharing on the study on literacy, non-formal education and TVET, on the use of ICTs to promote literacy programmes, share about 18 updated carrier experiences implemented in the countries present, to strengthen national resource mobilization strategy and finally, validate the roadmaps of different countries.</li> <li>• In Cameroun, capacities of managers of AENF departments, relevant partners including CSOs were built on methodology devaluation of the capacity-building of the AENF sub-sector need and organized sessions on appropriation and contextualization of the structuring framework and data collection methodology. SIM/AENF is being finalized in an inclusive process, integrated into the development of a global SIGE. The ToR of the SIGE has been developed and are waiting for validation.</li> <li>• UNESCO Office in Libreville in collaboration with the Directorate General of Popular Education organized a workshop on strengthening capacities of trainers from private and public literacy centres in Libreville and Owendo. The workshop trained 30 technical master trainers from literacy centres of about 30 provinces on technical-pedagogical sheets and administrative writing.</li> <li>• Under the <i>Amelioration et d'augmentation de l'offre et de la qualité de l'Education de Base Non Formelle au Tchad and Revitalisation de l'Education de Base du Tchad</i>, Chad pilots of literacy programs in French, Arabic and five national languages have been validated; construction of the six non-formal basic education centres (CEBNF) is in its final phase; four of the six Centres have been handed-over. Five wells out of 6 are completed and are functional. UNESCO and the Directorate of Non-Formal Education (DENF) conducted a fact-finding mission of local authorities and awareness of parents and children on the next opening of the CEBNF and registration of school and out of school children. New curricula and textbooks for levels 1 and 2 in EBNF were designed and validated in the five languages of experimentation. The study on the diversification of the</li> </ul>

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options and/or methodologies of EBNF was carried out and allowed to retain two new methodologies of accelerated enrolment of school and out of school children. The Department has already identified potential teachers of the future CEBNF on contractualization of teachers list in respect of the 2014-2015 school year. A third methodology based on the experience of Madagascar and allowing for faster acceleration of the enrolment of the school is being studied in cooperation with Malagasy experts.

- Within the RP activity: Promote quality inclusive literacy and non-formal education policies and strategies in Abuja region countries, a harmonized regional curriculum framework on bilingual education in multicultural context were developed by 21 African experts who were mobilized and trained to produce the curriculum. 49 stakeholders validated the curriculum and agreed on the institutional arrangements for its implementation at country level.

- *General conceptual framework*
- *First language study*
- *Methodology, didactic and technics*
- *Linguistic applied to bilingual education*
- *Monitoring and evaluation of performances*

- **Development of Training Materials:** An Action Research Guidebook for Revitalizing Adult and Youth Literacy in Multilingual and Multicultural contexts was developed by UNESCO Abuja and UNESCO Institute for Lifelong Learning (UIL) and pilot-tested in Nigeria in April. **The Guidebook** is a resource that will benefit countries in Abuja region, ECOWAS and other regions. It is a well-researched document with case studies from countries on publishing and promoting literate environments; curriculum development and training of trainers.

Nigeria under the RAYL project developed **15-modules manual for NFE facilitators**, 5,000 copies were printed and disseminated. Additional modules were developed alongside the review of the literacy by radio English primer, facilitator's guide and included financial literacy, security education, vocation, ICT education (i.e. ATM, e-banking, cashless transaction, use of mobile phone, computer literacy, email, TV and radio) and **0-39 literacy by radio lesson scripts** have been developed. NFE Data were streamlined and issues of discrepancies resolved. 3 nationally accepted data collection instruments for state, LGA and centre levels developed with inputs from UIL and relevant data related agencies in Nigeria. A **handbook for the training of master trainers** has been reviewed for publication and dissemination by two eminent professors in the field of adult education. Manual for training universal basic education teachers within the P&G project was developed, printed and disseminated. The manual contains 4 modules on Educational Guidance and Counseling for Girls/Women Empowerment, Special Needs Education and Methodology, Gender and Rights and Life Skills and 28 Units with case studies and pictorials to drive the lessons home. The publication: **Bouba and Zaza** produced last biennium is translate in 8 African languages and distributed to institutions, partners and stakeholders for use in their literacy centres and at events staged to especially benefit out-of-school children. Articulation of Adult education in the existing NCE Minimum Standards document for NCE programme for continuous professional development of under-qualified facilitators is bringing professionalism into the programme delivery. UNESCO office supported the in-depth process of the revision of the Language Policy for Schools and is awaiting endorsement.

- In Tanzania, within the Provision of alternative learning opportunities for adolescent girls forced out of school due to teenage pregnancies, s

**In Chad:** The new programme and manuals in EBNF have been developed and validated for the level 1. In Somalia within the **Skills for Life in Somalia: Improving Literacy**

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**levels and life skills among Youth and Women**, situational analysis and need assessment report were finalized, strategic framework submitted to MoEs for revision and validation, Curriculum framework for literacy and numeracy submitted to MoEs for revision and validation and teaching and learning materials for literacy, numeracy and 7 skills areas submitted to MoEs for revision and validation. The 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. The elaboration of modules was produced and the master plan refined. 21 African experts were involved in the production and 7 representatives from each ECOWAS country were mobilized to be part of the team. Modules have been finalized.

#### Partnerships:

- Robust partnerships have been developed with institutions, corporations, private sector organizations including Samsung and P&G, NGOs, CBOs and media outfits. Partnerships with the Nigeria Television Authority, News Agency of Nigeria and Voice of Nigeria resulted in the free publicity given to all UNESCO programmes and activities and has been extended to recording literacy by radio and television lessons. Abuja Office received 1,200 laptops from Samsung Electronics. This is contributing to skills acquisition in ICTs programmes. South-South cooperation is going on between countries, and have led to study tours, and other experience and information sharing visits which have had positive effects on programme implementation.
- **Capitalization / good practices:** Dakar and Abuja worked collaboratively to capitalize CapEFA experiences in **Senegal and Togo** on NFE teacher training. The TORs and the concept note are produced. A workshop was held in Togo in September, 2014. A regional assessment on MTE is underway, which will be conducted in three steps, namely the compilation of policies and strategies, the commissioning of a study on the situation of MTE in countries, followed by a sub-regional meeting to exchange best practices, establish sub-regional networks and thus increase the improvement in addressing country-specific as well as common challenges. The first step has been completed. Forty-seven (47) modules and guidebooks are developed and on validation process. A strategy to integrate LNFE in teacher institution in ECOWAS countries is defined. 4 countries are experimenting teacher polyvalent approach (Senegal, Togo, Cote d'Ivoire and Benin). A team from Nigeria went to Dakar to understudy the highly successful PAJEF project in 2014. As a follow-up to that visit, a Senegalese team was in Nigeria to share their technical expertise for effective development of ICTs lessons, implementation and monitoring of the Girls and Women's literacy project. Within the PAJEF project, implementation in seven regions of Senegal has resulted in the following outcomes:
  - 6,500 girls and women have been enrolled in the program through 253 classes in the seven regions
  - 3,000 girls and women benefit from an online training program through an application developed with the Coalition of Literacy Operators; along with the national collective for alternative education
  - 3,000 women and young girls trained in research and the acquisition of new skills in the use of ICT with the mobile phone and the computer (thanks to the "Sankore" kits)
  - 135 literacy classes and seven regional centers for training of Education Personnel are equipped with the "Sankore" kit. A partnership agreement between the Public

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Interest Group for Digital Education in Africa (IPTF ENA), the French Ministry of Foreign Affairs on one part and another with UNESCO BREDIA has been signed in May 2013, enabling UNESCO Dakar, through its literacy project, to put at its disposal 200 "Sankore" kits (composed of laptops, projectors and interactive of stylus) of numerical classes for girls and women in Senegal (PAJEF)

- 150 teachers were trained in the use of "Sankore" kits in the classroom.
  - Digital resources in local languages are integrated in the kits
  - A platform of resources was created in partnership with the French Embassy
  - The technical and professional capacity of 3,000 girls and women of the first phase are developed in sewing, hairdressing, livestock, agriculture, commerce, etc.
  - 900 girls and women were enrolled in the program and 54% are expected to pass through formal education.
  - 1,900 girls with learning difficulties were supported to prevent their dropping out.
  - 60 educational capsules were transmitted via television during the show "Jek ak keureum" of RTS1
  - 50 educational Level 2 capsules were produced by the DRTS
  - 20 classes were equipped with solar energy through partnership with local communities.
- The Project ended 31 December 2014. As part of the achievements, PAJEF helped the SHS section in its activity "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" to support 15 groups of women either 450 women. The intervention helped to expand the achievements of the PAJEF on the one hand, and on the other to consolidate autonomy, social inclusion and financial support of young girls and women concerned.
  - For **Somalia** within her funds-in-trust project on Skills for Life in Somalia: Improving literacy levels and life skills among youth and women, there has been strong commitment at the Federal Ministry of Education level, a new campaign on literacy development as key to sector and national development has been launched; project team has been set up and joint workplan developed in conjunction with FME, commencement of a situational analysis and needs assessment study and identification of sites for community learning centres.
  - For countries under the Central Africa region, emphasis was on supporting the development of national policies on Adult and Non-Formal Education for the countries that do not have policies and those that were in the process. A focus has also been placed on supporting the development of program proposals for the empowerment of young people through functional literacy, for the countries self-benefiting fund (**Angola and Equatorial Guinea**).
- With regards to **Cameroon**, the activity provided technical support to the development of national policy documents of AENF as well as to the development plan of the AENF in Cameroon.
- 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 strengthening of the frameworks.

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<ul style="list-style-type: none"> <li>• <b>Monitoring and Evaluation:</b> In Nigeria, 36 States and FCT Agencies for Mass Education, 728 Learning Centers and sites from 146 RAYL local Government Areas (4 centers and unit co-ordination per LGA) were monitored for programme improvement using the developed instruments. Monitoring is on-going within the Girls and Women's Literacy and Skills Project.</li> <li>• <b>Literacy Prizes</b></li> <li>• Literacy Prizes 2014: As part of celebrations for International Literacy Day, September 9, 2013, the Director General presented the Literacy Award program "Knowledge for better living" in Côte d'Ivoire. This recipient NGO, founded in 2006, aims to preserve languages that provide access to the Ivorian culture. Nigeria awarded prizes to best essay writers on literacy for sustainable development as part of the celebration of 2014 ILD.</li> </ul>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Lack of political will and low level priority on government's agenda in many countries continue to hinder the development of literacy. Conditions of employment for facilitators are very poor. The volatile situations especially in North East Nigeria, South Sudan and Somalia as well as in Liberia, Sierra Leone and Guinea Conakry (the latter three due to the Ebola Virus Disease outbreak) pose great challenges to programme implementation. Even in less volatile countries, family and social responsibilities inhibit adolescent mothers from engaging fully in the programme as would have been required especially during farming seasons when they spend most of their time in the farm. The volatile situations especially in North East Nigeria, South Sudan and Somalia as well as in Liberia, Sierra Leone and Guinea Conakry (the latter three due to the Ebola Virus Disease outbreak) pose great challenges to programme implementation.</p>	<p>As a response, UNESCO uses different opportunities to raise the literacy profile and enhance an evidence base to mobilize stronger political will and resources. As the honest broker, UNESCO also facilitated dialogue and collaboration across different sectors and constituencies, through convening meetings and operational activities. UNESCO remains flexible in adjusting its workplans to find alternative means to achieve expected results in countries with particular situations.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life <b>T 2014-2015:</b> 5 Member Countries in Africa	Policy support was provided at least to 4 countries to transform their TVET systems	High
<b>PI:</b> Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products <b>T 2014-2015:</b> 10	UNEVOC centres are systemically involved in each of the actions, however their active participation and follow-up is not always stabilized	Medium

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##### 1) Outputs and Results:

Progress were further made mainly at sub-regional (ECOWAS and SADC notably), national levels (e.g. Benin, Mali, 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 further strengthened this semester:

- Exchanges and synergy were effective with **UEMOA** and **ECOWAS** on TVET, within i) Deep joint preparation for Sub-Saharan Africa Regional Ministerial Conference on

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Education Post-2015 (Kigali, 09-11th February 2015), within focus on the synergy between TVET, HED and STI and strong implication of Technical and Financial Partners (TFP). A specific session took place that involved almost 60 experts, Policy Makers, high representatives of governments, TFP, civil society and private sector. TVET was finally well integrated in the Post-2015 Declaration and agenda for Sub-Saharan Africa as a key priority for education and sustainable development ii) On going preparation for active UNESCO participation to the expert and ministerial UEMOA meeting on TVET and Employment issues (Abidjan, 01-03th of July 2015)

- The new « Plateforme d'Expertise pour la Formation Professionnelle » (**PEFOP**), based in Pole de Dakar (UNESCO/IIPE), is well on track to be launched and implemented. The Chief of Project is now recruited, his Team is under recruitment since June, and continuous work sessions took place within Pole de Dakar to ensure coherency of the further plan of action with the UNESCO TVET Strategy.
- 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). In the **UNCT/UNDAF** mechanism, Dakar office further consolidated one additional joint programme (with FAO, ILO, UNIDO, OIM) for growth creation in rural areas. Effective participation took place for the Programme Committee in Senegal within concrete inputs provided to UNCT mechanism (Thematic groups, Programme Committee,...).
- In **Mali**, Dakar and Bamako offices with HQ/YLS developed a concrete partnership with OIF through the further implementation of a joint Road Map. This led to the financial and technical support for national TVET planning, that includes 12 ministries in line with skills development in Mali. A national document for TVET development and planning has been finalized through this partnership and will support Mali on TVET for enhanced national coordination, coherent planning for the next three years and fund raising. This process has been validated at high political level (Prime Minister) and with a huge range of national and international technical and financial partners during the related Round Table (held in February 2015). This will enable Mali for enhanced fund raising on TVET.

ii) Thematic work has been achieved in line with national and regional qualifications framework (**NQF/RQF**) within finalized clarification for the NQF/RQF process at both national and regional levels:

In the first semester of 2015, Dakar office (in collaboration with Abuja) finalized an important step forward in this process on **TVET/LNFE in line with NQF/RQF issues**: A national diagnosis was elaborated and allowed highlighting the strengths/opportunities and weaknesses on linking TVET and literacy and Non-Formal Education (LNFE) in Senegal. In the process of generalizing such TVET-LNFE diagnosis, a methodological and problematic note has been developed to highlight and clarify concepts, strategy, methodology and tools to undertake such a national process. Two (2) others studies on Al-Azhar system (Senegal) and on ICTs use in literacy (in Sahel countries) were realized. These studies were presented, consolidated and validated at a first national workshop with Senegal (27th April 2015). Twenty-four (24) experts, Policy-makers and representatives of ministerial departments in charge of TVET and LNFE, as well technical and financial partners and civil society actively participated to this first workshop which enabled to share and consolidate the work undertaken by the UNESCO-Dakar office. Following this first workshop, a sub-regional workshop was held in Dakar (27-29th of May 2015) for the countries of Sahel region (6 countries attended: Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger and Senegal). The workshop reached the following results: i) Capacity development for forty-one (41) policy-makers and representatives of TVET and LNFE sub-sectors, civil society organizations and NGOs involved in the synergy between these two sub-sectors ii) Two (2) key reference documents validated for Senegal (national diagnosis on the synergy between TVET and LNFE; Survey on Al-Azhar system) iii) One (1) key reference document harmonized for the Sahel Region

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(methodological and problematic note on the synergy between TVET and LNFE) iv) Six (6) preliminary national diagnosis validated on the issue of synergy between TVET and LNFE v) Almost twenty (20) experiences identified (and preliminary shared) in the use of ICTs in education and literacy and/or TVET vi) Capacities built in mobilizing resources (intervention of UNESCO HQ) vii) National road maps and key recommendations validated to further reinforce this synergy at national level (eg meetings to monitor the process and the implementation of roadmaps should be organized, and a “community of practices” digital platform should be set up to facilitate experience sharing and collaborative work through distance).

iii) The **Kaduna consensus** on priority TVET curricula for sharing online, within the framework of the IATT successfully held the final curricula adaption training of trainers (TOT) workshop in Abuja for Mechanical Engineering Trades for Liberia and Sierra Leone in June 2015. This concluded the incountry TOT workshops on the priority TVET curricula: Capacities built for 32 (28 males and 4 females) experts in the field of TVET from Sierra-Leone, Liberia, The Gambia and Nigeria ; Constructive debates generated at the workshop looked at ways of addressing the apathy people have for TVET and how to make it attractive to women and girls thereby reducing the gender bias in the sub-sector; Review of Procedures for developing Curriculum using the UNESCO Unified Format, review of available Mechanical Engineering Trades Curriculum Trades from participating countries; Development of new curriculum using unified formats; Development of curriculum in mechatronic and auto-tronic engineering trades and capacity building in development of online teaching and learning materials (theory and practices).

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.

- A **regional** TVET workshop, involving the 9 countries plus 4-5 other African countries, is under preparation for mid-October 2015. The workshop will provide a platform for information sharing and sharing of good practices from all the nine countries – over and above the experiences on the BEAR and CapEFA projects. This will greatly assist in prioritizing of TVET interventions for the next programming period.
- Concrete results have been also further achieved in the implementation of major extra-budgetary projects such as Cap-EFA, Better Education for Africa's Rise (BEAR) project, including the development of new **curricula** relevant to labour market needs and devlpt of sustainable en replicable model for **matching the demand and the supply** of skills in selected sectors (eg in Malawi)
- Within the BEAR project, **curriculum development** has been further consolidated in five (5) target countries for the selected sectors, through the fourth to seventh workshops (March 2014-June 2015) and subsequent interim periods with the support from KRIVET. The different syllabus and lessons plans, implementation plans were developed and surveys of **teachers training** needs were conducted. The **labor market analyses (LMA)** have been completed and vetted by UNESCO and the national TVET authorities in all the participating countries and have served well in defining the industries' technical requirements and the related training requirements and in guiding the curriculum development process. The labor market analysis reports have been produced in each of the five target countries.
- National and sub-national capacities have been strengthened to support the development of relevant TVET **policies** and frameworks: In Zimbabwe, a Round Table Consultative workshop on Skills Development took place (end of June 2015). It is a joint initiative of UN agencies (UNESCO, ILO, UNDP and UNICEF) in collaboration with the Government. The workshop brought together all major TVET experts in government (covering 16 government Ministries), private sector and development community to share information on

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<p>priorities, current status, challenges and opportunities at policy level in terms of skills development. The discussions assisted in coming up with a national shared <b>vision and policy</b> on skills development.</p> <p>1.3) In the <b>other sub-regions</b>, progresses were also further achieved:</p> <ul style="list-style-type: none"> <li>• <b>In Central African Republic:</b> i) support to a project development to ensure security and socio-professional reintegration of children victims of the centrafrican crisis, through professional and self-employment trainings, with support of Juventus de Turin funding (95 000 USD) ii) TVET revitalization project design and submission to the Government (7 266 777 USD under examination by GPE and AfDB)</li> <li>• <b>In Cameroon:</b> support to national pedagogical inspectors of hotel and tourism industry to build five (5) new training referentials. Capacity building of almost a hundred (100) pedagogical supervisors (of general and science and technology education) to learning management through explicit teaching.</li> <li>• <b>In Chad:</b> support to TVET interim strategy, with activity plans and a priority action plan.</li> <li>• In Madagascar, the CapEFA programme has further provided capacity development notably at local level in rural areas and for 1019 youths (among them 362 girls) in 13 strategic fields of training. 98% of them have developed a professional project for their integration in the world of work.</li> </ul> <p><b>1.4) CLEARING HOUSE AND INFORM THE GLOBAL TVET DEBATE:</b></p> <p>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 and greening policies:</p> <ul style="list-style-type: none"> <li>• On <b>Quality Assurance (QA)</b> for TVET systems, Dakar office followed-up on the work undertaken with the Network RAFPRO (« Réseau Africain des Institutions et Fonds de Formation Professionnelle ») and the joint international meeting (Dakar, Dec 2014) of their 11 member' countries (Benin, Burkina, Central Africa, Chad, Congo, Cote d'Ivoire, Guinea, Mali, Niger, Senegal, Togo) that provided countries with opportunities to enhance awareness, to conduct diagnosis and make recommendations on Quality Assurance as well to better develop in-service training for the private sector: Capitalization was further conducted on QA experiences that come from Higher education, and hence the production of a first concept note is on-going to move forward on the process.</li> </ul>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>- 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.</p> <p>- 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</p>	<p>Enhancing intra-sectoral work and processes (eg TVET with LNFE and TICs), as well partnerships, better linkages between RP and EXB funds, interaction between national supports and sub-regional processes will allow our TVET programmes with better impact to Member States;</p>

Key challenges	Remedial actions
<p>available in order to have a greater critical mass of expertise capable of meeting the growing needs of Countries on TVET - 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 (eg 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. - 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.</p>	

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments <b>T 2014-2015:</b> 8 Member States adhere to the revised Arusha/Africa Convention	The Convnetion has been revised.	High
<b>PI:</b> Regional conferences organized with UNESCO's support on key policy issues	1 regional conference held	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
in Higher Education, including on technology driven teaching and learning models <b>T 2014-2015:</b> 3 sub-regional conferences organized (one in Sahel, one in ECOWAS, and one in CEEAC)		
<b>PI:</b> Number of countries benefiting from technical support in higher education reform <b>T 2014-2015:</b> 4, notably in the area of Pole d'excellence technologiques universitaires and EMIS	10 Central African States	High

#### Achievement(s)

In line with its mandate as a leader of normative work in education, UNESCO monitored the application of normative instruments. Achievements in Higher Education were particularly notable in 2014 with the adoption of the Revised Recognition Convention for the African States at the International Conference of States (Addis Ababa, Ethiopia, December 2014), organized with the support of Norway and China, the conference brought together representatives from 41 Member States (of which 34 from Africa) and 7 international organizations. At the close of the conference, 15 African Member States and the Holy See signed the Revised Convention. Through the implementation of the Revised Convention, African countries will be able to facilitate greater exchange and mobility of students, as well as of teachers and researchers; promote more effective use of human resources throughout the continent; strengthen effective quality assurance and accreditation mechanisms at the national, regional and continental levels; and contribute to the construction of an African higher education and research area.

Furthermore, it is worth recalling that innovative initiatives, within the framework University Pole of Excellences was launch sin 2010. In this regards, UNESCO/Yaoundé Office, provided Technical and financial support, 10 Central African States, for the creation of University Technological Poles of Excellence (PETU) in the ECCAS. Each country had identified a specific area of expertise, according to their needs.

A request for a financial support of approximately 2 million USD, together with all the related studies and technical supporting documents were prepared by the Office and submitted to African Development Bank AFDB. As at May 2015, the Request is still under examination.

In March 2015, the assessment tool and selection criteria for a University to become a PETU were validated by experts from the 10 covered countries.

Fund raising exercise is in progress by development Partners Countries.

#### **I – Professionalization of Higher education in Central Africa**

Under the auspices of AFD, a partnership framework was put in place and funded such as the example of Pole de Dakar, to support the Professionalization of Higher Education in Central Africa. In this regard, the PAPESAC (Pole d'appuis à la professionalization de l'Enseignement supérieur en Afrique Centrale) composed by 5 professionals, funded by French

### Achievement(s)

Cooperation will be placed within UNESCO/Office in Yaoundé to provide such expertise in the Region, notably the various reforms of Higher Education.

#### Achievements:

- Framework agreement prepared and is under examination by UNESCO/LA
- 5 professional already appointed and approached UNESCO
- Office spaces reserved in UNESCO/Yaoundé Building to host the Pole
- Collaboration undertaken, within the framework University Technological Pole of Excellencies (PETU)
- Collaboration within the framework of support for the higher Education Reform in DRC.

#### II- Establishment of University Technological Pole of Excellence

Furthermore, it is worth recalling that innovative initiatives, within the framework University Pole of Excellences was launched in 2010. In this regard, UNESCO/Yaoundé Office, provided technical and financial support, 10 Central African States, for the creation of University Technological Poles of Excellence (PETU) in the ECCAS. Each country had identified a specific area of expertise, according to their needs.

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Fund raising exercise is in progress with development Partners Countries.

#### III framework for quality assurance develop for Africa:

1. **UNESCO Abuja and Dakar Offices , in collaboration with DAAD and IIEP, organize a workshop** for 40 capacity building for Quality Assurance Specialists from Ministries of Higher Education and Universities from African countries. This training is part of the capacity building programme developed by DAAD, IIEP and UNESCO Abuja and Dakar which benefitted 70 quality assurance specialists from the Ministries of Higher Education and national universities of the eight UEMOA countries.

#### Achievements :

1. a critical mass of 70 quality assurance specialists from 8 UEMOA countries capacities' have been strengthened on internal and external quality assurance
2. A more effective sub-regional collaboration and network on quality assurance in higher education has been established
3. Adequate resources have been mobilised by DAAD, IIEP, UNESCO Abuja and Dakar for the execution of the programme.

#### IV Quality Assurance in Higher Education in Africa recognize as a priority of action:

A regional Conference was organized by DAAD, UNESCO (IIEP, UNESCO Regional Office Abuja and Dakar), CAMES, and AAU. The main purpose was two-fold:

<b>Achievement(s)</b>
<ol style="list-style-type: none"> <li>1. promoting regional, national and institutional dialogue on the importance of Quality Assurance in Higher Education and developing a mechanism for integrating it as a culture within higher education</li> <li>2. sharing experiences and harmonizing practices on the implementation of quality assurance in universities located in West Africa.</li> </ol> <p><b>Achievements :</b></p> <p>More than 100 Quality Assurance Specialists from Africa and Europe were mobilized in order to share experiences and practices</p> <ol style="list-style-type: none"> <li>1. CAMES, AAU, and UEMOA as regional and sub-regional organizations adopt a common position on Quality Assurance</li> <li>2. Good practices from Europe and Africa have been shared</li> <li>3. UNESCO developed an effective communication and coordination for the implementation of the programme.</li> <li>4. A sub-regional plan of action for coordinating all efforts to promote Quality Assurance in Higher Education institutions in West African was developed.</li> </ol> <p><b>V. Capacity Building on Gender and Transformative Leadership</b></p> <p>Achievements</p> <ul style="list-style-type: none"> <li>• A curriculum design on GTL for Nigeria was completed and the final draft training manual produced</li> <li>• 200 master trainers on Gender and transformative leadership in Nigeria have been trained; comprising at least 40 trainers from five zones out of the six geopolitical zones in Nigeria.</li> <li>• The enthusiasm shown by participants and women leaders in the zones has been very good.</li> <li>• Partnerships at Federal, zonal and State levels on GTL have been built.</li> <li>• There is now growing demand for GTL training, with women groups themselves demanding for funding through their state</li> </ul>

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
Coordination and communication in the context of partnership with several entities requires more time and adequate planning.	Further coordination and cooperation is required

## Global Priority Gender Equality

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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>T 2014-2015:</b> 10 Member States	7 Member States	High
<b>PI:</b> 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>T 2014-2015:</b> 15 Member States	At least 17 countries (Afghanistan, Angola, Bangladesh, Democratic Republic of Congo, Ethiopia, Ivory Coast, Mexico, Mozambique, Nigeria, Pakistan, Senegal, South Sudan, Tanzania, Timor-Leste, Togo, Saudi Arabia, and Somalia.) *There are more SISTER templates for gender-responsive activities, but the availability of progress reports are limited.	High
<b>PI:</b> Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to	7 5 Member States have adopted TVET policies that are gender responsive: Afghanistan, Liberia, Madagascar, Mali and St Kitts and Nevis. 2 other Member	Medium

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>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>T 2014-2015:</b> 10 Member States</p>	<p>States: Malawi and the Democratic Republic of Congo have undertaken concrete activities in favour of gender equality. Gender has been mainstreamed and highlighted as a policy issue in TVET policy review and development work and capacity building activities in the following 22 Member States: Afghanistan, Algeria, Bahrain, Benin, Botswana, Democratic Republic of the Congo, Dominican Republic, Egypt, Israel, Jordan, Lebanon, Liberia, Madagascar, Malawi, Mali, Morocco, Namibia, Palestine, South Sudan, Sudan, Tunisia, Zambia</p>	
<p><b>PI:</b> 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&amp;2) <b>T 2014-2015:</b> 10 Member States</p>	<p>12 Member States</p>	<p align="center">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> 25 Member States</p>	<p>Work in progress. UNESCO developed a guiding tool to assist Member States to mainstream GCED in their education systems. Gender equality is an inherent element of UNESCO's work in the area of GCED. Before the end of the biennium, key education stakeholders in a number of Member States (about 10 from each region) will participate in awareness raising and capacity building workshops on GCED and its implementation, including the promotion of gender equality. The pursuit of gender equality is central to the vision of sustainability where each member of society respects others and fulfils her/his potential. By encouraging a whole-school approach to ESD and community-based learning, UNESCO's activities on CCE and DRR contribute to enhancing resilience of students as well as communities. This will especially benefit girls and women who play an important role in managing risks in the household and community. Policy makers, trainers, youth and local authorities, in a number of Member States will participate in awareness raising and capacity building activities on ESD through the GAP and its implementation, including the promotion of gender equality.</p>	<p align="center">High</p>

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> 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)</p> <p><b>T 2014-2015:</b> 16 Member States At least 64% of UNAIDS high impact countries in Africa (16 out of 25)</p>	<p>14 ESA countries have integrated CSE in national curriculum with a further six countries in the process of updating CSE content or curricula. Furthermore, on the basis of a recent report on the status of School based sexuality education, almost 80% of the 48 of countries assessed have policies or strategies that support CSE.</p>	<p>High</p>
<p><b>PI:</b> 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)</p> <p><b>T 2014-2015:</b> Not applicable for this period.</p>	<p>Not applicable yet since the 9th Consultation on the implementation of the CADE was not launched yet. It will be officially launched after the 197th session of the Executive board and the adoption of proposed reporting Guidelines for MS. If the Guidelines are approved, the Consultation will be conducted during the next biennium and its results will be submitted to the General Conference in 2014.</p>	<p>High</p>

#### Achievement(s)

##### Progress by thematic areas related to the performance indicators:

##### Sector-wide policy and planning (PI 1)

Currently there are six global policy reviews underway in preparation and one already completed, namely Bhutan, Thailand, Zambia, Albania, Peru, Guatemala and St. Kitts and Nevis. Of them, the latter has been having a look at the specific issue of boys underperforming girls in learning outcomes in lower secondary education and the long-term implications that this may have in education but also in the economy as well, to a larger extent, on inequity. The remaining policy reviews are still being developed -with the exception of Bhutan, already completed but that did not include any particular reference to gender issues.

##### Literacy (PI 2)

UNESCO continued to advocate for female literacy, build strategic partnerships, facilitate resource mobilisation and implement targeted literacy programmes for girls and women. The biennium started with a major collaborative initiative with UN Women with an agreement to support their campaign on Beijing +20, jointly organize advocacy events and to contribute to the gender-related aspects of the 2015 EFA reviews.

At global level, at the 69th session of the UN General Assembly, the report of UNESCO's Director-General on "Literacy for life: Shaping future agenda" (A/69/183), which proposes literacy for girls and women as one of the five strategic axes for the global agenda in the period subsequent to the United Nations Literacy Decade (2003-2012), was broadly endorsed.

Achievement(s)
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The resolution "Literacy for life: shaping future agendas" sponsored by 81 Member States and subsequently adopted by the UN General Assembly mirrors this strong gender concern for future action of the international community.

At country level, gender mainstreaming in literacy has also 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 Ethiopia, Nigeria, Pakistan, Senegal, and Tanzania under the Global Partnership for Girls' and Women's Education "Better Life, Better Future". Support extended to Pakistan by the Malala Fund for Girls' Education was for the finalization and launching of the Inception phase of the Malala FIT Project on promoting quality education for girls. Private-sector and donor support to the Global Partnership continued to be received, notably from Procter & Gamble to promote literacy skills of girls and women, using ICTs in Nigeria and Senegal; from Hainan Airlines of China towards innovative approaches to expanding girls' education in Asia and Africa; from the United Nations Federal Credit Union (UNFCU) to enhance girls' retention and performance in Tanzania; from Japan for provision of alternative learning opportunities for out-of-school adolescent girls due to teenage pregnancies in Tanzania and from Hewlett Foundation for crowd-sourcing girls' education in Ethiopia and Tanzania. Moreover, gender-related issues are central, together with equally important issues like life skills, to Somalia's national Literacy Campaign.

Other gender-responsive policy-making and interventions supported by UNESCO include a project on functional literacy and peace education targeted to 600 vulnerable girls and young women in Côte d'Ivoire, a project on Skills for Life in Somalia for youth. In Mexico, UNESCO organized a national workshop on gender and education, during which the Spanish edition of the report "Gender equality and the education of the girls" was launched. Support has also been provided to Saudi Arabia to develop a policy proposal on adult learning and education, focusing especially on ensuring gender equity and enhancement of women's literacy.

Several other countries, such as Afghanistan, Angola, Bangladesh, Democratic Republic of Congo, Ethiopia, South Sudan, Timor-Leste and Togo, have also been 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.

Other platforms were also mobilized to promote literacy for girls and women. As part of the 2014 International Literacy Day celebration, UNESCO supported the Government of Bangladesh to organize the International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" in Dhaka in support of the GEF, at which the Dhaka Declaration was adopted. This sent a strong signal about the importance of literacy for girls and women as a driver for sustainable development. The ILD celebration in Ethiopia also gave a special focus on gender. The UNESCO International Literacy Prizes continued to serve as an instrument to recognize out-standing, innovative initiatives, as represented by the 2014 prizewinning programme 'Empowerment of women living in extreme poverty' from Burkina Faso.

A gender-related knowledge base was enhanced through publications and building databases, including "Literacy Programmes with a focus on women to reduce gender disparities" (2014), a study on successful approaches to reducing gender disparities in and through literacy and a policy brief on empowering literacy programmes for women (2014). In addition,

### Achievement(s)

“Youth Driving Community Education: Testimonies of Empowerment from Asia and the Pacific (2015)” includes young women’s voices regarding how youth-focused and gender-responsive education and development programmes contributed to youth empowerment.

#### **TVET and skills development (PI 3)**

In 37 C/5 UNESCO’s work on technical and vocational education and training (TVET) promotes the review and development of TVET policies based on the principles of inclusion and social cohesion, gender equality and sustainability. Through its upstream policy advice, clearing house and extra-budgetary programmes UNESCO supported gender mainstreaming and fostering equity in TVET and more broadly career choices.

These activities are undertaken in the framework of UNESCO’s Strategy for TVET (2010 to 2015) with three Core Areas as indicated below:

#### Core Area 1: Upstream policy advice and related capacity development

The principle of gender equality is included in UNESCO’s guidelines for TVET policy review and this involves systematically conducting a gendered analysis of the social context, and the gender equality situation in education, TVET and the labour market.

Gender equality has been mainstreamed and highlighted as a policy issue in upstream TVET policy review and development work and capacity building activities in the following 22 Member States: Afghanistan, Algeria, Bahrain, Benin, Botswana, Democratic Republic of the Congo, Dominican Republic, Egypt, Israel, Jordan, Lebanon, Liberia, Madagascar, Malawi, Mali, Morocco, Namibia, Palestine, South Sudan, Sudan, Tunisia, Zambia.

For example the South Sudan TVET policy review found that the participation of women at all levels of education is low and that the elimination of gender disparities remains a challenge at all levels, and this should be a priority in TVET. It recommended the government to implement interventions with a view to eliminating gender discrimination in both government and nongovernment training programmes, to support enrolment in TVET trades with better prospects in the labour market. These interventions should include awareness-raising programmes and facilitation of gender mainstreaming efforts in TVET. Afghanistan, Liberia, Madagascar, Mali and St Kitts and Nevis are examples of countries that have adopted or are adopting TVET policies with the support of UNESCO and where TVET system reforms are addressing current gender-based inequalities in access to skills development and employment opportunities.

In Saint Kitts and Nevis, men are relatively disadvantaged in the education and many more girls than boys complete secondary education, although teenage pregnancy amongst girls remains a significant issue. Female students outnumber male students in business subjects and in areas such as Home Economics and Management and Hospitality. The Ministry with responsibility for Gender Affairs is taking steps to deal with entrenched gender imbalances in education and training.

Achievement(s)
<p>Malawi and the Democratic Republic of Congo have undertaken concrete initiatives for gender awareness and mainstreaming gender equality in TVET programmes so as to promote equal opportunities for skills development. In Malawi the UNESCO CapEFA project supported the capacities of national actors and the production of two important advocacy materials (Technical and Vocational Career Choices Booklet &amp; Report on Gender Mainstreaming in TVET).</p> <p><u>Core Area 2: Conceptual clarification and the improvement of monitoring</u></p> <p>UNESCO's work on conceptual clarification and the improvement of monitoring of TVET and skills development utilizes gender disaggregated data so as to monitor and advise on gender equality issues in TVET and labour market systems. Nine (9) Member States (Algeria, Dominican Republic, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia) benefited from UNESCO's support (8 through the NetMed Youth project) in diagnosing youth transition in the labour market and in assessing appropriate approaches for developing adequate systems for skills anticipation and forecasting and in translating the findings into appropriate policies and programmes.</p> <p>Within the framework of a UNESCO-IFAD research project, 'Learning Knowledge and Skills for Agriculture and Improving Rural Livelihoods' the findings of ethnographic-style research in Cambodia, Egypt and Ethiopia were presented at a global seminar in Paris in 2014. The research investigated the aspirations of young people, especially young women, and it helped deepen understandings of the interrelations between their decisions on learning and livelihoods.</p> <p>The report, 'A Complex Formula. Girls and Women in Science, Technology, Engineering and Mathematics in Asia', explores specific educational, psychosocial and labour market factors that may be influencing the participation of girls and women in STEM fields. This report was conducted by UNESCO Bangkok in collaboration with the Korean Women's Development Institute.</p> <p>A review, 'Technical and Vocational Teachers and Trainers in the Arab Region', published in 2014, stressed that the gender balance in the TVET teaching and training workforce is biased towards men across the Arab region. In general, women represent about one third of TVET teachers and instructors though, as for women's participation in the labour market itself, this varies between economic sectors. It was reported that in Saudi Arabia, new all-female institutions are being established in order to increase the opportunities for women in the TVET teaching profession.</p> <p>UNESCO's work on revising the 2001 Recommendation concerning Technical and Vocational Education, in close consultation with Member States, has emphasized gender equality. The draft text, which has been sent to Member States for with a view to its submission to the General Conference at its 38th Session, recommends that 'measures to be taken against all forms of discrimination, including gender-based discrimination'. The draft text states that,</p> <p>'Member States should promote equal access and participation of females and males in quality TVET. All forms of TVET institutions, programmes, curricula, materials and work-based learning should avoid gender-based and other stereotyping, and should contribute to the achievement of gender equality. Member States should adopt innovative mechanisms to promote equity and access, such as financial incentives to influence admissions practices'.</p>

### Achievement(s)

Furthermore it recommends that 'Information and guidance should be offered continuously and directed towards aiding and supporting all individuals in more complex and diversified careers and working lives, giving particular attention to promoting equality of opportunity in all its dimensions, including gender equality, so as to address social inequalities in education, the world of work and wider society'.

#### Core Area 3: Act as a clearing house and inform the global TVET debate

UNESCO's contribution to the global TVET debate continues as part of the follow up to the Third International Congress on TVET and the recommendations of the Shanghai Consensus outcome document to 'Improve gender equality by promoting equal access of females and males to TVET programmes, particularly in fields where there is strong labour market demand, and by ensuring that TVET curricula and materials avoid stereotyping by gender'.

Gender equality also features prominently within the new TVET publication 'Unleashing the Potential: Transforming Technical and Vocational Education and Training'. This book, in the Education on the Move series, introduces a new analytical approach for understanding the demands on TVET systems. The elements of the 'social equity' lens emphasize the importance of social equity, inclusion and redistribution, and the book highlights ongoing problems of labour market segmentation by gender, leading to persistent disparities in employment - and earnings - between women and men.

#### **Teachers (PI 4)**

Ensuring gender mainstreaming in teacher training and continuous professional development is a priority in the global teacher programme. To support Member States in mainstreaming gender in teacher education institutions, UNESCO published a generic training tool entitled "A Guide for gender equality in teacher policy and practices". The guide was piloted in 10 African countries and the English version is already in use in 12 countries. While the regional adaptations and production of the Guide in Spanish and Arabic were launched in March 2015, the French version is in its final stage of publication. Other teacher education instructional materials forthcoming are a "Guidebook on Education for Sustainable Development for Educators: Effective Teaching and Learning in Teacher Education Institutions in Africa", which was finalized and reviewed by 20 experts from 10 countries (May 2015), and in which gender is one of the key cross-cutting themes, gender equality being one of the a central elements in sustainability and coherence in teacher education for constructing inclusive societies. The preparation of "Guidelines on developing and implementing teacher education curriculum frameworks" was launched in December 2014; the draft was subjected to a peer review in February-March 2015 and is currently in the final stages of editing by an international expert.

A gender review of the Human Resource Management Module I and II - Financial Management of Institutions was published by IICBA with the view to supporting gender mainstreaming in teacher education institutions, and school leadership and management training programmes.

Increased attention was given to the training of female teachers as a strategy to support the access and retention of girls in secondary education. Female teachers, when empowered can indeed serve as effective role models for girls' education. In the same vein, the Joint Programme for Empowering Adolescent Girls and Young Women through Education, with UN

Achievement(s)
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Women, UNFPA and the World Bank, was launched in March 2015 at the Commission on the Status of Women; activities will later on be launched in selected countries in Africa and Asia to support the training of female teachers. Two other projects were also established under the UNESCO-HNA Group Funds-in-Trust, with activities that will focus on female teacher training and gender mainstreaming in the teaching profession, in 7 countries (2 in Africa: Ethiopia and Ghana, and 5 in Asia-Pacific: Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan). These two projects will be officially launched in Beijing, China in early September 2015.

In addition, a major gender mainstreaming exercise on training materials within IIEP's Advanced Training Programme on Educational Planning and Management (ATP) was launched in 2014 and is expected to make impact through the programme's participants (educational planners from across the world) responsible for making policy about gender equality in education. The number of UNESCO member states that were supported within ATP was 11 during 2014-2015.

**Global citizenship, life skills and ESD (PI 5)**

UNESCO has recently developed a pedagogical guidance to assist Member States mainstream global citizenship education (GCED) in education systems. Gender equality is an inherent element of this tool and UNESCO's work on GCED in general, based on human rights principles of equality and non-discrimination.

The pursuit of gender equality is central to the vision of sustainability where each member of society respects others and fulfils her/his potential.

In promoting CCESD and DRR as concrete entry points to operationalizing ESD in developing countries, UNESCO addresses the needs of most vulnerable groups, including girls and women, and promotes gender equality. By encouraging a whole-school approach to ESD and community-based learning, UNESCO's activities on CCESD and DRR contribute to enhancing resilience of students as well as communities. This will especially benefit girls and women who play an important role in managing risks in the household and community.

DRR in the framework of ESD takes into account this gender dimension in the development of DRR education activities, and when preparing publications. For instance, gender disaggregated data and information is provided in some case studies of the document entitled Disaster risk reduction in school curricula.

<http://unesdoc.unesco.org/images/0021/002170/217036e.pdf>

A gender perspective is also included in a recently published tool with the title: Towards a learning culture of safety and resilience: Technical guidance on DRR in school curricula (UNESCO/UNICEF, 2014) <http://unesdoc.unesco.org/images/0022/002293/229336E.pdf>. The UNESCO's Climate Change Education (CCE) clearinghouse has been updated with new materials published in 2013/2014 including a considerable number of documents and materials on Climate Change Education and Gender.

**Health education, HIV and comprehensive sexuality education (PI 6)**

UNESCO provided technical support to the French delegation for their draft resolution on school-related gender-based violence (SRGBV) which was unanimously approved at the spring

### Achievement(s)

2015 session of the Executive Board. It is the first normative document within the UN system that defines SRGBV and calls for action from member states as well as from UNESCO specifically. The HQ team is in the process of preparing a road-map for implementation. A meeting of the SRGBV Global Partners Working Group, co-chaired by UNESCO and UNGEI, was held in March 2015. Partners discussed a common definition of SRGBV, key indicators for research and monitoring, common advocacy efforts and the contents of the global guidance document. UNESCO also published a policy brief on SRGBV in collaboration with the EFA Global Monitoring Report (GMR) and UNGEI which was launched to a wide audience at the Commission on the Status of Women in New York, March 2015 as well as at a well-attended side event for UNESCO Board members.

A four-phase research project on SRGBV is underway through the UNAIDS Interagency Task Team on Education (IATT) to identify the conditions necessary for empowering teachers and school staff to prevent and address SRGBV. Work includes: 1) a literature review, 2) a survey of teacher unions, 3) follow-up studies with teachers and administrators in six countries (the Philippines, South Africa, Senegal, Lebanon, Ukraine, and Argentina) and 4) development of a publication containing global guidance, technical and advocacy tools on SRGBV. The global guidance will be produced as a joint collaboration between the UNESCO-led IATT on Education and UN Women. The first draft is expected for review and further development in June 2015.

UNESCO HQ has provided support and technical backstopping to several regional research initiatives on SRGBV. A study by UNESCO Beirut on SRGBV in the Arab region is underway with a view to developing policy recommendations for teacher policies and codes of conduct that can also be used to complement UNESCO's "Teacher Policy Framework and Resource Pack for the Arab States". A study to review the existing data on SRGBV in the Eastern and Central Asia region is also underway, which will inform a practical guide for schools on addressing SRGBV. The regional guide will be discussed with national MoEs and other stakeholders from EECA in 2015. UNESCO also published, with the UN East Asia Pacific Girls Education Initiative (EAP-UNGEI) a publication on SRGBV in the Asia-Pacific Region on International Women's Day 2014, accompanied by a social media campaign.

UNESCO is also leading international efforts to support countries to address violence and bullying in schools targeting gender-non-conforming learners or those who identify as LGBT. Research is also underway, through support by the Government of the Netherlands, to produce a global report on the state of homophobic and transphobic violence in schools, which will be launched at an Interministerial Conference in 2016. The global report will be informed by regional research, including a multi-country study on sexuality, gender and diversity was launched in Eastern and Southern Africa, launched in June 2014 and involving five countries (Botswana, Lesotho, Namibia, South Africa and Swaziland). A Latin America and Caribbean regional consultation meeting was convened from 28-31 September 2014 in Bogota. The meeting involved approximately 50 participants from 9 countries (Argentina, Brazil, Chile, Colombia, Cuba, El Salvador, Mexico, Peru and Uruguay) as well as USA and the Netherlands. For the first time in the region senior officials from Ministries of Education and NGO representatives met to review available evidence on prevalence of violence, analyze best approaches used so far and potential entry points to prevent and address violence, and share best policy and practice in the region. An Asia Pacific regional consultation was held in June 2015 in Bangkok, organized by UNESCO and UNDP. Delegations from Australia, Cambodia, China, Fiji, India, Indonesia, Myanmar, Nepal, the Philippines, Samoa, Thailand, Tonga and Viet Nam attended the consultation, with several pledging to work towards introducing concrete measures.

Achievement(s)
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UNESCO is also leading work to strengthen the education sector response to early and unintended pregnancy. A consultation was held in South Africa in November 2014, and involved over 30 participants from MoEs, MoH, bilateral development organizations, UN agencies and civil society organizations (IPPF, Pop Council, Ford Foundation, etc.). A regional study of 6 African countries (Botswana, Kenya, Malawi, Uganda, Tanzania and Zambia) was undertaken with findings disseminated at the meeting. A global guidance document has been developed and will be published in October/November 2015. In Guatemala, a workshop was carried out to support the National Youth Council's Plan on Adolescent Pregnancy, with the participation of 60 youth representatives collaborating with the Ministry of Development, Health and the Interior.

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.

High-level advocacy events were organized to promote girls and women's education and gender equality. UNESCO organized a successful high-level side event, "Changing the prospects for women and girls in Southern Africa" at the Commission on the Status of Women, which highlighted the crucial role that CSE plays for gender equality. An ECOSOC Ministerial Breakfast roundtable was co-organized by UNESCO, UN Women and the Permanent Missions of Bangladesh and Denmark in July 2014. The purpose of the roundtable was to raise awareness and sensitize participants about how violence and discrimination prevent girls from accessing schools and learning.

**Right to education (PI 7)**

UNESCO collaborated 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 is participating in and supporting 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 facilitated and supported the participation of Ms. Mariam Khaliq, Malala Yousafzai's school teacher in Pakistan, and also to serve as a keynote speaker at the Plenary. A report providing an overview of the measures supporting the right to education of girls' and women's education as reported by Member States within the framework of the 8th Consultation of CADE was produced and disseminated on the occasion of different meetings and conferences at headquarters and the field. Out of the 59 national reports received, 40 countries had made explicit references to girls' and women's right to education. The report is intended to serve as a practical tool for both advocacy and monitoring focusing on girls' and women's right to education.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The major challenge remains to be the lack of human resources to be able to expand activities and expertise for systematically mainstreaming gender as a integral part of the respective programme areas. With the appointment of new members of the GFPs for the Education Sector, there have been some improvements since the latter half of 2014 in the level of awareness in ensuring gender sensitive planning and results definition. However, the general reporting under some ERs from a gender perspective remained to be weak for 2014. Only a few ERs make explicit analyses from a gender perspective when providing the overall assessment of progress in the implementation of their respective activities. In particular, there is uneven attention paid to and understanding of gender-mainstreaming: some activities have very clear focus and emphasis on gender mainstreaming and gender-specific programming, while others with no reference at all to gender or even to women and girls. The reference to the Gender Equality Marker across the specific thematic ERs under MP1 were not always consistent. Overall, the emphasis is more on girls and women's education rather than gender equality, and gender-responsive approaches are not necessarily adopted or institutionalized in programme activities.</p>	<p>Collaborating with external partners may help strengthen the internal advocacy efforts to improve the gender awareness and responsiveness in programmes. Refresher gender training for the staff members would also be helpful, starting with the new members of GFPs.</p>

## UNESCO International Bureau of Education (IBE)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Under MLA 1 - ER 6: - Capacities of individuals and institutions for the design, development and implementation and assessment of sound curriculum processes enhanced - curriculum innovation, reform and revision initiatives supported	
Decision-making processes and practices in curriculum, learning and assessment are informed by a sound knowledge base	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Under MLA 1 - ER 6: - Capacities of individuals and institutions for the design, development and implementation and assessment of sound curriculum processes enhanced - curriculum innovation, reform and revision initiatives supported	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries involved in capacity development activities to support quality curriculum change and management <b>T 2014-2015:</b> 30 <b>T CAP 2014-2015:</b> 31	41	High
<b>PI:</b> Percentage of Diploma graduates that have declared improving their practice in	93%	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
workplace <b>T 2014-2015:</b> At least 75% <b>T CAP 2014-2015:</b> At least 75%		
<b>PI:</b> 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>T 2014-2015:</b> 10 <b>T CAP 2014-2015:</b> 17	17	High
<b>PI:</b> Number of countries, especially conflict-afflicted supported in developing comprehensive and inclusive curriculum to enhance learning <b>T 2014-2015:</b> 4 <b>T CAP 2014-2015:</b> 4	3	High
<b>PI:</b> Policy and curriculum documents revised and adopted to enhance learning <b>T 2014-2015:</b> 5 <b>T CAP 2014-2015:</b> 2	8 in process	High

#### Achievement(s)

##### Diploma courses implemented

- 2013-2014 Diploma Cohorts:

In total, 115 specialists from 31 countries participated in the Diploma on-line sessions in Sub-Saharan Africa and in Latin America and the Caribbean (LAC).

In Latin America and the Caribbean, 40 specialists (55% female) attended the training. Participants were from 7 countries: Chile, Ecuador, Haiti, Mexico, Peru, Uruguay and Germany. 20 have graduated as of November 2014.

In Africa, 75 specialists (41% female) attended the training. Participants were 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 – as well as from Finland and USA. 62 have graduated as of November 2014.

- 2014-2015 Diploma Cohorts:

### Achievement(s)

In Latin America and the Caribbean, 39 specialists (54% female) have completed the face-to-face session (September 2014) and are currently pursuing the on-line session. Participants are from 10 countries: Bolivia, Costa Rica, Colombia, Dominican Republic, El Salvador, Guatemala, Mexico, Paraguay, Peru and Uruguay. Overall, 97% of the participants provided positive feedback on the face-to-face training. 94% agreed or strongly agreed that the session strengthened their competencies around curriculum design and development; 86% felt more confident to apply curriculum strategies in their own professional contexts.

In Africa, the Diploma face to face session initially planned for November 2014 was postponed to March 2015 due to the ongoing Ebola Virus Disease (EVD) outbreak in West Africa. 58 participants (42% female) have completed the face-to-face session (March 2015) and are currently pursuing the on-line session. Participants are from 14 countries, Benin, Burundi, Congo Brazzaville, Ethiopia, Kenya, Liberia, Nigeria, Rwanda, South Sudan, Swaziland, Uganda, Tanzania, Zambia, and Hong Kong (China).

Technical planning meetings have been held in March and May 2015 in preparation for upgrading the programme to a Master's degree in LAC (a consortium of universities and teacher education institutes) and in Africa (a 3-tier system). These meetings have allow the discussion and consensus on the rationale, main features and parameters supporting the implementation of the Master's degree within the quality education challenges of the Education Agenda 2030.

The basic profile of a Diploma proposal for the Arab region has been elaborated. Preliminary discussions are taking place with potential partners including the Ministry of Education of Oman/Sultan Qaboos University, Arab Open University, and King Abdulaziz University (Kingdom of Saudi Arabia) who expressed interest in hosting the Diploma at the regional level to enhance quality curriculum development processes. A number of planning issues (cooperation agreement, course content, financial implications, staff training, etc.) have been tackled and will be followed up.

Discussions are also underway on expanding the Diploma programme to Asia (involving partners in Europe e.g. SLO Netherlands).

#### Diploma materials

- The Diploma core material – Curriculum Resource Pack (CRP) version 2013 – has been published in Arabic (following its publication in English, French and Spanish). In addition to the CRP, the IBE has produced a Diploma Reader and a set of presentations (2014 versions) on a series of critical issues regarding curriculum design and development (e.g. competencies-based approaches).
- New thematic training modules are available : 1. Developing and Implementing Curriculum Frameworks (English, French and Spanish); 2. Personalized Learning (English, French and Spanish); 3. Inclusive Student Assessment (English).
- A Diploma Reader is provided for participants' further reading and references.
- Outstanding case studies from graduates are alimenting the IBE Curriculum Resource Pack (CRP) as a living product.

**Improving learning outcomes in reading in early grades in Africa with the Global Partnership for Education**

### Achievement(s)

In 2014, the IBE began a three-year project, "Learning outcomes in reading in early grades: integration of curriculum, teaching, learning materials and assessment." Sponsored by the Global Partnership for Education (GPE), the project aims to support the Ministries of Education in Burkina Faso, Niger and Senegal in their efforts to improve student reading outcomes during the first three years of primary school.

During the first year of the project, the IBE worked with partners to implement several key activities:

First, the Institute organized three preparatory missions to Burkina Faso, Niger and Senegal to develop memoranda of understanding and partnership agreements with each Ministry of Education.

IBE Curriculum Specialists then proceeded to collect over 200 documents (syllabi, textbooks, pilot initiatives in reading, assessments, etc) in order to analyze the reading curriculum for each country.

Next, 3 field missions (1 per country) were organized, during which 36 reading lessons were observed in urban and rural/public and private schools across different regions of Burkina Faso (Ouagadougou and Koudougou), Niger (Dosso, Maradi and Niamey) and Senegal (Dakar, Kaffrine and Luga). The IBE team interviewed 34 directors of primary schools and 72 teachers (pre- and post-interviews) and conducted 6 focus groups with teacher educators from the teacher training centers.

In line with these efforts, an international comparative study and national reading curricula analyses integrating the documentary and field research results were then produced, analyzed and shared with the three country partners as well as with the International Organization for the Francophone countries, the French Development Agency, UNICEF, NGOs, national and international experts during two international meetings:

- Expert meeting on reading (Geneva, Switzerland, 25-27 June 2014) to share information and initial results of the international and national analysis (24 participants from the Ministries, universities and NGOs) and to collaborate with partners in order to tailor the project to the needs of Burkina Faso, Niger and Senegal.
- Regional Seminar on Teaching to read in Burkina Faso, Niger and Senegal (Dakar, Senegal, 20-24 October 2014) to share results of the international and national analysis (65 participants) and to refine the report before its validation. During this seminar, 3 national action plans were produced by the Ministries with the technical support of the IBE with the aim to contribute to the curriculum reforms.

Based on the results of the international and national reports, the three project national teams designed an action plan focused upon capacity building for teachers and teacher trainers to be implemented in 2015-2016. As part of the implementation of their respective plans of action, so far Senegal has held three national workshops (December 2014, April and June 2015) in the process of producing national curriculum orientations for reading and a teacher training module for pre-service and in service training. Niger has held one national workshop in January and April 2015 in the process of producing a teacher's guide and two teacher training modules for the first three years of primary and Burkina Faso has also held two workshops in January and May 2015 to support the production of a teacher's guide and a toolkit for teacher's as well as a teacher training module to improve teaching to read.

The IBE has exchanged with the Gulf Arab States Educational Research Center (GASERC) on the piloting and implementation of the **Inclusive Education Booklets** for schools in the Arab Region: "Promoting Inclusive Education, a School Development Guide" and "Developing Inclusive Classrooms, a Guide for Teachers", of which the IBE coordinated the production, and since their initial validation by the Ministries of Education of the GASERC Member States (Bahrain, Kingdom of Saudi Arabia, Kuwait, Oman, Qatar, United Arab Emirates and Yemen). An IBE project proposal focused on the application of the booklets in schools has been submitted to GASERC (USD 600.000 for one year period, possibly starting in 2015).

Achievement(s)
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To the request of the Ministry of Education of the Kingdom of Bahrain and within the framework of an **IBE-MoU Bahrain cooperation agreement** on a Technical Assistance Project 2012-2017, the IBE elaborated a proposal on supporting citizenship and human rights education in Bahrain. The main objective is to analyze school curricula across basic, secondary and tertiary education with regard to "strengthening the culture of peace, Human Rights, co-existence, respecting the other, and education for moderation, reasonability and the renunciation of fanaticism, violence, extremism and hatred". The proposal has been finalized and will be followed up for signing and implementation in early 2015 focusing on training teachers and school activities to support citizenship education curriculum.

In the **"Strengthening STEM curricula for girls in Africa and Asia and Pacific" Project (Phase I)** under Malaysia-UNESCO cooperation programme (MUCP), a series of inception meetings have been held in June 2015 with the Ministry of Education of Malaysia, the Southeast Asian Ministers of Education Organization (SEAMEO) and the Regional Centre for Education in Science and Mathematics (RECSAM) regarding the Project implementation. These meetings has enabled: a) further acquaintance with STEM education within the Malaysia Education Blueprint 2013-2025, female participation, curriculum issues and teacher training programmes; and b) identification of core working groups, 4 beneficiary countries (Kenya, Nigeria, Indonesia and Cambodia), collaboration modalities and concrete activities to carry out by December 2016. To date, the 4 beneficiary countries have been contacted and invited to participate in the project. A template has been suggested for the situation analysis of the four countries.

ED/TLC and IBE co-organized the **International Expert Meeting "Moving Towards Inclusive Approaches to Learning: Addressing Learners' Diverse Expectations and Needs"** which gathered 30 inclusive education experts from all UNESCO regions. The IBE contributed to the meeting delivery and a roadmap to strengthen UNESCO leadership on issues of inclusion e.g. by updating the UNESCO Policy Guidelines on Inclusion in Education.

In Colombia, the IBE supported the development and finalization of an **Inclusive Education Policy Framework**, in partnership with the Ministry of Education of Colombia and the Foundations "Empresarios por la Educación (EXE) and "Saldarriaga Concha". In 2014, the Policy Framework has been further disseminated.

In Uruguay, the IBE is a partner of the UN "Delivering as One" program. Within this framework, the IBE participated in the development of the **Country Program Action Plan 2013-2014**. In particular, IBE facilitated a series of policy dialogue meetings with the view to discuss and reach consensus on an education reform agenda for the period 2015-2025. The document "Inputs to a Long-Term Political and Social Agreement on Educational Proposals and Policies: 2015 Onwards" includes the implementation of a curriculum framework for ages 4-14

The **Protect Education in Insecurity in Conflict (PEIC) project**, funded by the Education Above All Foundation, requested IIEP and IBE technical input to support the development of resource packages in planning and curriculum for ministry of education (MoE) planners and curriculum/textbooks/teacher training specialist staff, in at-risk or conflict-affected countries. The project aims to help MoEs to integrate learning to live together, conflict and disaster risk reduction dimensions into the education system. The resources produced are intended primarily to assist ministries of education and international practitioners who support their work.

### Achievement(s)

The curriculum package provides a synthetic and reader-friendly overview of key issues for policy-makers and managers (curriculum process, textbooks, teacher training, assessment, etc.). The IBE supported the process of defining the booklets' objectives and content (organization of a technical workshop gathering experts and practitioners working in education in emergencies/conflict sensitivity issues at the IBE in March 2014 and several rounds of booklet revision). In addition, the IBE helped with the researching of targeted resources and is currently providing last guidance and comments on the final versions of the booklets that are expected for January 2015.

The IBE produced a **teaching guide for the development of competencies in education of reproductive health, HIV and AIDS** for teachers and teacher trainers in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO's strategy and EDUCAIDS. The development of the tool was based on the results of the teaching and learning materials evaluation on Sexuality and HIV&AIDS Education in the African CEMAC countries (Cameroon, Central African Republic, Chad, Congo, Gabon and Guinea) and contributes to the improvement of the competencies development linked to priority contents in HIV/AIDS education.

This Guide is the product of a solid cooperation with the Regional office in Yaoundé that started with IBE assessment of the six CEMAC countries HIV&AIDS curricula. Its production required the implementation of two training and development workshops, one in Yaoundé (August, 2013), and the other in Douala (November, 2013). It also included several revisions and rewritings of the text as well as ongoing exchanges with the UNESCO Yaoundé office team, the delegations of the Ministries of Education of Cameroon, Congo and Chad throughout the development process.

The Yaoundé regional UNESCO office pre-tested the contents of the Guide in September 2014. It is now being used to train 1,000 teachers in Cameroon as part of an ongoing project with UNFPA. The training will run in 78 schools.

IBE capacity development and field interventions are **contributing to curriculum gaining prominence in education systems**. Countries are aware of and more sensitive to the role of curriculum leadership and innovation in the development of human capital and in forging inclusive development. They are also more aware of the curriculum expertise and support services that the IBE can offer to strengthen the capacities of MoE critical mass. Several countries have embarked in curriculum reform process involving IBE. For instance:

- The Ministry of Education of Colombia is implementing the Inclusive Education Policy Framework at the national and local levels.
- The alumni of the Diploma in Curriculum Design and Development are supporting their countries in implementing processes of curriculum renewal. They have successfully: led process of integrating inclusive education into the curriculum of Colombia; managed curriculum reform at upper-secondary educational levels in the Dominican Republic; integrated Kiswahili language into the curriculum in Ugandan primary schools; and delivered teacher training workshops in Peru
- In 2014, the Council of Pre-primary and Primary Education (CEIP) of Uruguay mandated 15 Diploma graduates to discuss and inform the axes of educational policies 2010-15 and projection 2015-2020, with regard to the following issues: diversity, new school model, instructional-pedagogical time, teacher professional development and art syllabus (music, theatre, literature, visual and plastic arts).
- In 2014, the Ministry of Education of Haiti created the National Commission of Curriculum Reform involving Diploma graduates to redesign the Pre-primary, Fundamental, Secondary and Vocational Education curricula in light of the country's political orientations and socio-educational needs.
- The Diploma has contributed to participants' professional development. A number of graduates have been promoted to leadership positions (e.g. in Benin, Dominican Republic,

Achievement(s)
<p>Haiti, Gambia, Ethiopia, Uganda, as well as in UNESCO).</p> <p>Through the <b>Improving learning outcomes in reading in early grades in Africa</b> project:</p> <ul style="list-style-type: none"> <li>• Knowledge base on reading pedagogy has been expanded, both for the IBE and the Ministries of Education. The IBE reinforced its expertise in reading curriculum by conducting national and international diagnostic studies that identified the requisite elements to improve reading outcomes in each of the project countries. This research encompassed two complementary components, an international comparative analysis of successful initiatives in reading, as well as an analysis of the national curricula of the three countries involved in the project. Building on a wide range of curricular documents (more than 200) and the observation of reading teaching practices in the classroom (36), as well as interviews with the directors of schools (36) and teachers (72), an international expert meeting and seminars (2), the report produced (220 pages) constitutes a solid authority, enabling the Ministries of Education in Burkina Faso, Niger and Senegal to increase their knowledge on the issue and make informed changes to their curriculum, teacher training contents, teaching practices and materials.</li> <li>• Analytical capacities of three Member States have been enhanced. The education ministries of the three countries have developed action plans as part of the project to contribute to improve learning outcomes in reading during the first three grades of primary school using the recommendations of the international comparative analysis and national assessments and inputs from ongoing pilots on early literacy. As a direct result of the report's recommendations, the three countries decided to focus their efforts on the training of teacher trainers and teachers. In addition, 9 Ministry representatives successfully completed the Diploma in Curriculum Design and Development.</li> <li>• Technical partnerships have been created. During the first year of project implementation, the IBE has established formal partnerships with the University of Geneva (Switzerland) and three national researchers from the Universities of Abdou Moumouni (Niger), Koudougou (Burkina Faso) and Cheick Anta Diop (Senegal) towards collaboration on the research component of the project. During 2014, alliances with other development agencies such as OIF (Organisation internationale de la Francophonie), AUF (Agence Universitaire pour la Francophonie) and AFD (Agence française de développement) were also solidified through the project.</li> </ul> <p>In the "<b>Improving learning outcomes in reading in early grades in Africa</b>" project: one of the main challenges cited included ensuring that ministries of education understand the importance of curricular alignment throughout their education systems. Experience demonstrates that this is not always the case as ministry sections tend to work in silos, without strong coordination between curriculum departments, teacher training institutes and assessment bodies. The project has made considerable progress in initiating collaborative meetings between a range of actors involved in the curriculum and teacher education processes. We expect this progress to consolidate as the project ensues.</p> <p>A situation of unrest in South Sudan has not allowed the Ministry of Education to advance on its official intent to join the initiative as the 4th beneficiary country. South Sudan's Ministry of Education was not able to take advantage of the 3 grants offered to be trained through the Diploma in Curriculum Design and Development. While the IBE submitted 3 alternative countries to replace South Sudan to the GRA/GPA Secretariat, they were not accepted. Thus, a request to redirect the funds initially allocated to South Sudan to the three other project countries, Burkina Faso, Niger and Senegal, was submitted to GPE Secretariat in April 2015.</p> <p>The unstable political situation in Burkina Faso in November and December 2014 required rescheduling the mission planned for December 2014 to January 2015. From September 2015, the IBE aims to use the new knowledge and the national experiences to improve reading in the three countries to produce a proposal of standards for early reading.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
One main challenge of country-level support and collaboration relates to Ministries/partners or donors' delayed decisions on implementing project proposals	To address this challenge, efforts have been, and will be sustained to: - ensure a close follow-up with Ministries/partners or donors more centered on strategies, processes and outcomes; - adjust the IBE response to new contexts/needs, reinforcing its substantial presence on the field; and - explore new schema of project implementation engaging key partners and stakeholders from the outset in backing the sustainability of the proposal and in the decision making process.
The main challenges of the Diploma program relates to its capacity to: ensure the training of sufficient ministerial staff to lead, manage and assess curriculum reform process; support Member States in implementing curriculum programs in basic, youth and teacher education through post-training interventions; trace and report impact in the medium to long-term; make available the Diploma training to all UNESCO regions; and keep developing and implement the Master programmes from 2016 onwards, responding to the quality challenges of the 2030 Education Agenda.	In order to address these challenges, efforts have been, and will be sustained to: ensure quality delivery of the Diploma training and maintain participants/graduates' satisfaction; keep updating and enriching training materials on relevant topics to feed the training content; follow up and respond to countries' needs for post-training technical assistance in their curriculum reforms; refine the reporting on the program's medium to long-term impact; explore the program's further development with potential partners, in particular universities, Ministries of Education, UNESCO Headquarters and Field Offices; strengthen collaboration in fund-raising activities, including cost-sharing proposals and arrangements among program donors, UNESCO Field Offices, GPE, other UN agencies, Ministries of Education, participants' employers and participants themselves, as well as submission of grant proposals (Hamdan Foundation, OFID, UNESCO Complementary Additional Program, etc.).

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Decision-making processes and practices in curriculum, learning and assessment are informed by a sound knowledge base	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Improved availability of and access to information on curriculum development	Bi-weekly alerts regularly produced (37 made available, along with 6 digests and	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>processes and products</p> <p><b>T 2014-2015:</b> Bi-weekly alerts At least 4 working papers At least 4 Educational Practices 8 issues of the journal Prospects</p> <p><b>T CAP 2014-2015:</b></p>	<p>thematic alerts). Four Educational Practices and 6 issues of the journal Prospects produced.</p>	

<p><b>Achievement(s)</b></p>
<p>1. In addition to the 5 papers produced in 2014, two additional working papers are being prepared for the series 'IBE Working Papers on Curriculum Issues' (WPCI), one on curricular issues within the Education 2030 Agenda and the other one on basic skills development. Comments and suggestions were also provided to the draft of the UNESCO publication 'Rethinking Education. Toward a global common good?' made available in May 2015 in collaboration with the Education Research and Foresight (ERF) unit at HQ. Furthermore, substantive inputs were provided to the IBE discussion paper presented at the side event 'Repositioning Curriculum in Education Quality and Development-Relevance', organized by IBE and its partners within the framework of the World Education Forum (Incheon, Republic of Korea, May 2015).</p> <p>2. A total of 12 alerts and 2 digests have been produced and disseminated during January-June 2015; therefore, from January 2014 to June 2015 37 alerts and 6 digests have been produced. At least two thematic alerts published in the past are being reviewed and updated. During January-June 2015 some 200 records were added to the IBE catalogue in UNESDOC, of which some 100 records to the online Curriculum Collection; an additional 230 records were revised. In terms of enquiries, the Documentation Centre responded to 165 requests (by email, telephone, in person) during the first six months of 2015. Downloads of IBE documents and publications through the UNESDOC database show an increase compared to the previous reporting period (125,386 downloads vs 95,543). Concerning the IBE Historical Textbook Collection a total of 1,800 records were catalogued and added to the database developed with the software Invenio as of June 2015.</p> <p>3. The IBE website has regularly been updated and is being completely redesigned and reorganized using a new content management system (Drupal). A total of 23 news were published during January-May 2015. The number of users and page views increased compared to the previous period, and consultations through mobile devices continue to grow: 9.8% of all website visits now are through mobile devices compared to 5.5% in 2014.</p> <p>4. In the first half of 2015 two issues of the journal Prospects were published: issue 173 (March), on "Setting education on the global agenda", and issue 174 (June), including articles more strongly focused on curriculum, learning and assessment. One issue (No. 26) in the Educational Practices series was published ("Understanding and facilitating the development of intellect"); two subsequent issues in the series are ready to go to press. Two books are in preparation and four research syntheses have been produced and are in the final editing stages prior to publication.</p>

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Assessing impact is an ongoing challenge that remains to be addressed.	Steps are being taken to update the ICT platform, streamline the website, and also submitting grant proposals for support in this area. Knowledge brokerage in support of the IBE's function as a laboratory of ideas is resource-intensive with regard both to the calibre of staff and the time required for research analysis, synthesis and dissemination in accessible and policy- and practice-relevant form. It requires a team of senior, mid-ranking and early-career specialists with wide-ranging and in-depth content knowledge of the field. Ensuring the relevance to policy and practice of the IBE's publications is a constant challenge. The journal Prospects and the IBE's book series are being thoroughly overhauled and revamped to enhance both their stature in the field and their relevance and utility to policy-makers and practitioners.

## International Institute for Educational Planning (IIEP)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
ER 1: Ministries in charge of education institutionalize planning	
ER 2: Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources	
ER 3: Policy-makers engage in broad-based participatory processes for education reform and policy formulation	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Ministries in charge of education institutionalize planning	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Heads of planning units stating effect of IIEP capacity development on improving organizational performance (% , beneficiary survey) <b>T 2014-2015:</b> 85% <b>T CAP 2014-2015:</b>	NA. Information on this indicator will only be available towards the end of 2015 (specific survey to be carried out in July 2015)	High
<b>PI:</b> Supervisors of IIEP trainees observing improvement in individual and team performance (% , beneficiary survey) <b>T 2014-2015:</b> 90% <b>T CAP 2014-2015:</b>	NA. Information on this indicator will only be available towards the end of 2015 (specific survey to be carried out in July 2015)	High
<b>PI:</b> 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) <b>T 2014-2015:</b> 4 <b>T CAP 2014-2015:</b>	6	High

#### Achievement(s)

IIEP has kept reforming its flagship training programme, the Advanced Training Programme in educational planning and management along the six dimensions of its training strategy. While the improvement of several management processes is ongoing, the most important aspect is the constant dovetailing of the ATP to respond to beneficiaries' needs through, for instance, revising training materials with stronger focus on monitoring and evaluation of education sector plans to align with the GPE funding requirements, cross-fertilizing with the training offer of IIEP-Pôle de Dakar and mainstreaming gender in IIEP's curriculum.

IIEP also offered a large volume of customized training in educational planning in general (Benin, Rwanda, Bolivia, Namibia), and on specialized issues, including budget programming and financial management (Morocco), decentralization (Myanmar), education sector analysis (Senegal), education policy analysis for secondary education (Uruguay), tracking school

### Achievement(s)

leavers and employer needs in the labor market (Niger), transparency and anti-corruption issues (Bangladesh and DRC), and teacher codes of conduct (Azerbaijan). It also offered three tailor-made training activities for donor agencies on the issue of corruption in the education sector for representatives from the European Union, from U4 donor agencies, and from Norad/MFA.

The IIEP office in Buenos Aires carried out for the first time distance training activities linking educational planning and management and ICTs (Digital culture and education, Learning and digital contents, and ICT and teacher training policies).

The largest part of IIEP's customized training is realized as part of a broad and integrated capacity development strategy. Most of IIEP technical cooperation and research projects involve activities that support ownership and skills development and are reinforced by opportunities for on-the-job application. Country assistance projects include support for additional training through IIEP's core residential and distance training. This integrated capacity development approach increases the long-term impact for the individuals, the institutions and the education systems as a whole.

Over the reporting period the Institute strengthened training capacity for education policy, planning and management in six countries: Afghanistan, Cambodia, Lao PRD, Thailand, Vietnam, and Argentina. While this operation modality is a very challenging one, it is explicitly part of IIEP's strategy because it has huge potential to have strong and lasting impact at country level. Discussions were also initiated regarding regional work with the University of the West Indies for Caribbean region.

Approximately 1,000 education planners and managers were trained by IIEP worldwide: 36% were women and 46% from Africa. IIEP now offers annual training programmes on three continents (Africa, Europe, Latin America) since the Pôle de Dakar was integrated into IIEP at the end of 2013. A recent tracer study indicated that 91% of people trained found IIEP's training either "extremely useful" or "very useful" in their work. 54% indicated that they were promoted after being trained at IIEP. Nearly 76% assert that they gained professional self-confidence.

Capacity development through IIEP projects provided another 1,000+ Ministry officials on-the-job coaching in core aspects of educational planning and management (EPM) such as education sector analysis, sector plan development, information systems, policy dialogue based on simulation modeling, and education financing.

A major programme financed by the French *Agence Française de Développement* (€ 6 million) was launched to strengthen the implementation of vocational and technical training policies in four African countries.

To support the institutionalization of planning in ministries in charge of education, IIEP also supports the improvement of medium-term as one single and coherent cycle. Just in the first half of 2015, IIEP embarked on supporting three countries in doing education sector diagnoses followed by medium-term plan formulation processes: Tanzania, Burundi, Comoros.

Achievement(s)
<p>Similar work in South Sudan is highly likely to start in 2015.</p> <p>With youth employment becoming a rising concern in recent years, IIEP Pôle de Dakar is testing a newly designed diagnostic instrument, DIPEFE, to analyze the education and training-employment relationship and linking the management of training provision to the prospects for economic development. In addition, IIEP-Paris piloted a new methodology aimed at assessing integrity risks in the education sector of Kosovo (see 2015 part for more details).</p> <p>IIEP's work on Conflict and Disaster Risk Reduction (C/DRR) for education systems is highly regarded by partners, with increased acceptance by countries to work on crisis-sensitive planning and stronger understanding and expertise within IIEP. Demand for support in the application of IIEP's published guidelines in this domain is rising. In Mali, IIEP partnered with the Ministry of Education and UNICEF to prepare a sector diagnosis with elements of a risk reduction strategy and a budgeted action plan. Pôle de Dakar is writing a methodological note on C/DRR integration in sector diagnosis, after working with IIEP-Paris and UNICEF WCARO to integrate such chapters in several education sector diagnoses in Africa (DRC, Chad, Ivory Coast and Guinea Bissau).</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p>PI: Stakeholders stating that IIEP research is highly relevant (% , survey)</p> <p>T 2014-2015: 95</p> <p>T CAP 2014-2015:</p>	NA. This information requires a specific survey which will be carried out by end 2015.	High

Achievement(s)
<p>IIEP has supported the development of information systems and strengthened national capacity to use evidence to address core planning and management issues. IIEP is responding to the need for tools and models that can be adapted to each context in support of educational planning.</p> <p>IIEP has trained Ministry of Education staff to employ simulation models. In Sudan, IIEP worked with ministry officials to develop an ad hoc simulation model and produce a costing of the Secondary Education Sector Policy and Strategic Plan. In Benin, Chad, DRC, and Morocco, simulation models were developed as part of a larger plan preparation process.</p>

### Achievement(s)

IIEP has also done considerable work on education financing, producing evidence to feed into resource allocation decisions, including on gender, teacher management, governance and accountability and providing access to information and good practices.

With funding from the Global Partnership for Education (GPE) Global, IIEP and the UNESCO Institute for Statistics (UIS) are combining their expertise in an ambitious project called "Improving national reporting systems on financing flows". The project has been providing direct and in-depth technical support to 8 countries in three regions to develop and implement sustainable methodologies to collect, produce, report and use quality education finance data. The countries are Uganda, Zimbabwe, Senegal, Côte d'Ivoire, Guinea Conakry, Lao PRD, Nepal and Vietnam. By improving the completeness and quality of education finance data available, this research and capacity development has the potential to significantly impact national policy-making and international reporting. It also includes a dissemination strategy that will allow other Member States to benefit from the lessons learnt and technical approaches developed.

Other major activities under this Expected result include:

1. The lead technical role played by IIEP in the development of UNESCO's core global indicators for HIV and AIDS;
2. In the arena of monitoring learning, IIEP continued its engagement with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), whose membership has now grown to 16 ministries of education. With the relocation of the SACMEQ Coordinating Center (SCC) to the University of Botswana at the end of 2014, IIEP hopes to continue its collaboration with both the SCC and National Research Coordination teams;
3. Support for developing school profiles as part of the Ministry of Education M&E system started in Madagascar and Togo;

In addition to the above, IIEP is finalizing the research cycle started during its previous Medium-Term Plan. Some 39 new publications were added to the Institute's website since the beginning of the quadriennium. A new research cycle has been designed which falls within two thematic clusters: Equity & Access; and Governance & Management.

In the second quarter of 2015, IIEP carried out a very successful Massive Open Online Courses (MOOC) on Fundamentals of Educational Statistics which was followed by over 900 individuals throughout the world out of which 25% were from Sun-Saharan Africa. This bold initiative allowed IIEP to reach out to new target audiences and the records show that 55% of MOOC participants belong to educational leadership and management in their countries.

Research activities completed since December 2014 include:

#### **Equity and Access**

- 2 studies and one literature review on gender equality
- 1 analysis of social investment for early childhood in nine Latin American countries through the systematization of the information on public spending and the identification of

Achievement(s)
<p>the portion of spending allocated to this area</p> <ul style="list-style-type: none"> <li>1 study in eight African countries to better understand the family and environmental contexts as they affect the development of young children and their access to primary school</li> <li>development an online observatory of ICT policies in education in Latin America, through the lens of equity and access to education</li> </ul> <p><b>Governance &amp; accountability</b></p> <ul style="list-style-type: none"> <li>the research program on school grants done in partnership with UNICEF was implemented in East Asia and the Pacific. It was disseminated at national and regional levels through policy seminars. A regional policy seminar in Bangkok was attended by participants from 12 Ministries of Education. In 2015, a new phase of the project was completed in Honduras with GPE financing. This research work is likely to lead to further technical assistance in the reformulation of the Honduran schools grants policy in the framework of the activities for the GPE-supported preparation of an education sector plan.</li> <li>a new international research project was launched in 2014: Innovative and cost-effective options for internal quality assurance of higher education level: the effects on academic quality, management and employability.</li> </ul>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Policy-makers engage in broad-based participatory processes for education reform and policy formulation	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Decision-makers participating in IIEP dedicated events expressing improved awareness of the importance of effective planning in overcoming pressing challenges in education (% , beneficiary feedback)</p> <p><b>T 2014-2015:</b> 80</p> <p><b>T CAP 2014-2015:</b></p>	75	High

Achievement(s)
Over the reporting period, IIEP has organized 7 opportunities for structured dialogue between policy makers and educational planners. These fora took several shapes, from face-to-face to online events.

### Achievement(s)

In August 2014, IIEP organized a Summer School Entitled *A Successful Education Reform: What role for planning and management?* The overall goal was to create a common understanding between senior policy-makers and senior technical staff, in particular directors of planning in ministries of education. To this end, education planning directors and high-level ministry officials focused for one week on setting up an effective planning department, and on strategies to overcome significant policy challenges. The Summer School brought together 28 participants from 12 African French-speaking countries (including 12 directors of planning, two ministers and several permanent secretaries). It provided a unique occasion for mutual enrichment through discussions based on recent research and practical examples but also to reassert a common commitment to more efficient and relevant planning and management of the education systems.

The IIEP *Policy Forum on Planning Higher Education Integrity* (Paris, 18-20 March 2015) brought together nearly 60 higher education experts and stakeholders from around the world to discuss recent and innovative initiatives aimed at improving transparency and reducing opportunities for fraud or corruption at the university level. Participants included university vice-chancellors and administrators, researchers, and representatives of education ministries, international agencies, research funding organizations, civil society, students' organizations, and the media.

Other outreach events included:

- a Policy Forum entitled "Improve learning in compulsory education": 650 participants
- an e-forum: 480 participants
- the policy research seminar on school grants: 80 participants
- A Policy Forum for Mexican University Chancellors on the topic *Where is Higher Education in Mexico headed to?* provided a space to discuss the new challenges for higher education, the status of Mexican universities, its development perspectives, and a government policy for higher education.
- the 2014 International Forum *Improve Student Learning in Compulsory Education: Policies and Actors* provided the opportunity to discuss the characteristics and results of policies aimed at improving learning processes implemented in Latin America in the past years

IIEP also upgraded its existing platforms and developed new resources platforms to serve emerging information needs:

- in December 2014, IIEP launched its new website.
- in July 2014, a new UNESCO HIV and Health Education Clearinghouse with a new design and enhanced content was launched. The Clearinghouse provides relevant, quality resources to actors who contribute to the improvement of policies and practices.
- the Planning for Improved Learning Outcomes (P4L) Portal was launched in February 2015. This portal provides information on existing research, evaluations and good practices to improve learning in primary and general secondary education, with particular attention to the needs of education planners and policy-makers, civil society actors, and funders throughout the world.
- The Ethics and Corruption (ETICO) information platform has become a unique tool for ministries, international organizations and agencies, NGOs, universities, and research

Achievement(s)
<p>institutions for discovering relevant information on ethics, corruption and transparency in the education sector. In 2014, ETICO was completely restructured as a comprehensive website and was updated with the findings of the latest Integrity planning research.</p> <ul style="list-style-type: none"> <li>the RedEtis (promoting an agenda of equity and justice on the topics of work and education) and SITEAL (Sistema de Informacion de Tendencias Educativas en America Latina) database which provides data on the link between the social dynamics and the educational practices in Latin America have been modernized. The offshoot, SITEAL-SIPI, is an online observatory that collects, systematizes, analyses and disseminates information on the commitments and effective actions taken by the States to promote and guarantee early childhood rights. The latest extension to SITEAL was created to inform on ITC policies.</li> <li>The Pôle de Dakar is updating a database of African countries, using Education Sector Diagnosis, to cross-check with UIS and make it available for education actors.</li> </ul> <p>As at May 2014, the 8 IIEP websites and thematic platforms totaled the huge performance of 2,5 to 3 million visits and 1,115 downloads from the IIEP online bookstore.</p> <p>IIEP has also actively supported the compilation of the EFA-Global Monitoring Report (GMR). The IIEP-Pôle de Dakar contributed country EFA reviews and participated in the EFA Africa report and IIEP-Paris provided a comparative study of pre- and post-Dakar education sector plans in 30 countries, to analyze and evaluate the impact of the 2000 Dakar Conference on the coherence and relevance of the plans. IIEP-Buenos Aires also provided a background paper based on a study on the analysis of education laws in the region and interviews under the focus on <i>Promoting education as a basic human right</i> for CLADE Brazil's contribution to the regional document on Education for All goals.</p> <p>IIEP contributed to the November 2014 G20 debate on anti-corruption by writing the education chapter of an analytical study on the consequences of corruption for economic growth and development presented by the OECD, in collaboration with the World Bank Group.</p>

## UNESCO Institute for Lifelong Learning (UIL)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	
ER 2: Stakeholders in Member States are supported to further literacy and basic skills as a foundation of lifelong learning	
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	
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	
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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans:(1)
ER 1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework	

(1) Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: No. of MSs supported where national authorities develop inclusive and gender-	7 lifelong learning policies and strategies mapped and analysed Saudi Arabia Viet	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p>responsive LL policies and/or promote and expand quality lifelong learning opportunities for all</p> <p><b>T 2014-2015:</b> 5 MSs supported in developing inclusive and gender-responsive LL policies</p> <p><b>T CAP 2014-2015:</b> 5 additional MSs supported in developing inclusive and gender-responsive LL policies</p>	Nam Iran Uzbekistan Republic of Korea Singapore	
<p><b>PI:</b> No. of MSs supported who have developed and implemented national policies in line with RVA and NQF mechanisms and frameworks</p> <p><b>T 2014-2015:</b> 5 MSs supported in line with RVA and NQF frameworks</p> <p><b>T CAP 2014-2015:</b> 10 additional MSs supported in line with RVA and NQF frameworks</p>	5 Member States supported Namibia Jordan Republic of Korea South Africa Saudi Arabia	High
<p><b>PI:</b> No. of cities that developed measures to implement the Key Features of Learning Cities</p> <p><b>T 2014-2015:</b> 20 cities developed measures to implement the Key Features of Learning Cities</p> <p><b>T CAP 2014-2015:</b> 250 cities developed measures to implement the Key Features of Learning Cities</p>	20 Cities from 15 Member States have been working as city partners of the GNLC	High

#### Achievement(s)

The importance of lifelong learning in the 21st century as a holistic and sector-wide approach to learning is being increasingly recognised. It involves all sub-sectors and levels of education in order to ensure the provision of learning opportunities for all individuals (UIL, 2013).

UNESCO's regional bureaux and field offices have sought to translate the principle of lifelong learning into their programmes, while certain specialized UNESCO institutes, particularly the UNESCO Institute for Lifelong Learning (UIL), have promoted research, advocacy and capacity development in building lifelong learning systems.

The Lifelong Learning Policies and Strategies (LLPS) programme focuses on expanding the knowledge base, building national capacities and promoting learning cities and learning communities. Its activities aim to help Member States establish lifelong learning systems as well as to support them in monitoring and evaluating the implementation of lifelong learning policies and strategies.

### Achievement(s)

#### **EXPANDING THE KNOWLEDGE BASE FOR BETTER POLICY-MAKING**

The LLPS programme has assisted a number of Member States in developing and enhancing their national lifelong learning policies and strategies for building inclusive and gender-responsive lifelong learning systems.

#### **56 holistic lifelong learning policies compiled and made available full-text**

UIL continued its global mapping and analysis of national lifelong learning policies and strategies, which was initiated in 2012. Examining more than 100 educational policy and strategy documents from Member States and international organisations, it has selected 56 documents that reflect a holistic and sector-wide approach to the provision of learning for all. Current abstracts for all selected policy documents are on line.

#### **The RVA observatory launched with 11 country profiles and 27 case studies**

The UIL Global Observatory on the Recognition, Validation and Accreditation (RVA) of the Outcomes of Non-formal and Informal Learning was launched in October 2014 with 11 Country Profiles and 27 Case Studies. They cover Member States from all 5 UNESCO regions. This new ePlatform can be accessed from the UIL webpage. UIL will add 5 more countries in July and thus reached its benchmark but also improved the quality of new country drafts submitted in 2013 in collaboration with national experts in the countries covered.

#### **The Global Inventory of NQFs has been expanded**

33 country cases of National Quality Frameworks (NQF) were published electronically and in print. UIL added 12 countries from Africa and 2 from the Latin American and Caribbean region. Through the compilation of these country cases, the Global Inventory continues to disseminate and communicate to relevant partners the growing need of recognising all qualifications achieved through formal, non-formal and informal learning.

In 2015, UIL published the 2015 edition of the Global Inventory of Regional and National Qualifications. The Global Inventory provides an inventory of the NQFs of eighty-six countries and seven regional qualifications frameworks.

#### **BUILDING CAPACITY FOR THE DEVELOPMENT OF NATIONAL LIFELONG LEARNING SYSTEMS**

#### **Intensive engagement in developing lifelong learning policies in the Kingdom of Saudi Arabia**

UIL has been working closely with the Kingdom of Saudi Arabia to support that country's efforts to provide quality learning opportunities to all youth and adults within a lifelong learning framework. A training workshop was conducted at UIL for Directors and Executives of Youth and Adult Education for Women in Saudi Arabia, from 29 September to 10 October 2014 with the support of the Ministry of Education of Saudi Arabia. The aim of the workshop was to develop the capacity of directors and executives responsible for youth and adult education for women at national and provincial levels in developing and reviewing policy and programmes in lifelong learning and gender-sensitive perspectives, in the particular social and

### Achievement(s)

economic contexts of Saudi Arabia. A follow up meeting is plan to take place in Saudi Arabia on the last trimester of 2015.

#### **Capacity building for implementing RVA systems**

150 researchers and practitioners from Asia and the Pacific, Africa and Europe, including delegations from India, Thailand , China and South Africa, used the evidence from 33 country cases developed by UIL to discuss and understand “The role of NQFs in strengthening alternative pathways for youth in transition” at a capacity-building workshop held at the Second International Conference of the German Research Centre for Comparative Vocational Education and Training (G.R.E.A.T.) at the University of Cologne, Germany from 22 to 24 September 2014.

In 2015, UIL best practice examples and tools such as the UNESCO Guidelines, the RVA Observatory and the Global Inventory of Regional and National Qualifications Frameworks, were used in the context of three technical assistance meetings.

At the 33rd May Annual International Educational Conference Bahir Dar University, Ethiopia, 150 researchers, policymakers and practitioners were made aware of the role of RVA and NQFs.

More than 200 decision makers at the International Conference on Emerging Trends in TVET: Vision 2025 held in Bhopal, Madhya Pradesh, India, improved strategies for delivering TVET through NQFs and RVA.

More than 100 researchers and practitioners were informed about RVA and NQFs as tools for institutionalizing and making continuous education the fourth pillar of the education system in the 13th International Conference “Lifelong Learning: Continuous Education for Sustainable Development”, at the Pushkin Leningrad State University in Saint-Petersburg.

#### **Promoting learning cities and learning communities**

##### **20 cities join the GNLC and eight of them started piloting the *Key Features of Learning Cities***

Twenty cities from 15 Member States across 5 UNESCO regions have been working as city partners of the GNLC, maintaining close contact with the network, participating actively in the activities of the GNLC and taking concrete steps to expand learning opportunities to all citizens in line with the recommendations of the *Beijing Declaration*. The GNLC membership application will be officially launched at the 2nd International Conference on Learning Cities in September. It is foreseen that as soon as the membership enrolment starts, more than 50 cities across 5 UNESCO regions will become part of the GNLC.

Eight cities – Swansea, Beijing, Ybicui, Gyeonggi-do, Mexico City, Espoo, Melton, Cork – are referring on the key features of learning cities and improve their practice of developing learning cities in their local contexts. UIL has also been providing technical assistance through seminars, workshops and regular engagement.

In order to enhance communication and cooperation between cities/regions, the GNLC coordination team has diversified its communication channels by launching the GNLC website and the GNLC newsletter.

### Achievement(s)

#### **Expanding the knowledge base on building learning cities**

UIL supports the cities joining the GNLC by documenting and sharing successful practices.

Twelve case studies have been compiled from 12 cities across 5 UNESCO regions. The case study publication brings together the diverse experiences of cities as they work towards the target of providing lifelong learning for all. It targets to enhance communication and cooperation between urban communities around the world, giving city authorities, citizens and all stakeholders across sectors a better understanding of the learning city approach.

The case studies is going to be published in August, accompanying by the UNESCO Guidelines for Building Learning Cities which will help cities in developing or improving their procedures in building successful and dynamic learning cities. The publication will be distributed at the 2nd International Conference on Learning Cities and available on the GNLC website afterwards.

#### **Reviewing progress and sustaining momentum: Planning for the 2nd International Conference on Learning Cities in Mexico in 2015**

Along with the increasing momentum of promoting lifelong learning and developing learning cities all over the world, the initiative of the GNLC has got positive and active response from the Member States. To take stock of the achievements and lessons learnt in building learning cities in international communities and the progress in the establishment and expansion of the GNLC, the 2nd International Conference is going to be held in Mexico City, Mexico. The original proposal (form May 7-9) was not possible to maintain, given some Mexican regulations and the conference was rescheduled from 28 to 30 September, 2015.

To prepare for the Conference, two international expert meeting have been held: UIL together with the Government of Mexico City organized the 1st International Expert Meeting for preparing the 2nd International Conference on Learning Cities (ICLC) on 19 and 20 November. More than 50 experts, governors and educational executives from around 20 countries were gathered in Mexico City. The 2nd International Expert Meeting for preparing the 2nd International Conference on Learning Cities (ICLC) was held in Hangzhou, China, on 3 and 4 March. More than forty participants, including representatives of UNESCO offices and UN agencies, global leaders, mayors, city education executives and representatives of the private sector and international organizations came together to prepare the 2nd ICLC.

**These activities mentioned above have generated concrete changes in international communities. Cities are benefiting from being part of the network through participating in the activities within the network and getting technical support of the coordination team at UIL.**

**The results of the actions along the four main streams in this area of intervention can be summarised as below:**

- The national policy documents mapped have been useful to UNESCO units to find ways in which Member States are monitoring lifelong learning based on their policy strategies. Also to researchers from universities from Aarhus University, the University of London, the University of Deusto (Spain), and the University of Melbourne, and by policy-makers from Austria, China, Mexico, the Kingdom of Saudi Arabia, and the Republic of Korea. This comprehensive, analytical knowledge platform will support more informed decision-making processes as countries develop national education policies into holistic lifelong learning policies.
- Participants of the Training Workshop for Directors and Executives of Youth and Adult Education for Women in Saudi Arabia will complete the draft proposal and form national

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working teams/task forces to develop lifelong learning policies. The follow up workshop in 2015 will reinforce more concrete results on the country.

- In Philippines, the City of Balanga adopted the learning cities concept in a barangay (the smallest political unit in the Philippines). In this programme, every other week government personnel go to villages for consultation, dialogue and to deliver various services such as skills training and medical aid. The programme emphasizes that each demographic group (i.e., senior citizens, women's groups, college scholars, etc.) in a barangay should become a lifelong learner.
- In Australia, drawing on the Key Features, the City of Melton has developed a community learning plan that contains an embedded evaluation mechanism and can be used to monitor the progress of learning city programmes.
- In China, as a follow-up of the 1st International Conference on Learning Cities, in August 2014, the first Chinese national official policy paper on learning cities, entitled "The Decision on Promoting Building Learning Cities" was jointly issued by the Ministry of Education and six other Chinese central government ministries. It will serve as the guideline for the development of learning cities in China. The city of Hangzhou has formed a Municipal Steering Committee of Learning City Construction and an associated Executive office to involve all stakeholders across different sectors.
- After The first International Expert meeting, UIL has received feedbacks from the participants-they highly recognised the value of the meeting and being part of the GNLC- they are able to form an active part of a group of cities possessing common interests, be inspired by the discussion and dialogues among peers, and be supported by experts and professionals specialised in the field of promoting and practising lifelong learning to tackle their specific challenges.
- In Finland, the City Council of Espoo has decided, in December 2014, to use the Key Features of Beijing Declaration as a guideline for their future city development. They have selected the most essential features from the list of Key Features based on the needs of the city. They plan to make learning city targets familiar and vivid for citizens and people working in education field.

There are several important lessons learnt through the activities conducted in the programme.

The first lesson learnt is the importance of collaboration and cooperation with partners and also within the programmes and units of UIL. The mapping and analysing national lifelong learning policies and strategies was a joint cooperation between the LLPS programme and the library unit. The success achieved by the *Training Workshop for Directors and Executives of Youth and Adult Education for Women in the Kingdom of Saudi Arabia* is a result of a strong network with the Adult Education Department of Saudi Arabia, a variety of partners working in relevant fields (e.g., the Education Centre of the Chamber of Commerce Hamburg, the Danish Adult Association, the Danish Ministry of Education, the Danish) and a joint efforts from all the programmes and units at UIL.

A second lesson learned is the strong necessity in Member States to share and exchange their country specific models on RVA and NQFs. There is active response from national focal points to contribute, update and validate the country examples and case studies included in the RVA Observatory and the NQF inventory. Also that countries benefit from cross country analysis of the country examples as this analysis is done in relation to a common template. It gives countries an overall strategic direction for the way forward.

And the third one, the successful cases of developing learning cities in international communities have repeatedly verified the significance of the participation and collaboration of stakeholders from a variety of sectors. As the comprehension of lifelong learning for all is not the sole duty of the educational sector, to build up a learning city requires the inter-sectorial coordination and multilateral partnerships across sector. In the diversity of contexts, the rationale or motivation for a city to become a learning cities vary, which will result in their

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<p>different prioritised areas of interest in developing learning cities.</p> <p><b>In general, the activities conducted in this area of intervention will contribute to C/5 ER1: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework.</b> National governments play a major role in setting the agenda and the vision in building lifelong learning strategies for a learning society. With the rapidly growing trend of urbanisation, the role of cities has become more important than ever before. <b>The activities conducted in this area of intervention also contribute to the Global Priorities Africa and Gender Equality- gender equality is one of the core elements in the Programme and all the activities organised have been given having priority (in terms of financial and technical support) for African countries.</b></p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. There is an imperative need to clarify the concept of lifelong learning and the steps required to be taken to operationalize it in the specific context of each country. The key challenge is to reorient current paradigm and focus on translating concepts into policies and strategies. 2. A second key challenge centres on sharing information and knowledge about good practices and country-specific models of recognition, validation and accreditation (RVA) and national qualification frameworks (NQFs). Many national focal points have taken up UIL's invitation to contribute, update and validate the country examples and case studies included in the RVA Observatory and the NQF inventory. 3. UIL's third key challenge is to encourage collaborative work between the local level and the national level. A multi-sectoral collaborative approach and close cooperation between the national and local governments is needed for the efficient implementation of lifelong learning strategies. In many cases, local governments demonstrate strong political will to build learning cities, but their possibilities of action may be limited by national structures.</p>	<p>1. To promote national policies that operationalize lifelong learning, UIL is widening its focus beyond the adult education sector to engage with a wide range of stakeholders in the labour and environmental sectors as well as at local administrative levels. UIL has also initiated a project that maps the various understandings of the concept across different countries. The ultimate objective here is to propose indicators for lifelong learning. 2. Intensive research work is underway to develop insights into the reality of RVA in Member States. Effective cooperation with partners such as CEDEFOP and ETF has intensified communication with major players in the field. The arrival of several new staff members in the second semester of 2015 and the ongoing revision of the presentation of the RVA Observatory and the NQF inventory on the UIL homepage will further help to improve communication with the international community. 3. The Global Network of Learning Cities team is now working more closely with national authorities, such as national ministries of education and labour and National Commissions to UNESCO. These authorities are providing UIL with a better picture of the cooperation between the different governmental levels. UIL's work with national authorities is also contributing towards closer and more sustainable cooperation with cities in general. The involvement of National Commissions will be further strengthened with the launch of GNLC membership and the UNESCO Learning Cities Award at the 2nd</p>

Key challenges	Remedial actions
	International Conference of Learning Cities in Mexico, as National Commissions will be responsible for nominating cities for membership of the network and the award. This will also strengthen the relationship between the local and national governmental levels.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Stakeholders in Member States are supported to further literacy and basic skills as a foundation of lifelong learning	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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>T 2014-2015:</b> 2 <b>T CAP 2014-2015:</b> 4	2	High
<b>PI:</b> 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>T 2014-2015:</b> 5 <b>T CAP 2014-2015:</b> 8	3	High
<b>PI:</b> 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.	11	High

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>T 2014-2015: 5 T CAP 2014-2015: 10</p>		

**Achievement(s)**

**Progress Assessment:**

UIL's LBS programme contributed to the concept and programme of the training workshop for Directors and Executives of Youth and Adult Education for Women in Saudi Arabia (29 September to 10 October 2014 at UIL) by providing inputs on literacy and basic skills.

Since May 2015 UIL is contributing to the Education Sector Analysis and preparation of an Education Sector Development Plan (ESDP, 2016-2025) for Tanzania Mainland. At the request of the Ministry of Education UNESCO Dar es-Salaam has put together a technical team under the leadership of IIEP to assist a national team in this task. This technical assistance is funded by the GPE. So far, UIL has participated in two missions in May and June to assist the national team to undertake the sector analysis, with a particular focus on the adult literacy and non-formal education sub-sector. The new sector plan is expected to be ready by October 2015.

Since 2014, UIL has contributed, in many cases as a network member or co-organiser, to a number of international policy forums, seminars and workshops reaching out to more than 1520 participants with advocacy messages and information on literacy as a foundation of lifelong learning. In the first semester of 2015, additional 500 participants have been reached with advocacy messages and information on literacy as a foundation of LLL including a symposium at the Bremen University titled "Indigenous Peoples and the Decolonization of Science" in January 2015; an international seminar on the uses of literacy-related terminology in different European languages took place at UIL from 2 to 3 February; a panel on youth and adult literacy in the framework of the Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali, Rwanda, in February 2015; a Regional Community Learning Centre Conference on the role of CLC for intergenerational learning focusing on elderly taking place in Chiangmai, Thailand, in February 2015; the Second ELINET Conference in Budapest, Hungary, in April; a parallel session on youth and adult literacy at the World Education Forum in Incheon, in May 2015; the fifth European Basic Skills Network (EBSN) meeting in The Hague, Netherlands, in June 2015; and three parallel workshops at the International Council of Adult Education 9th World Assembly in Montreal, Canada, in June.

The international seminar on the uses of literacy-related terminology in different European languages, which took place at UIL from 2 to 3 February, was co-organised by UIL and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) of the Institute of Education, University of London, and in the context of the European Literacy Policy Network (ELINET). During this meeting, participants analysed the conceptual understandings of literacy that shape literacy policies in Europe. The seminar produced a series of recommendations on how terminologies may be more precise (e.g. what is meant by "basic" or "functional" literacy), while at the same time acknowledging increased complexity and respecting adult literacy learners (i.e. avoiding negative and stigmatizing connotations). Participants agreed to develop a learning package that can be used by different stakeholders in

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<p>Europe to advocate for an enhanced understanding of literacy. In preparation for this discussion a survey was designed to gather information from 33 organisations in 18 European countries.</p> <p>In the framework of UIL's longstanding partnership with the Association for the Development of Education in Africa (ADEA) and as a follow-up of the ADEA triennial 2012, UIL has collaborated with the ADEA Working Group on Non-formal Education (WGNFE). In December 2014, UIL participated in a validation workshop to analyse some of these studies and in a meeting of the WGNFE Advisory Committee, of which UIL is a member. In the beginning of July, the Executive Secretary of ADEA and two senior management staff will have a full day meeting to discuss joint activities.</p> <p>To support governments, civil society and community-based development organisations to implement the commitments made in the Kominkan-CLC World Conference on ESD (Okayama, Japan, October 2014), UIL published <i>Communities in Action: Lifelong Learning for Sustainable Development</i>. This handbook identifies key action principles and policy support mechanisms to advance community-based learning for sustainable development. In recognition of UIL's work in promoting education for sustainable development at local level (i.e. inputs in the Okayama and Nagoya conferences in 2014 and the Global Network of Learning Cities), UIL has been selected as one of partner networks for the Global Action Programme on Education for Sustainable Development.</p> <p><b>Recherche-action sur la mesure des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA):</b></p> <p>Five countries –, Burkina Faso, Mali, Morocco, Niger, and Senegal –conducted field research on literacy outcomes with UIL's technical support. All except Mali and Niger have already completed the main survey. The Senegalese RAMAA reference framework has been used in the CapEFA Senegal Programme on teacher training. It is also being considered as a framework for a possible master's course at Dakar University's National School of Applied Economics (ENEA). In Morocco, data from RAMAA provided an important basis for the redevelopment of the national literacy strategy and road map for 2014 to 2020. In Niger, the results were used to draw up the accelerated adult literacy plan recently adopted by the government.</p> <p>From 13 to 15 October 2014, UIL and the UNESCO Dakar Office hosted a technical workshop at UIL to conduct a critical review of the first phase of RAMAA and to plan for the development of a concept and strategy for the second phase of the project, starting in 2015. The meeting benefited from the expertise of high-level specialists from OECD, Statistics Canada, and French universities. The recommendations resulting from the workshop have been summarised into a report which was shared with country teams at the sixth international RAMAA workshop, as well as the synthesis report on the first phase of the project.</p> <p>The sixth international RAMAA action research workshop was held from 4 to 6 May 2015 in Abidjan (Côte d'Ivoire) with the aim to carry out a critical review of the first phase and reach a consensus on the planning of the second phase. Some fifty participants were present, including education ministry officials, university professors and specialists from national statistical institutes of Burkina Faso, Mali, Morocco, Niger and Senegal, Benin, Cameroon, Côte d'Ivoire, Central African Republic, Democratic Republic of Congo, Chad and Togo, as well as</p>

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international experts from the OECD, the Centre international d'études pédagogiques (CIEP), UIS, researchers and consultants from Hamburg University and from Canada, and technical and financial partners from SDC, AfDB, and the ADEA. All 12 participating countries and the external experts and partners, expressed a strong commitment to take part in the second phase of the project. The report of the first phase of RAMAA as well as the concept note of the second phase are currently being finalized.

#### **Use of action research to improve the quality of literacy programmes in multilingual contexts**

UIL, together with UNESCO offices in Abuja and Dakar, developed a guidebook on action research in the field of adult literacy. In 2015, UIL and the UNESCO Multi-Sectoral Regional Office in Abuja invited 24 specialists from 19 interested training institutions (universities, training centers and NGOs which train adults and adult educators) in 15 countries in Africa, Asia and Europe to an international workshop on 'Participatory and collaborative action research to empower youth and adult literacy learners in multilingual and multicultural contexts'. Five of these training institutions will incorporate action research as a new element in their training programme. The participants adopted the UNESCO guidebook as a useful resource for training adult education personnel. They shared experiences on different approaches to making use of participatory action research and to integrating it in training. The workshop illustrated how participatory and collaborative action research can be used to develop relevant, high-quality and empowering literacy and basic skills learning opportunities. In order to continue the collaboration an online group has been set up for the participants of the workshop. It is open for other interested specialists. Other follow-up activities with the five institutions which are about to integrate action research in their curriculum are currently being discussed.

#### **UIL's Effective Literacy and Numeracy Practices Database (LitBase)**

Since 2014, 43 new case studies in English and French were added to UNESCO's Effective Literacy Practices Database (LitBase). Case studies are also available in Spanish. There has been a growing interest in this database over the last few years with an increase from an average of 4,200 unique visitors per month in 2012 to 7,500 visitors per month in 2013 and to almost 9,000 visitors per month in 2014. During the reporting period (January 2014 to 30 June 2015) more than 167.000 stakeholders were reached with LitBase.

The compilation – entitled *Harnessing the Potential of ICTs for Literacy Teaching and Learning* and comprising 26 case studies – was also published online in French and Spanish in Spring 2015.

The UIL Literacy and Basic Skills Mailing List reached over 1000 subscribers (as of June 2015) with news on literacy-related events, research reports, articles or publications. The inputs, feedback and requests from subscribers indicate a high level of engagement and interest among policy-makers, researchers and practitioners.

#### **Technical assistance under the UNESCO CapEFA Programme:**

UIL's LBS Programme continued to provide technical assistance to the 11 CapEFA Programmes in countries focusing on literacy and non-formal education. This involved providing in-depth feedback to the annual reports coming from the field offices responsible for the CapEFA Programmes and, on the basis of these reports, preparing a draft chapter on literacy for the 2014 Annual Report on the CapEFA Programme. In addition, the LBS Programme participated in the annual Joint Donor meeting of the CapEFA Programme at UNESCO HQ in

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<p>Paris (13 May) and provided technical backup to CapEFA coordinators for literacy programmes in Bangladesh, Cambodia, Chad, Mauritania, Mozambique, Nepal, Senegal, South Sudan, Timor-Leste, Togo and Yemen. The following CapEFA programmes received particular support:</p> <p><b>Democratic Republic of the Congo (DRC):</b> In 2015, UIL has shared this publication online and hard copies with its international network and with UNESCO offices in Abuja, Dakar and Yaoundé which expressed interest.</p> <p><b>Mozambique:</b> In June 2015, UIL supported the CapEFA Mozambique Programme in two national workshops in Maputo, to analyse the results of the evaluation of the National Strategy on Literacy and Adult Education (2012-2015); and to prepare a family literacy &amp; learning pilot project funded through the Malala Initiative in Mozambique. The first workshop was attended by around 80 stakeholders from the national and provincial level, and the second workshop was attended by 40 representatives from different institutions to discuss the different steps for the implementation of the pilot project in three districts.</p> <p><b>Senegal:</b> In 2015, UIL provides technical support to two activities in the context of CapEFA Senegal which are (i) the development of a monitoring tool to monitor the implementation of the new components of the teacher training programme and (ii) the development of a harmonized model of bilingual formal and non-formal basic education in Senegal.</p> <p><b>Togo:</b> .A consultative meeting is planned for the end of July 2015 in order to discuss the implementation of the CapEFA Togo's activities.</p> <p><b>3 other countries covered under different cooperation agreements:</b></p> <p><b>Afghanistan:</b> UIL continued to provided technical assistance to the third phase of the Enhancement of Literacy in Afghanistan (ELA 3) programme (2014–16), funded by the governments of Sweden, Japan and Finland. In April UIL helped to facilitate and provided input to a national seminar to discuss a competency-based curriculum for ELA 3, which was attended by 46 senior staff of the Literacy Department including the Deputy Minister and resulted in a) a better understanding of competency-based curriculum approaches; and b) a broad agreement on the core competencies that should be prioritized in the future literacy programme.</p> <p><b>Mexico:</b> In April 2015 UIL signed another agreement with INEA for further technical assistance in 2015 which consists in the strengthening of the monitoring and evaluation system of the National Literacy Campaign which was launched in August 2014. INEA has planned several external evaluation interventions for 2015 to which UIL is expected to provide in-depth feedback and advice.</p> <p><b>Nigeria:</b> In the framework of the Revitalizing of Adult and Youth Literacy (RAYL) in Nigeria Project, two researchers and three UNESCO Abuja staff participated in a workshop for training institutions to introduce participatory action research in adult literacy / education programmes (Hamburg, March 2015). The Federal National Commission for Mass Literacy, Adult and</p>

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<p>Non-formal Education (NMEC) has published a collection of research papers which were drafted during the scholarships offered in 2013.</p> <p><b>Literacy and life skills education for vulnerable youth</b></p> <p>An online platform with collection of testimonies by young men and women from Asia and the Pacific and the Latin America on the power of community education are being prepared. UIL initiated youth-led participatory research to study vulnerable and disadvantaged young women's demand for basic (skills) education and to build strategies and tools to enhance difficult-to-reach young populations' access to and completion of relevant learning opportunities.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. While it is generally recognized that literacy is the foundation for lifelong learning, many of the programmes in countries are planned without adequate attention to this linkage. The initial literacy campaigns are not integrated into a systemic approach that facilitates lifelong learning. 2. Literacy is still not seen as a continuum of skills and there are few measurement tools and inadequate data about the literacy outcomes. 3. The Member states are faced with the key challenge of integrating literacy as a key component of the education system and closely connected with the development of sustainable, peaceful, inclusive societies. The key challenge is to translate the integrated and expanded vision of literacy relevant for the learners of the twenty first century into innovative, credible, sustainable programmes, adequately funded and effectively managed.</p>	<p>1. UIL is prioritizing the interventions that have the potential to make an impact on national capacities to design policies and programmes. Good communication with colleagues of UNESCO field offices is also helping to effectively support member states. UIL has been focusing on building national capacities to deliver better literacy programmes and better integrate them into the national education strategies and programmes. UIL is strengthening its contribution to evidence-based policy making and effective implementation by constantly updating the databases on good practices, developing guide books and analysing the evidence in the form of case studies and policy briefs. 2. UIL has been implementing RAMAA programme focused on measuring literacy outcomes and is now exploring the possibility to build on the lessons learnt from this project to encourage, in close collaboration with UIS and other organizations, other countries to develop affordable, credible system of measurement of literacy outcomes. 3. There is a growing recognition that literacy efforts must get increasingly connected with the framework of Sustainable development goals that will be established in September 2015. A multi-stakeholder partnership to achieve synergies of action is being planned as a response to meet the unfinished global literacy agenda.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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 one of the five areas of the BFA</p> <p><b>T CAP 2014-2015:</b> 4 MS have revised their education policy by introducing or expanding a lifelong learning perspective and/or an adult education</p>	Ghana developed a draft NFE policy, Mali revised modules for the training of educators with support from UIL	High
<p><b>PI:</b> Number of supported Member states using regional and national adult learning and education strategies and monitoring mechanisms</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> in addition: 15 MS engaged in further implementing CONFINTEA Follow-up according to Belém Framework for Action</p>	All Member States were asked to complete template, response expected by August 2015	Medium
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 5 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth</p>	Experts from six Member states will be invited in the context of the UIL Fellowship Programme in October 2015	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b> 10 Member States report about new programmes or improved infrastructure (e.g. CLCs) in support of youth</p>		
<p><b>PI:</b> UNESCO's standard setting instrument - Recommendation on the development of Adult Education used to revise national policies</p> <p><b>T 2014-2015:</b> 15 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online media</p> <p><b>T CAP 2014-2015:</b> 15 Member States actively engaged in revising the UNESCO Recommendation by producing input to consultation, including online</p>	<p>Feedback from 49 Member States received</p>	<p align="center">High</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 10 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement</p> <p><b>T CAP 2014-2015:</b> 10 journals or relevant publications refer to GRALE I or II as a source for policy debate and/or practice improvement</p>	<p>GRALE I and II were mentioned in more than 100 publications (according to Google)</p>	<p align="center">High</p>
<p><b>PI:</b> Policy briefs produced, research seminars organized, research networks entering into partnership with UIL</p> <p><b>T 2014-2015:</b> Links given in Policy Brief 1 and/or 2 used by 500 users Regular contact with 1 new research network (beyond ENA) established</p> <p><b>T CAP 2014-2015:</b> In addition: 1 Research Seminar</p>	<p>Use of policy briefs could not be tracked so far, no further contacts with research networks were established</p>	<p align="center">Low</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> Website traffic &amp; downloads increased by 50 % Contributions received from actors in 10 Member States; Access to info on distance education at European HEI improved</p>	<p>No figures on specific use of CONFINTEA Portal available so far; Reports on IDEAL project prepared and published online</p>	<p align="center">Medium</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b> Instruments and material available in French and Spanish</p>		
<p><b>Achievement(s)</b></p>		
<p>Supporting Member States in improving policy and practice in adult learning and education (ALE) and helping them to create more learning opportunities for youth and adults in line with UNESCO's Medium-term Plan (37 C/4) and the Education's Sector main aims of supporting sustainable development and peace as given by the 37 C/5 are the key objectives of UIL's work in support of ALE. CONFINTEA follow-up activities have been pursued with focus on policy advice, conceptual support and capacity development in and for Member States.</p>		
<p><b>Progress in the different regions has been made as follows:</b></p>		
<p>AFR: Eritrea, Ghana and Mali revise their policies concerning adult learning in the perspective of lifelong learning, with support from UIL; Ghana has revised its NFE policy substantially through a workshop in June 2015 ; an e- platform on capacity development for youth ("Zankey Faba") has been launched in cooperation with ADEA and CIDA to support adult learning practice in the region.</p>		
<p>LAC: The Glossary on lifelong learning terminology has been translated into Portuguese.</p>		
<p>ASP: The Republic of Korea's National Institute for Lifelong Education (NILE) took the lead to undertake a research study in cooperation with UNESCO BKK on benefits of adult and lifelong learning in Asia.</p>		
<p>EUR: Follow-up is pursued in consultation with the EU Commission; UIL promoted the development of a e-platform on adult learning and education practice (EPALE) which is now functional.</p>		
<p>ARA: Regional CONFINTEA Follow-up Conference which will finalize the cycle of regional conferences planned for September 2015 in Alexandria (Egypt) in cooperation with UNESCO Beirut and UNESCO Rabat..</p>		
<p><b>UIL's flagship publication Global Report on Adult Learning and Education (GRALE) helps monitor progress:</b></p>		
<p>Providing Member States with trends and developments in adult learning and education (ALE) from an international perspective backed by comparable data will help Member States to improve learning conditions for adult learners in accordance with their national priorities. UNESCO's Global Report on Adult Learning and Education (GRALE) is the key instrument for monitoring progress in Member States with regard to the recommendations adopted by the World Conference on Adult Education, CONFINTEA VI in 2009, through the Belém Framework for Action.</p>		
<p>To monitor progress in provision of adult learning and education in Member States, preparations towards the third issue of the Global Report on Adult learning and Education (GRALE III) have been continued, it shall be published in 2016 with a thematic focus on "The wider benefits of adult learning and education". It will document benefits from adult learning in the areas of health and wellbeing, community and society, and employment and labour market. The template/questionnaire to request data and national reports from all 195 UNESCO</p>		

### Achievement(s)

Member States has been prepared and a request sent to member states to fill it until 15 August 2015. A team of authors has produced a first draft of the foreseen chapters on the basis of previous GRALEs, available further reports and research findings and other literature.

#### Revision of the 1976 Recommendation on the development of adult education:

A draft revised version of the UNESCO *Recommendation on the Development of Adult Education* has been prepared with the help of international experts and with input from an open online consultation, and in conjunction with a draft revised Recommendation on TVET (which was handled by HQ). A first draft was sent to Member States in September 2014, requesting their comments by January 2015, these were integrated into a resulting final version to be submitted to the 38th General Conference which was sent to Member States in April 2015. The draft reflects, under the title "Recommendation on Adult Learning and Education (2015)" the conceptual paradigm shift from supply-oriented adult education to more demand-driven adult learning and education, while recognizing the overall concept of lifelong learning as its backbone. The Recommendation's new definition of adult learning and education reflects this shift while preserving key elements of the previous definition; i.e., concerning the varying understandings of the age limit when adulthood is considered to commence in different cultures. The draft text refers to the concept of lifelong learning and underlines the overall aim of ALE, namely to ensure that that all adults participate in their societies and the world of work. It takes into account the three key domains of adult learning and education: literacy and basic skills; continuing training and professional development; and education and learning opportunities for active citizenship, variously known as community, popular or liberal education, to empower people to engage with a wide range of social issues. The strong potential and supportive function of information and communication technologies (ICT) is underlined. The foundational role of literacy is reiterated and its function as a condition to realize the right to education is highlighted. The areas of action described in the set of concrete recommendations follow the logic of the *Belém Framework for Action*, which will be helpful for further monitoring since the established mechanisms of the CONFINTEA process, including GRALE based on triennial national reports, will monitor also the implementation of the Recommendation.

#### Advancing adult learning through ICT-based initiatives

The research project on the impact of distance education on adult learning (IDEAL) in Europe has been finalized in cooperation with partners, the second and third report (one on the profile of higher education students, one on the profile of potential participants in distance learning) have been prepared for online publication, a range of activities were undertaken to disseminate findings to the interested public, especially through information sessions and workshops during conferences on various themes in the context of European higher education.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
1. Even though Adult Learning and Education (ALE) goes beyond adult literacy and	1. The new UNESCO Recommendation on ALE (RALE) addresses explicitly concerns of

Key challenges	Remedial actions
<p>vocational skills and is crucial for the achievement of the Sustainable development Goals(SDGs) being adopted for the period 2015-30, there is a conspicuous lack of focus on this component of education. The key challenge is to reinforce ALE in the context of the SDGs with evidence-based advocacy demonstrating its centrality to the acceleration and achievement of all the SDGs. 2. The second key challenge is to ensure all the member states effectively follow up their commitments made at International forums like CONFINTEA VI. While UIL is monitoring progress on the implementation of the Belém Framework for Action (BFA), many Member States have yet to put in place sustainable programmes for realizing the transformative potential of adult learning. 3. Strengthening communication between UIL and the international ALE community, concretely through the CONFINTEA Portal and the CONFINTEA Follow-up Bulletin remains challenging in terms of interactive communication with and through players in the field.</p>	<p>sustainable development through a rights-based approach and should consequently be helpful to promote ALE. 2. UIL is planning the CONFINTEA mid-term conference in 2016 which will be provide an opportunity for a broad policy debate to enrich ALE in the perspective of sustainable development. Simultaneously, UIL is following up with countries through policy dialogue and capacity development to enhance the quality of adult learning and education in selected countries. 3. The third issue of the Global Report on Adult Learning and Education (GRALE III) which will be produced in 2016, focussing on the larger benefits of ALE, e.g. concerning health, employability and community development, is expected to stimulate interest in ALE as a key instrument for sustainable development. 4. Existing partnerships with supportive networks, e.g. the International Council of Adult Education (ICAE) and the Association for the Development of Education in Africa (ADEA) will be used and further strengthened, e.g. in connection with national and regional CONFINTEA Follow-up and monitoring, GRALE III dissemination and capacity building through UIL's CONFINTEA Fellowship programme.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	●

<sup>(1)</sup> Note: ■: Not on track; ▲: Partly on track; ●: On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 2,200 users and research requests for the period Additional 8 CONFINTEA Scholarships for the period 100 remaining active ALADIN members</p>	<p>2,200 users and research requests for the period Additional 10 CONFINTEA Scholarships for the period 100 remaining active ALADIN members for the period</p>	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b> 2,200 users and research requests for the period Additional 8 CONFINTEA Scholarships for the period 100 remaining active ALADIN members for the period</p>		
<p><b>Achievement(s)</b></p>		
<p>In the first part of 2014, the <b>UIL Library</b> refocused its information work based on the results of a comprehensive user survey. It investigated 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 and directly supported the programme work of UIL.</p> <p>As a result two new projects have been started:</p> <ul style="list-style-type: none"> <li>- Together with the UIL programme on Lifelong Learning Policies and Strategies, the Library has established and maintained an online collection of 54 lifelong learning policy documents, including full-text links and abstracts. For collecting the documents it was helpful to tap into the knowledge base of IIEP's database Planipolis.</li> <li>- Together with the UIL programme on Literacy and Basic Skills, the Library has started the digitalization of 50 selected examples of the special collection of adult literacy teaching materials and will add the full-text links to respective practices in UIL's database on Effective Literacy Practices (LitBase).</li> </ul> <p>Since April 2015 the UIL Library started the process of migrating all cataloguing data of the more than 7.600 items of the Special Collection of adult literacy teaching materials into UNESDOC, the UNESCO online catalogue. This project will take until the end of 2015 and is implemented in close cooperation with library colleagues and one IT consultant at UNESCO HQ.</p> <p>Apart from providing general information services in the area of UIL's expertise, the UIL Library continued to share important documents and contacts to provide assistance to specific requests from Member States. Throughout the year the library continued to host scholars, international researchers and interns for periods ranging from a few days to several months, giving them the opportunity to use the resources of the library and supporting them in their research studies and programme work.</p> <p>In addition, one librarian has supported from October 2014 the GRALE III production process.</p> <p>There were about 100 applications for the four <b>CONFINTEA Scholarships</b> 2014. The scholarships were awarded to education stakeholders from Ghana, Cabo Verde, Mongolia and China, who have conducted their research at UIL throughout September 2014. As a first result of the scholarships they have produced during their stay the ground work for the first</p>		

Achievement(s)
<p>Bachelor's degree programme for teachers and facilitators of Community Learning Centres in Mongolia; a case study on the Learning City of Beijing; a draft for the first non-formal education policy for Ghana; and a scholarly article about adult education in Cabo Verde.</p> <p>In April 2015, two CONFINTEA scholars from Chad and Sweden did research in the UIL Library. As a result a research paper was written on the language of instruction within the education system in Chad and research was undertaken in the area of libraries and literacy, including revising the IFLA Guidelines for Library-Based Literacy Programs.</p> <p>There were more than 70 relevant applications for the four CONFINTEA Scholarships in September 2015 and the Director of UIL selected the following educationalists from Brazil, Iran, Vietnam and Ukraine:</p> <p>Mr Timothy Ireland (Federal University of Paraiba, Brazil) will do research in the area "The post-2015 agenda on education and development: what does it mean for the future of adult education?"</p> <p>Mr Ali Ziyaeemehr (Director of Strategic Research Department, Ministry of Education, Iran) will develop "A framework for adult literacy education programs in the I.R. of Iran</p> <p>Ms Thi Bao Ngoc Nguyen (Specialist, Ministry of Education and Training, Vietnam) will develop a handbook on "The sustainability of Community Learning Centers (CLCs) in Vietnam"</p> <p>Ms Olena Vasylenko (Senior Scientific Researcher, Andragogy Department, National Academy of Pedagogical Sciences, Ukraine) will do research in the area of "Non-formal Adult Education Development in the Ukraine"</p> <p>Major initiatives of the <b>ALADIN network</b> facilitated access to relevant documents and advocated for the importance of libraries, particularly for literacy. A joint article for the <i>International Review of Education (IRE) – Journal of Lifelong Learning</i> was written by the ALADIN coordinator and the Director of ALADIN member READ Nepal on the role of community libraries in supporting literate environments and sustaining literacy skills.</p> <p>In November 2014, the <i>ALADIN Online Alert</i> was launched, designed to share, on a bi-monthly basis, new online and full-text information and documents in the areas of adult learning, adult literacy, lifelong learning and technical and vocational education and training (TVET). It is an ongoing coordination between UIL and ALADIN member <i>Centre de documentation sur l'éducation des adultes et la condition féminine</i> (CDÉACF).</p> <p>Furthermore, ALADIN supported in 2014 the establishment of an European Network "Libraries for Literacy" and several ALADIN members met at IFLA, the World Library Information Congress that took place in August 2014 in Lyon, France. The ALADIN coordinator will be on the Standing Committee of the IFLA Section on Literacy and Reading for the period 2015-2019 and will represent UIL and ALADIN also at the next IFLA conference in August 2015 in Cape Town, South Africa.</p> <p>In June 2015, an ALADIN workshop was held at the World Assembly of the International Council of Adult Education (ICAE), which took place in Montreal, Canada. During the ALADIN</p>

Achievement(s)
<p>workshop participants, including a delegation of five ALADIN members from the ALADIN Advisory Committee, had the chance to discuss past, present and future ALADIN activities. They agreed for the ALADIN Online Alert to launch a mobile version, to explore the option of establishing an archive of documents from previous alerts and to strengthen efforts to better balance the regional representation of documents in the alert. Furthermore the need for peer learning and professional exchange was stressed with ALADIN continuing to be a digital and personal meeting point for sharing best practices in library and knowledge management on adult learning and literacy.</p> <p><i>Cost-effectiveness/efficiency measures</i></p> <p>With only 1,7 full-time posts and a programme budget of € 20.000 for all library projects, outcomes are delivered in a cost-effective way. The UIL Library receives an annual grant from the Free and Hanseatic City of Hamburg of € 20.500 (in the framework of the UNVEC project to support the UIL Library for providing information on the UN system). Private donors fully funded three of the four CONFINTEA scholarships and an additional scholarship in 2015 was funded by the German Library Association.</p> <p><i>Contribution to C/5 result(s)</i></p> <p>The UIL Library, the ALADIN network and the CONFINTEA scholarship programme share information, documents and knowledge in the area of UIL's expertise and therefore enable education stakeholders and researchers to have improved access to relevant research and foresight studies.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. At times of steady progress in digitalization and ICT developments, and in the context of the growing relevance of social media, the UIL Library is faced with the challenge of knowledge dissemination, enhancing availability and accessibility of resources as well as increasing use of electronic library and information resources. 2. The key challenge UIL faced in the past few years was that of providing online resources that are more user-friendly and respond more effectively to the learning needs of stakeholders. 3. The third key challenge was to make International Review of Education, already the longest running journal on comparative education, a best-selling journal to more institutions so that more researchers and scholars benefit.</p>	<p>1. Knowledge dissemination to the key stakeholders in UIL's areas of expertise (policy makers, practitioners and researchers). Consequently, UIL continues to adopt a twofold strategy: 1) maintaining traditional channels, through direct use of its resources by students and researchers including UIL staff members, as well as by developing further the library's capacity as a resource and reference centre for UIL scholars, fellows and interns, and 2) re-enforcing global accessibility of its resources through ICTs, e.g. full-text offer of digitalized documents, effective catalogue instruments and reaching out to social networks. Communication between 'Adult Learning Documentation and Information Network' (ALADIN) members are being further strengthened through its network of members and the regularly published ALADIN Alert. 2. The UIL homepage is being revamped to improve communication with the international community at large. This will</p>

Key challenges	Remedial actions
	be a state-of-art communication tool to connect with all the key stakeholders and is expected to generate more interest in UIL's work in the next two years. 3. The International Review of Education published special issues and became available to more than 7500 institutions and the article downloads increased from 69,549 in 2013 to 71,863 in 2014.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of reports, case studies, policy documents, comparative analysies and other publications on lifelong learning with a focus on adult and continuous education, literacy and non-formal basic education produced and disseminated</p> <p><b>T 2014-2015:</b> 4 key publications 10 policy and technical publications 2 collections of case studies Publications disseminated: Electronic (UNESDOC): 170,000 Print: approx. 5,000</p> <p><b>T CAP 2014-2015:</b> 8 key publications 20 policy and technical publications 4 collections of case studies Publications disseminated: Electronic (UNESDOC): 250,000 Print: approx. 10,000</p>	<p>5 key publications 12 policy and technical publications 2 collections of case studies Publications disseminated: Electronic (UNESDOC): 150,000 Print: approx. 4,000</p>	High
<p><b>PI:</b> The Journal 'International Review of Education' widely disseminated and used</p> <p><b>T 2014-2015:</b> Average annual article downloads: 70,000 Average annual citations 2014-2015: 100 IRE not yet included in ISI journal index, therefore impact factor not yet available, but meeting criterion of on-time publication</p> <p><b>T CAP 2014-2015:</b> Average annual article downloads: 80,000 Average annual citations 2014-2015: 110 IRE not yet included in ISI journal index, therefore impact</p>	<p>Average annual article downloads: 72,000 Average annual citations 2014-2015: 100 IRE not yet included in ISI journal index, therefore impact factor not yet available, but meeting criterion of on-time publication</p>	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
factor not yet available, but meeting criterion of on-time publication		
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> Average monthly visitors to UIL websites in 2014-2015: 20,000</p> <p><b>T CAP 2014-2015:</b> Average monthly visitors to UIL websites in 2014-2015: 75,000</p>	n/a due to change in personnel at UIL	Medium

<b>Achievement(s)</b>
<p>The output of the International Review of Education - Journal of Lifelong Learning (IRE) fell slightly below expectations in 2014 and early 2015. Although the target number of articles were published (36 per year) with an increased focus on adult education, non-formal education, literacy and lifelong learning, publication continued to be late (by 2-3 months), thereby impeding progress in securing admission to the SSCI index, a key strategic target which will also allow for more accurate citation figures. On a positive note, article downloads increased to 72,000 (an increase of 2,500 over 2013) and article citations to 107 (vs 98 in 2013), reflecting the growing influence and relevance of this Journal. The costs of editing IRE fell slightly thanks to an increase in royalties and a fall in administrative costs.</p>
<p>The output of the International Review of Education - Journal of Lifelong Learning (IRE) fell slightly below expectations in 2014. Although the target number of articles were published (36) with an increased focus on adult education, non-formal education, literacy and lifelong learning, publication continued to be late (by 2-3 months), thereby impeding progress in securing admission to the SSCI index, a key strategic target which will also allow for more accurate citation figures. On a positive note, article downloads increased to 72,000 (an increase of 2,500 over 2013) and article citations to 107 (vs 98 in 2013), reflecting the growing influence and relevance of this Journal. The costs of editing IRE fell slightly thanks to an increase in royalties and a fall in administrative costs.</p>
<p>IRE in 2014 published six issues, of which three general and three special issues. The titles of the three special issues were New Times, New Voices(Selected papers from the XV WCCES Congress); What humanism for the 21st century? Quel humanisme pour le 21e siècle?; and Learning Needs and Life Skills for Youth.</p>
<p>2. In terms of its general publications, UIL greatly exceeded its targets in 2014 and early 2015, producing a total of 19 new publications, thereby helping greatly to increase the profile, visibility and reputation among policy-makers, practitioners, donors and general public. UIL also ensured that they reached a wider audience by expanding the distribution network, and agreeing with partners that they were used to develop capacities at different levels. These high-quality publications are expected also in coming years through cooperation with partners to strengthen national capacities to develop education systems that foster quality lifelong learning opportunities for all.</p>

Achievement(s)
<p>2014 and early 2015 also saw a far greater number of co-publications than ever before (with IIEP, ASPBAE, City of Hamburg, dvv International, Springer). The 2 key publications were subject to blind peer review, and were thoroughly edited, either internally or by external editors. 7 of the 17 publications were also made available in languages other than English (French, Spanish or German). The number of downloads of UIL publications increased from 77,000 in 2013 to 118,000 in 2014 (52% increase). Figures for 2015 are not yet available.</p> <p>UIL published two volumes in the series of “African Perspectives on Adult Learning”, in French in 2014, and with the objective of serving as teaching material in higher education in Francophone Africa. The APAL series publishes contributions written purely by African researchers. They were launched at a very well attended event in Cameroun with 200 participants, and with the perspective of contributing to creation of bachelor or master programmes in universities in Africa. At the end of 2014 Niger decided to start such a master program to qualify adult education professionals, based on the APAL manuals.</p> <p>UIL greatly increased its dissemination of publications in 2014 and early 2015. This began with the production of a new and greatly expanded publications catalogue, which contains direct download links to every major publication from the Institute since 1955. Following this, two interns, under the close supervision and direction of the Head of Publications, researched and compiled a database of potential new distribution partners. These included more than 300 international development aid agencies, IGOs, UN agencies, NGOs, foundations and think tanks, national, university and parliamentary libraries. Following this, they contacted all of these potential partners, offering free access to print and electronic publications. As a result of this work, UIL received orders for approximately 3,000 print publications, and download figures of UIL publications from the UNESCO catalogue (UNESDOC) increased by more than 50%.</p> <p>3. UIL's public relations activities focused on three areas in 2014:</p> <ol style="list-style-type: none"> <li>a. Development of a new communication plan</li> <li>b. Re-design of PR materials, including annual report</li> <li>c. Re-design of UIL websites</li> <li>d. Stronger engagement with local partners, such as City of Hamburg</li> </ol> <p>2015 saw major re-structuring of the Publications unit in 2015. This may be summarized as follows:</p> <ol style="list-style-type: none"> <li>1. PR expanded with the creation of 2 new positions: Senior PR Specialist and Webmaster</li> <li>2. Creation of part-time copyeditor position to support Head of Publications</li> <li>3. Separation of the roles of Head of Publications and Executive Editor of IRE, with the creation of new consultancy role for Executive Editor of IRE</li> </ol>

<b>Achievement(s)</b>
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It is expected that these changes will help UIL consolidate and expand the sterling work done in the last few years by the Publications unit.
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### UNESCO Institute for Information Technologies in Education (IITE)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ED MLA 1 ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ED MLA 1 ER 7: National capacities strengthened to develop and implement technology policies in education, particularly in teacher training and professional development	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of evidence-based research produced to guide countries in the use of	2 sets of evidence-based research	High

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
ICT in education <b>T 2014-2015:</b> 2 sets of evidence-based research <b>T CAP 2014-2015:</b> 1 set of evidence-based research		
<b>PI:</b> Number of countries benefiting from policy advice in the field of ICT in education <b>T 2014-2015:</b> 5 countries <b>T CAP 2014-2015:</b> 2 countries	Directly -3 contries Inderectly - 172 countries	Medium
<b>PI:</b> 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>T 2014-2015:</b> 4 countries <b>T CAP 2014-2015:</b> 1 country	4 countries	Medium
<b>PI:</b> Number of countries supported by UNESCO in developing and/or reviewing a national or institutional policy for OER <b>T 2014-2015:</b> 2 countries <b>T CAP 2014-2015:</b>	3 countries	High
<b>PI:</b> Number of best practices on the use of ICT in education produced and disseminated <b>T 2014-2015:</b> 2 case studies <b>T CAP 2014-2015:</b> 1 case study	2 case studies	High
<b>PI:</b> Number of ASPnet members supported to deliver quality programmes and projects on learning for the future <b>T 2014-2015:</b> 28 ASPnet schools from 12 members <b>T CAP 2014-2015:</b> 10 ASPnet schools from 7 countries	42 ASPnet schools from 14 members	High
<b>Achievement(s)</b>		
To improve efficiency and visibility of IITE in the context of important change in the mission of the Institute which has to act as an enabler and a facilitator to promote equitable quality		

### Achievement(s)

education and lifelong learning for all by 2030, encourage Technology Enhanced Learning and the use of ICT in education has given increased attention to the main focus areas of IITE activities defined by the IITE Governing Board (GB). As a result, in close interaction with three GB Task Forces (Strategy, Fundraising, Publication and Events) established by GB decision and discussed three appropriate IITE Strategic documents via new internet portal, the Institute has achieved a number of meaningful, visible and relevant results concentrating its work in the following fields:

#### **POLICY ADVOCACY AND TECHNICAL ASSISTANCE**

IITE has been continuing a support of Member States through policy advice, technical assistance, high level events, and publications. The Institute concentrated its policy activities on teacher competencies, open educational resources (OER), digital pedagogy and learning materials upon requests from education authorities and policy makers of member states.

#### **Achievements**

Two sets of evidence-based research were produced and published to guide countries in the policy of use of ICT in primary education – “ICT in Primary Education: Policies, Practices and recommendations. Volume 2” and “ICT in Primary Education: Collective Case Study of Promising Practices. Volume 3”. The policy issues were included into the content of the MOOC “ICT in Primary education” based on the result of the mentioned project.

IITE was a co-organizer of several important international High-Level events as well as actively participated in more than 20 important High-Level events organized by UNESCO HQ and other UNESCO entities including UNESCO High-Level Policy Workshop on ICT in Education for Eastern and Central European Countries, MLW-2014, -2015, Qingdao Conference, UNESCO-ICDE High Level Policy Forum and etc. The IITE-2014 International Conference "New Challenges for Pedagogy and Quality Education: MOOCs, Clouds, Mobiles" attended by 186 participants from 28 Member States became a main IITE event in 2014 in the context of ICT in education policy.

The UNESCO Policy Guidelines for Mobile Learning have been translated and published in Russian with financial support of VimpelCom. Policy Brief “How Openness Impacts on Higher Education” has been published in English.

#### **TEACHER PROFESSIONAL DEVELOPMENT**

In accordance with MAL 1, IITE has been playing an important role in assisting Member States in setting-up ICT competency standards for teachers, teacher professional development and improving the ICT skills of teachers based on UNESCO ICT-CFT in the framework of cooperation with leading universities. The new direction of IITE activity in this context is connected with development and dissemination of MOOCs.

#### **Achievements**

The official version of UNESCO ICT-CFT was prepared and published in Mongolian language. The National Standards of ICT Competency for Teachers of Uzbekistan has been developing jointly with Bangkok and Tashkent UNESCO Offices using “IITE Guidelines on Adaptation of UNESCO ICT-CFT” translated into Russian and Uzbek languages. In cooperation with INRULED (UNESCO Category 2 center, China) these Guidelines have been translated and published in Chinese.

The training course in English in the form of MOOC based on the results of IITE Project “ICT in Primary Education” has been developed jointly with the Institute of Education of the University of London as a course for teachers, head-teachers, leaders and policymakers in primary education. More than 8500 participants from 172 countries have been registered for the first intake in 2014 with over 3800 participants from emerging economies This MOOC has received recognition in the USA on the top political level – it was included into the list of 50 best courses for professional development of educators accredited for use by American teachers upon the recommendation of the President of the USA. The second intake has started

Achievement(s)
<p>in May 2015.</p> <p>In 2014 the new open e-course was developed in Russian language on the basis of IITE monograph "Information and Communication Technologies in Education" published in 2013. This on-line course implemented jointly with the Academy of Educator Training and Retraining (Russian Federation) has around 1000 registered users who are supported by 133 certified tutors from 53 regions of Russia while a total number of browsing is about 70 000.</p> <p>In the framework of "Teachers of the Arctic" project implemented jointly with the Ministry of Education of Republic Sakha (Yakutia), Russian Federation a series of lectures, seminars, webinars and master classes on practical issues of ICT in education and innovation pedagogy have been held. These events are oriented toward the improvement of pedagogical ICT, social and professional competencies of more than 700 educators. The total number of registered users of the Project portal is near 18 000.</p> <p>Near 6000 teachers have been trained at the joint training course "ICT in Education" implementing in the framework of MoU with the Moscow Institute of Open Education (MIOE). This training course corresponds to the requirements of UNESCO ICT-CFT. Besides, more than 150 teachers and administrators from Moscow schools (including near 100 from ASPnet schools) have been trained in the framework of series of training workshops on ICT in Intercultural Education and Innovative Pedagogy organized by IITE jointly with UNESCO Chair of MIOE.</p> <p>Two leading pedagogical universities from the Russian Federation and Republic of Kazakhstan have been implementing of Master Programme based on IITE Master Curriculum #ICT and Teacher Professional Development". In 2014-2015 12 Russian students and 23 Kazakh students completed successfully training modules of the Master Programme.</p> <p><b>OPEN EDUCATIONAL RESOURCES</b></p> <p>IITE promotes OER and new-generation learning materials through research, events and publications to raise awareness of Member States in digital pedagogy as a main tool provided an equal access to qualitative education and lifelong learning.</p> <p><b>Achievements</b></p> <p>IITE promotes OER and new-generation learning materials through research, events and publications to raise awareness of Member States in digital pedagogy as a main tool provided an equal access to qualitative education and lifelong learning.</p> <p>IITE was a co-organizer or key participant of a number of high ranked international events on OER and digital pedagogy.</p> <p>The International Conference "Open Educational Resources and Digital Education" was organized on June 23-24, 2014 in Bishkek (Kyrgyz Republic) by the Soros Foundation-Kyrgyzstan and the International Public Foundation "Initiative of Roza Otunbayeva". The objectives of the Conference were to provide a platform for policy-makers and educators to discuss the opportunities to promote the ideas of open education and free access to knowledge in the countries of Central Asia and Mongolia, as well as the exchange of best practices between the education community and experts in the field of OER. UNESCO IITE representative reported the results of the UNESCO IITE project on the promotion of OER in non-English speaking countries. Participants of the Conference from Ireland, Kazakhstan, Kyrgyzstan, Mongolia, Poland, Russia, Tajikistan, USA and South Africa discussed the experience in the development of educational policy with a focus on OER and open education, successful examples of the introduction of electronic textbooks and other innovative educational techniques. The draft of the National Concept on OER in Kyrgyzstan was presented to the attention of the participants. The document was developed with consideration of UNESCO guidelines translated by UNESCO IITE into the Russian language.</p> <p>The International Conference "ICT in Education: Digital Pedagogy, Learning Technology, Teachers and OER" was held in Ulaanbaatar on May 6-7, 2014. The conference was organized</p>

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<p>by the Mongolian University of Science and Technology, UNESCO ITE, Mongolian University of Education and Teacher Training Institute under the auspices of the Mongolian Ministry of Education and Science. More than 350 educators from educational institutions, education administrators and NGO took part in the Conference. The main topics of the Conference were digital pedagogy, teacher competencies and education management information system. The recommendations developed by the Conference participants include promotion of OER, open education and integration of ICT in education as a part of the government policy on education development in 2014-2024. Other recommendations include development of a competency model for teachers in line with the international experience and national context, promotion and support to different initiatives in developing and implementing projects on new pedagogical practices, development of mobile learning, OER, MOOC and other areas, as well as development and implementation of education management information system, including university management information system based on the MUST experience of implementing a credit-based curriculum.</p> <p>To promote collaboration and partnership among the Central Asian countries in the identification of solutions to similar issues and challenges in relation to the effective and efficient use of ICT in education, the Central Asian Symposium on ICT in Education "Embracing Technologies, Empowering Teachers" was held Tashkent, Uzbekistan on May 27-29, 2014. The Symposium was organized with the contribution from the Government of the Republic of Uzbekistan by the UNESCO Bangkok Office in close collaboration with the UNESCO Tashkent Office, UNESCO Almaty Office, UNESCO IITE, Korea Education and Research Information Service (KERIS) and Intel. Main CASIE-2014 objective was to provide a platform for national education policy makers, practitioners and development partners to share issues and challenges that Central Asian countries are facing in integrating ICT into the education systems, with particular emphasis on the use of ICT for teacher empowerment with technology and for technology. UNESCO IITE representative delivered a presentation on digital pedagogies, chaired a round table and contributed to the compilation of the Symposium report.</p> <p>In 2015, CASIE will be held in July in Bishkek, Kyrgyz Republic, and focused on open educational resources for teachers.</p> <p>The International Conference "MOOCs4D: Potential at the Bottom of the Pyramid" was held on April 10-11, 2014 at the University of Pennsylvania (Philadelphia, USA). The partners of the event were UNESCO, Organization Internationale de la Francophonie, ICDE and other organizations. The Conference was designed to stimulate critical and in depth discussions of key issues related to the future of MOOCs in developing countries. The Conference was focused on several general questions: What are the obstacles that prevent access and usage among disadvantaged populations at the 'bottom of the pyramid', especially in developing countries? What issues need to be articulated, and what resources outside of MOOCs are essential to enable access to education for all? How can MOOCs be used as a tool for development?</p> <p>The Second Symposium "Open Educational Resources: Beyond Advocacy, Research and Policy" was organized by the Wawasan Open University (Penang, Malaysia) on June 24-27, 2014. The event was supported by OER Asia, the Commonwealth of Learning, UNESCO IITE, the Open University of Hong Kong and other partners. The main objective of the Symposium was to bring together the OER community in the regions to share ideals, best practices and lessons learnt, establish collaboration and promote mutual interests in learning technologies especially in new innovations such as OER, MOOC, SOOC, etc. Symposium sessions were devoted to the following OER-related issues: Collaboration, Impact, Content, Innovation, and Quality. The Symposium was attended by participants from China, India, Indonesia, Japan, Korea, Kyrgyzstan, Malaysia, Nigeria, Philippines, Russia, South Africa, Sri Lanka, Tajikistan and Thailand. UNESCO IITE representative delivered a presentation on UNESCO IITE project "OER in non-English-speaking countries: Opportunities and Challenges" together with IITE expert from Kyrgyzstan, whose attendance to the Symposium was sponsored by UNESCO IITE to build the local capacity in OER.</p> <p>IITE results in OER and digital pedagogy were discussed at the International Conference "Innovation Arabia 8" held in February 2015 in UAE, Smart Russia Congress (March 2015, Moscow, Russian Federation), etc.</p>

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<p>Special sessions on new-generation educational resources were held at UNESCO IITE – 2014 Conference held on October 14-15, 2014 in Moscow. A special focus of the conference was paid to recommendations and UNESCO’s vision on application of the open educational resources (OER) and massive open online courses (MOOCs), teacher ICT competence and professional development, as well as ensuring quality and gender equality in education.</p> <p>The Russian version of the "Open Educational Resources (OER) Country Policy Development Template" (joint translation project with ABBYY LS) was published by UNESCO IITE at its website. This document was presented together with the Guidelines for Open Educational Resources (OER) in Higher Education at the World Open Education Resources Congress, which was held on 20-22 June 2012 at the UNESCO Headquarters in Paris (France). It provides useful practical guidelines for developers of national policies and strategies in the field of OER, particularly on the issues related to intellectual property rights and licensing, the development of curricula and materials, selection and acquisition of content and formats. In addition, it highlights the financial aspects and approaches supporting quality assurance for open content. The Kyrgyz Republic initiative in developing national OER strategy was supported by IITE through advice and consultancy.</p> <p>To further investigate the role of openness in higher education a policy brief “How Openness Impacts on Higher Education” was developed and published. As societies move towards increasing openness, higher education is also showing increasing interest in and commitment to releasing information and knowledge. The policy brief describes some of the common ways in which the term ‘open’ is used and discussed in relation to open initiatives. It considers how open practices affect teaching and learning as well as research in higher education, highlighting the importance for higher education providers to grapple with the challenges and opportunities provided by openness to make them more relevant to society today. Finally, the paper considers how rapidly evolving developments in openness impact on higher education policy, and provides some policy considerations which may be useful to deliberate over.</p> <p>The Russian version of the "Open Educational Resources (OER) Country Policy Development Template" was published at the IITE website. A policy brief “Open Educational Resources in Your Own Language, in Your Way” produced by the International Council for Open and Distance Education (ICDE) in the framework of the project completed with financial support of the European Commission was translated into Russian language by IITE.</p> <p>A publication "Open Educational Resources in France: Overview, Perspectives and Recommendations" was released in English and in French in the framework of the UNESCO IITE Project "Open Educational Resources in non-English speaking countries". The analytical review contains characteristics of the national educational system of the French Republic and description of the national policies and initiatives in the field of open education and provides an overview of the largest projects and repositories of open educational resources implemented in France. The publication offers recommendations for promoting OER. The book is addressed to a wide audience of researchers and practitioners interested in investigation of the opportunities for OER production and use.</p> <p>In cooperation with the African Virtual University IITE is preparing an analytical survey “Open Educational Resources in Kenya”. The survey shall review best practices in the development and use of OER in Kenya and provide recommendations for education policy makers and educators.</p> <p>UNESCO IITE together with an expert from the Russian Federation prepared a chapter on “Open Educational Resources through the System of Russian National Portals” for the monograph to be published on OER in non-English-speaking countries by the UNESCO Headquarters.</p> <p>A new open e-course was developed in the Russian language on the basis of the monograph "Information and Communication Technologies in Education" published in 2013 by UNESCO IITE. The main objective of the course is to improve the skills of education administrators, supervisors, teachers of general, higher and additional vocational institutions in the use of ICT throughout the educational process. The course contains seven modules designed for 72 hours (seven weeks) and suggests studying one module per week. Each module</p>

### Achievement(s)

contains a video lecture, mandatory training materials, advanced materials (in e-book format), additional materials and assignments. Course materials are published under Creative Commons SA-BY. Training, testing and certification are arranged by UNESCO IITE partner organizations. On October 1, 2014 the Federal State Autonomous Educational Institution of Professional Education "Academy of Training and Retraining of Educators" started enrollment for the course to provide certificate after completion.

Within the project "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions" funded by the Emergency Fund through an Intersectoral Platform for Action to Address Climate Change, IITE developed a new website "Climate Change Adaptation: Traditional Knowledge of Indigenous Peoples Inhabiting the Arctic and Far North", an open network system containing multimedia resources for different cultures of traditional nature use and relevant climate change adaptation strategies in the Arctic region. The launch of the website was dedicated to the International Mother Language Day 2014 aimed to promote preservation of the linguistic and cultural diversity and the Year of the Arctic announced by the Government of the Republic of Sakha (Yakutia). Traditional knowledge includes a model of relations with the environment and can be used as an important source of information in developing strategies for adaptation to climate change. Multimedia modules developed with the contribution of experts and representatives of local communities contain a multidisciplinary body of knowledge on climate change adaptation and mitigation in the regions that have similar climatic conditions and face similar environmental problems in the Far North of Russia. The target audience of the project is teachers and students, representatives of local communities and indigenous peoples, and the general public. All project materials are available in both English and Russian languages. The website is accessible at UNESCO IITE portal with the use of any platform and mobile device. It supports the opportunity for further development of the system and user feedback through social networks. UNESCO IITE has also produced a CD with the local version of the system for dissemination among educational institutions. The results of the project were presented at the IX International Exhibition-Fair Treasures of the North 2014 (Russian Federation) that included two conferences "Pedagogy of the North: Integration into a Common Educational Space" and "Ethnographic Tourism as a Way of Revival and Preservation of Ethnic and Cultural Heritage", 7th International Seminar "Dialogue of Cultures in Common Educational Environment: Traditional Values and Innovative Solutions" (December 2-5, 2014, Moscow) held jointly with Moscow City Government and UNESCO Chair of MIIO as a part of the annual cycle of seminars "Dialogue of Civilizations and Intercultural Cooperation".

#### **NETWORKING AND PARTNERSHIP**

The cooperation of IITE, as integral part of the Education Sector, with other UNESCO sectors and entities, Global UNESCO Networks as well as with public authorities, universities and private companies provides an important synergetic effect to achieve goals defined and to attract successfully extrabudgetary resources needed.

#### **Achievements**

The IITE-ASPnet Pilot Project "Learning For the Future-LFF" initiated by IITE and launched in 2012 was successfully completed in October 2014. The overall LFF aim is to fully integrate modern ICT into the educational process, to renew pedagogy and to enhance the learning experience, both now and in a sustainable future. LFF provides an effective and practical model for the development of multilateral cooperation of UNESCO global networks based on the use of ICT. This project unites 42 ASPnet schools from 14 Member States which decided to scaling-up of the Project both within and outside their countries. The LFF-Russia Project launched in June 2015 in Kazan by IITE in cooperation with Russian National commission for UNESCO has to create ICT based community of practice for 250 ASPnet schools of the Russian Federation.

The Network of UNESCO Chairs on ICT in Education and Innovative Pedagogy established by IITE initiative in 2011 currently consists of 42 members from 21 countries. At the Network Annual Conference in June 2015, it was stressed that the Network is an efficient community of practice based on ICT and expertise of its members and provide an effective mechanism

Achievement(s)
<p>to improve cooperation between global UNESCO networks and their partners.</p> <p>The UNESCO Institute for Information Technologies in Education (IITE) in partnership with Saint-Petersburg State University of Aerospace Instrumentation (SUAI) and its UNESCO Chair "Distance Education in Engineering" organized V International Conference "UNESCO Chairs Partnership on ICTs use in Education". It took place on 1 – 5 June, 2015 in St.-Petersburg, Russian Federation on board of the cruise-ship "Mikhail Sholokhov" within the XVI International Forum «Modern information society formation - problems, perspectives, innovation approaches». 61 participants (UNITWIN/ UNESCO Chairs' Chairholders and their representatives, the representative of the Commission of the Russian Federation for UNESCO, the representative of Coordination Committee of the UNITWIN/UNESCO Chairs of the Russian Federation, Chairman and other members of the IITE Governing Board, high-level international experts, representatives of the universities' authorities, teacher training institutions, researchers and practitioners involved in the use of ICTs in education and innovative pedagogy from 17 countries took part in the conference (Armenia, Belarus, Azerbaijan, Bulgaria, China, UAE, Israel, Finland, Russian Federation, Kazakhstan, Hungary, the Netherlands, Germany, Spain, Latvia, Taiwan and the USA). The representative of the UNESCO CI sector also took part in the conference. The participants deliberated 29 speeches and presentations, took part in the brain-storming session on foresight in ICT in education as well as in the discussion of the Concept of New Humanism in the context of ICT and media literacy organized in the frame of joint round table with another Forum section.</p> <p>IITE improved its cooperation with UNESCO Institutes and Centers (UIS, UIL, ENRULLED), Field Offices (Tashkent, Bangkok), International organizations (ICDE) as well as with partners from public sector (leading universities, Russian regional authorities) and private sector (Cisco, Microsoft, VimpelCom, Lenovo, HP, Arkadin, Intel, Autodesk, Yalong, DPI-Projects, etc) through the joint implementation of projects in the field of ICT in Education such as a three year UNESCO-Microsoft project focused on addressing literacy utilizing digital solutions and initiative on the development of new MOOCs and implementation of joint training programmes using Cisco and Arkadin learning platforms.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1.Lack of funding . 2.The issue of increasing the hosting country financial support for IITE was not solved . 3.The absence of a full time IITE Director during eight years. 4.The organizational and policy changes inside main IITE donors/partners from private sector including the Russian ones due to hard economical conditons.</p>	<p>1. To strenth fundraising activities and to improve cooperation with UNESCO Category 1 Institutes, Regional Officies and other UNESCO entitites. 2. To reinforce liaison with Russian authorities including MoE, Federation Council and State Duma to justify a need to increase hst country contribution. 3. To adapt extrubudgetary project proposals according new economical conditions as well as to search actively for new partners from private sectors. 4. To activate work in the field of OER and On-Line courses in the framework of IITE_ASPnet "Learning For the Future (LFF)" Project including the use of mobile technologies.. 5. To use more effectively a capacity of IITE UNESCO Chiars network on ICT in Education and Innovative Pedagogy for implementation of IITE progamme activitites.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of Member States assisted in shaping 'ICT in education' agenda and policies <b>T 2014-2015:</b> 2 <b>T CAP 2014-2015:</b> 2	Information will be available in October	Medium

Achievement(s)
<p>In accordance with the Main Line of Action 3, and to strengthen UNESCO's function as an international laboratory of ideas capable of rethinking education and a platform for the global debate and reflection on critical emerging trends and challenges, IITE initiated a project to analyze ICT-related innovations and current/emerging trends in ICT use in higher education, to develop the potential scenarios, and to identify the strategies, which would ensure the harnessing of the potential of ICT and wider access and higher quality of learning at universities.</p> <p>In October 2014, the concept, objectives, approach and methodology of the IITE project "Foresight in ICT in Postsecondary Education" were discussed and defined at the brainstorming meeting in Moscow.</p> <p>In the framework of a joint project on foresight in higher education, UNESCO IITE and the Section of Higher Education at UNESCO's Education Sector the first meeting of experts "Access, Equity and Quality: Envisioning the Future of Higher Education in a Digital Age" was organized on March 25-26, 2015 at UNESCO Headquarters in Paris. The event was attended by leading experts in the field of foresight and representatives of international organizations, as well as associations and consortia: EDUCAUSE, International Council for Open and Distance Education (ICDE), the International Federation for Information Processing (IFIP), New Media Consortium (NMC), Skoltech, etc. Representatives of leading universities from Australia, Brazil, China, Korea, South Africa, UAE, as well as IT-companies took part in the meeting. The main objectives of the event were to overview the results of the preliminary phase of the project. The experts discussed a summary brief "Technologies in Higher Education: Mapping the Terrain" (developed on the basis of 28 policy briefs published by IITE from 2010 to 2014 that distilled the summary distilled the key messages into a summarized narrative and provided a brief overview of the possibilities being created by the application of ICT in higher education, outlining some clear emerging trends and highlighting their policy implications) and discussion paper submitted to their attention. They discussed</p>

Achievement(s)
<p>the potential methodology of the research and plans for the next year. On the second day the participants took part in the foresight exercise, during which participants discussed and ranked the key trends in ICT use in education.</p> <p>To ensure synergy with foresight initiatives worldwide, the project has established partnership with the Global Education Futures Forum. A UNESCO IITE expert took part in the meeting of the Forum held in early April 2015 that brought together pioneers of global education to discuss and implement transformations of educational ecosystems. The event used the so called rapid Foresight methodology and was focused on the exploration of the main changes in education, driven by technological innovations as well as major social &amp; economic transformations and on the personal &amp; collective educational formats that meet needs of learners in the 21st century. The main assumption of the Forum is that that education (or learning) will be “the learner-centered, community-based, life-long, 24/7, open &amp; flexible process integrated into our daily routines and enhanced by diverse technologies”. This education should cater to many learner needs previously unattended by formal education systems - and it will involve many new solutions for online and face-to-face learning. The purpose of the event in California was to understand the possible pathways into this desired future of education: the techno-optimistic, the humanistic and the sustainability angles. The Rapid foresight process was completed by 4 groups that focused on the following themes:</p> <ol style="list-style-type: none"> <li>1. Creation of global online learning platforms for better world education</li> <li>2. New models of knowledge creation</li> <li>3. Mass-scale personalized education</li> <li>4. Resilient cities and communities through collaborative learning</li> </ol> <p>In April-May 2015, a questionnaire was developed for an online survey to find out the different ways of thinking about future issues and changing mindsets - especially of decision makers. The survey will be online until late September 2015. The survey was piloted at conferences in St. Petersburg (Russian Federation) and in Paris (France). The responses will be analysed till the end of the year. Further the findings of the survey will be verified in the framework the meetings to be held in October in Johannesburg (South Africa, 26th ICDE Conference) and in November in Athens (Greece) within the focus group discussions.</p> <p>The International Competition “Innovative University Practices in ICT in Education” was launched by UNESCO IITE to capture the current and emerging trends in the impact of digital technologies on society and on higher education based on the analysis of ICT-related innovation. to encourage and promote best practices, expertise and innovation and to reward excellence in ICT in teaching and learning in universities in different countries: Within the competition UNESCO IITE is inviting UNESCO Chairs and Universities beyond the UNESCO IITE Network to share their innovative ‘ICT in education’ practices to foster the expansion of the use of ICTs in teaching/learning within the education system and to promote the development of innovative models for teaching/learning and curriculum materials using ICT. The case studies will report on projects/products reflecting the new paradigm of learning, including 21st century skills, student-centered and collaborative approach, critical thinking, cultural relevance, interactive learning styles and multimedia for learning, networked and social learning, and development of collective intelligence, multiple intelligences, creativity and innovativeness.</p> <p>In June 2015, the UNESCO IITE took part in the Global High-Level Policy Forum "Online, Open and Flexible Higher Education for the Future We Want: from Statements to Action: Equity, Access, and Quality Learning Outcomes", which was held by UNESCO and ICDE. The aim of the forum was to build on the Bali message, Incheon Declaration and Qingdao Declaration to turn statements into actions to ensure equity, access, and quality learning outcomes. In particular, this was to respond to the scale and urgency of need for higher education in the period 2015 to 2030 due to the expected massive growth of the number of students. The purpose was to develop the Paris message - a clear set of actions for the</p>

Achievement(s)
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<p>participants to commit to and take back to their countries. Over 150 participants from more than 50 countries around the world took part in the Forum. The participants of the Global High- Level Policy Forum included senior officials of education ministries and policy makers in higher education; academic staff; representatives of teacher associations and student organizations; UNESCO Chairs in ICT and open and distance learning; the educational technology industry; global and regional networks; researchers; as well as leading non-governmental organizations in the field. UNESCO IITE introduced the on foresight in ICT and Higher Education and the survey to be launched within the project.</p> <p>The process of development of a MOOC on Foresight in ICT in Higher Education has been started on the FutureLearn platform in collaboration with ICDE and will summarize the project findings.</p>
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### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
1. Cutting of allocations. 2. Lack of appropriate external expertise.	1. Search for extrabudgetary resources. 2. To use more efficiently the capacity of IITE UNESCO Chairs network on ICT in Education and Innovative Pedagogy for implementation of the innosight and foresight exercises.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
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	
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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans:(1)
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	

(1) Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> PI 1: Number of African countries that are involved in the knowledge generation and improvement of practices <b>T 2014-2015:</b> At least 20% of the countries get involved on improving knowledge and practices on teacher issues		Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of policy-makers, teacher educators, teachers and school leaders who benefited from the new knowledge and practices <b>T 2014-2015:</b> At least 15% policy-makers and teacher education practitioners per country participate in the process <b>T CAP 2014-2015:</b></p>		<p style="text-align: center;">Medium</p>

<b>Achievement(s)</b>
<p>IICBA supports African Member States, directly and also through Regional Economic Commissions, in teacher related issues developing teaching strategies and materials.</p> <p><b>Outputs:</b></p> <ul style="list-style-type: none"> <li>- A technical paper “Mainstreaming culture and language in teacher education in Africa: Recommendations for enhancing the quality of teacher education and education” was published.</li> <li>- A teacher policy development practical guide was completed and enriched with internal consultation. The editing and publication will follow in early August 2015.</li> <li>- Two publications “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” had been edited in 2013 and printed/published in early 2014.</li> <li>- A consolidated report on in-service teacher education in Africa was finalized with the cooperation with the Commonwealth Secretariat.</li> <li>- A draft of curriculum framework and a Professional teacher profile have been adopted by ECCAS region. These documents will be used as references to elaborate teacher education programmes in relation to the harmonization of teacher education in central Africa.</li> <li>- A collaborative work started with the National Council for Colleges of education (NCCE) in Abuja, Nigeria. The NCCE has just introduced early childhood care and development education into their curricula for teachers, the first capacity building workshop with IICBA was held in October 2014.</li> <li>- Eight modules were completed and validated in ICT-enhanced Teacher Development (ICTeTD) in Africa. The modules are now put in an Open and Distance Learning (ODL) platform for master teachers in Africa.</li> <li>- IICBA Modules on Teacher Education Institutions Management dealing with Module I - Staff Management and Module II – Financial Management have been updated and reviewed from gender perspectives.</li> <li>- A workshop on School Leadership and Management (SLM) was conducted in Maseru, Lesotho. The country case studies on SLM have been reprogrammed for the next biennium.</li> </ul> <p><b>Results:</b></p> <p>The results noted so far can be described as change initiation giving a paradigm shift from country to regional focus. The harmonization of teacher education programmes is a good</p>

Achievement(s)
<p>example of this. In Dakar, in collaboration with UNESCO Dakar, nine ECOWAS countries have just validated a common qualification framework and references for Basic Education Teachers. The interventions started at the national levels and progressively moved towards common tools in the REC. It is anticipated that the similar exercises can be replicated in other RECs for an African framework and standard reference in teaching profession.</p> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Budget shortages have been a major challenge for IICBA, and some activities had to be reprogrammed for the next biannual. IICBA funds raising strategy is being worked on using strategic orientations of IICBA's activities and strategic partnerships. One illustrative example is the first meeting of AU Commission and IICBA with partners organized on 19 June 2015 based on the MOUE between AUC and IICBA.</li> <li>• There is no formal mechanism for the political validation of achievements at the level of RECs at the moment. IICBA is advocating both from the national Ministries of the RECs as well as AU.</li> <li>• When implementing activities, we often encounter difficulties in securing the availability of different stakeholders due to time conflicts and national agendas. A more systemic planning is being worked on with the countries through the UNESCO Regional Bureaux.</li> <li>• Absence of the Director from February to mid April was also a challenge for IICBA. During the time, the interim Director operated from Nairobi office, but certain activities were delayed. Furthermore, transition and hand-over for the new Director also took time; a number of necessary actions, such as changing names for DUO/FABS are still on-going.</li> </ul>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Budget shortage	Budget shortages have been a major challenge for IICBA, and some activities had to be reprogrammed for the next biannual. IICBA funds raising strategy is being worked on using strategic orientations of IICBA's activities and strategic partnerships. One illustrative example is the first meeting of AU Commission and IICBA with partners organized on 19 June 2015 based on the MOUE between AUC and IICBA.
Political validation at the level of RECs	There is no formal mechanism for the political validation of achievements at the level of RECs at the moment. IICBA is advocating both from the national Ministries of the RECs as well as AU.
Agenda in implementation	When implementing activities, we often encounter difficulties in securing the availability of different stakeholders due to time conflicts and national agendas. A more systemic planning is being worked on with the countries through the UNESCO Regional Bureaux.
Internal Institutional setting	Absence of the Director from February to mid April was also a challenge for IICBA. During the time, the interim Director operated from Nairobi office, but certain activities were delayed. Furthermore, transition and hand-over for the new Director also took time; a number of necessary actions, such as changing names for DUO/FABS are still on-going.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Nombre de matériels de formation des enseignants intégrant les facteurs linguistiques et culturels développés et testés <b>T 2014-2015:</b> Des stratégies et des matériels de formation intégrant la culture et les langues africaines dans la formation des enseignants sont testés dans au moins deux CER <b>T CAP 2014-2015:</b>		High
<b>PI:</b> Nombre de pays ayant adopté le guide pour élaborer leur politique nationale <b>T 2014-2015:</b> au moins 5 pays <b>T CAP 2014-2015:</b>		High
<b>PI:</b> Nombre de publications diffusées <b>T 2014-2015:</b> Au moins 3 publications sont diffusées <b>T CAP 2014-2015:</b>		High
<b>PI:</b> Nombre de pays pour lesquels les bonnes pratiques de gestion et de leadership ont été étudiées <b>T 2014-2015:</b> Au moins deux pays ont été étudiées par CER <b>T CAP 2014-2015:</b>		High

#### Achievement(s)

- Two editions of the **"Fundamentals of Teacher Education Development" series** were published online and in hard copies: "Quality Assurance of Teacher Education in Africa" (series No. 5) and "Indigenous Early Childhood Care and Education Curriculum Framework for Africa: A Focus on Context and Contents" (series No. 6). 1,000 hard copies for

Achievement(s)
<p>each edition were produced and disseminated through workshops and missions. Previous issues which had been out of print, i.e. "Bringing back the teacher to the African school" (series No. 1) was sent for reprints. "L'amélioration des conditions des enseignants et de l'enseignement en milieu rural en Afrique" was translated into English and sent for printing.</p> <p>2. In the framework of the UNESCO-China-Funds-in-Trust project on "Enhancing teacher education for bridging the education quality gap in Africa", IICBA actively engaged in practical and applied research. As literature on <b>culture and language issues as addressed in teacher education</b> is scarce, field work was conducted in Ethiopia with a view: i) to knowing more about the linguistic and socio-cultural context and issues of teacher education, and ii) to interacting with teacher trainers on the subject. In order to reach these objectives, a presentation entitled "Comments and suggestions on the English language remedial training" was made at Hawassa Teacher Education College (July-August 2014). Another presentation entitled "Comments and suggestions on the English language refreshment module for high school and preparatory school teachers" was made at the Bahir Dar University (August 2014).</p> <p>3. Research on language and culture in teacher education is recognised as useful. However, the topic of culture in teacher education is rarely addressed in research. Both issues are highly political and sensitive. IICBA has contributed to this topical issue with a technical paper "Mainstreaming culture and language in teacher education in Africa: Recommendations for enhancing the quality of teacher education and education". Three areas of education were identified as affected by culture and language: i) the teaching and learning practices, ii) the knowledge and skills to be developed, and iii) the values and attitudes to be inculcated in the learners. These areas are crucial to education quality and contribute to the inclusiveness of education. The challenge remains on how to urge Member States to address such issues and to design the materials that fit their particular educational backgrounds such as history, culture, sociolinguistic and socio-economic situation.</p> <p>4. A consolidated report for the In-service Education and Training studies in eight African countries was finalized in collaboration with the Commonwealth Secretariat. The workshop for dissemination is being planned on the last quarter 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
see above ER for challenges for IICBA	see above ER for remedial actions for IICBA

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	
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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> * 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>T 2014-2015:</b> * 5-8 additional countries to be adhered to the regional convention		Low

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>and/or supported in their implementation <b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> * Increased cooperation between UNESCO chairs on higher education in the region <b>T 2014-2015:</b> One network among UNESCO Chairs on LAC Higher Education management and development established <b>T CAP 2014-2015:</b></p>		High
<p><b>PI:</b> * Good practices on OERs identified and disseminated in the region <b>T 2014-2015:</b> * 4 publications and web platforms <b>T CAP 2014-2015:</b></p>		High

**Achievement(s)**

- The 1974 UNESCO Agreement on Recognition of Studies, Titles and Diplomas in LAC has not been completely applied. Consequently, IESALC recovered its sole as a Regional Secretariat of the 1974 UNESCO Regional Convention on Recognition 1974 – 2014. Hence, a study has been carried out looking for official positions of signatories who have not observe and/or applied said Agreement. The study comprises the term 1974-2014. IESALC's Director presented the State of the Art and called upon regional action to revamp the Agreement. Brazil has offered to host the High-Level Meeting on Recognition for the LAC during 2015. The dates have been modified a couple of times and it seems as definitive the month of October 2015 as the best timing for convening the High-Level Regional Meeting.

- Good practices on OERs have identified and disseminated in the Region and web contents enriched with new contributions. A presentation delivered in Peru by Professional Officer has served as training for planned up-coming presentations towards bigger audiences.

-Successful meeting of UNESCO Chairs in San Juan, Puerto Rico, for mutual recognition of each other, establishment of alliances and shared forward-looking assessment towards Latina American and Caribbean Higher Education.

**RESULTS:**

-1 study undertaken that portrays the current situation of recognition of studies, titles and diplomas in LAC, including the principal justifying reasons for the marginalization of the 1974 UNESCO Regional Convention;

<b>Achievement(s)</b>
<p>- Publications released both in print (ISBN: 978-980-7175-23-4) and electronic means (accessible through UNESCO/IESALC web page).</p> <p>- Increased cooperation between UNESCO Chairs on Higher Education in the Region recorded and a new one UNESCO Chair has been created. A book comprising papers and related documents of San Juan is being in print.</p> <p><b>CHALLENGES/LESSONS LEARNT:</b></p> <p>-The challenge is to compel Member States to adopt a definitive position regarding the UNESCO 1974 Regional Convention. The High-Level Meeting on Recognition for 2015 programmed in Brazil must reach a conclusive position looking forward towards the Global Convention agreed by UNESCO General Conference in 2013.</p> <p><b>COST-EFFECTIVENESS/EFFICENCY MEASURES:</b></p> <p>- The revamping of the 1974 UNESCO Agreement has been a constant request and so can be confirmed in the two major regional conferences held by IESALC in the Region (Havana, 1996; Cartagena de Indias, 2007), as well as in WCHE 2009; The High-Level Meeting will take place in the second semester of 2015 and, very probably, completely financed by the Brazilian Government as reflected on the solicitude made to the Government. Conversations are on their way between Brazilian authorities, UBO, and IESALC.</p> <p>- The coordination with OREALC in Lima (presentation of IESALC's Director on recognition issues) at Ministerial meeting and the dialogue to ensure logistic details with UBO proved to be very a cost-effective practice for our endeavors.</p> <p><b>CONTRIBUTIONS TO C/5:</b></p> <p>- IESALC contributes in shaping the regional education agenda drawing on studies undertaken by the Institute (MLA 3 - ER11).</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Difficulty in financing the participation of all signatory countries of the 1974 convention to the meeting in Brazil.	The interest in this meeting persists in the Region and IESALC is working with the Member States for full attendance.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> 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:</b> - 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 <b>T CAP 2014-2015:</b>	Updated report on Regional Agreement presented at Regional Ministerial Meeting + lobbying towards the importance of implementing it fully throughout the Region. Announcement of the High-Level Meeting in Brazil. II CCHE was successfully held in Kingston.	High

<b>Achievement(s)</b>
<p><b>OUTPUTS</b></p> <p>- Presentation of updated report on Regional Convention on Recognition at Regional Ministerial Meeting "Education for All in LAC: Assessment and Post-2015 challenges" . Ministers have been thoroughly conscientized on the importance to revamp the UNESCO 1974 Regional Convention, very particularly now when the IBEROAMERICAN ERASMUS has been launched in the latest Ibero-American Summit, and the countries of UNASUR has given green light for a "South-American Citizenship" that includes free mobility of individuals, recognition of professional qualifications and a gradually relaxed granting of working visas".</p> <p>-VI meeting of University Networks and Councils of Rectors, Oct. 14-17, 2014 in Bogota, Colombia. Declaration of Colombia</p> <p>- II Caribbean Conference on Higher Education, Kingston Jamaica May 5-7, 2014. Declaration of Kingston</p> <p><b>CONTRIBUTION TO C/5 RESULTS:</b></p> <p>IESALC provides a regional platform for intellectual leadership on Higher Education issues and academic cooperation that serve for creating alliances and mobilizing groups aimed at contributing to indoor capacity building within Member States.</p>

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	
ED MLA 2 ER 8: Peace and Human Rights ED - Member States integrate peace and human rights education components in education policies and practice	
ER 9: ESD - Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of papers produced on education for peace, sustainable development and global citizenship	0	Medium

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
T 2014-2015: 2 T CAP 2014-2015: 0		
PI: Number of public events held regarding peace and sustainable development T 2014-2015: 2 T CAP 2014-2015:	2	High
PI: Number of MGIEP magazines published T 2014-2015: 2 T CAP 2014-2015:	2	High

#### Achievement(s)

- Expected Result n°1: UNESCO MGIEP has begun the process of commissioning working papers, as well as writing papers internally. So far two papers have been commissioned from external experts, and two are being written by staff members currently. UNESCO MGIEP has established three working groups on the innovations team: the Learning Labs advisory group, the IWR advisory group, and the Gaming Challenge Jury. These working groups advise on projects that are informed by the link between theory and practice created through publications.
- Expected Result n°2: UNESCO MGIEP's Distinguished Lecture Series invites speakers of global eminence from among the world's leading intellectuals and policy makers to spark ideas for our shared future. Since 2014, MGIEP has organized the following three distinguished lectures in India: (i) Irina Bokova (Director-General, UNESCO); (ii) Sir Prof. Partha Dasgupta (Professor Emeritus, University of Cambridge); and (iii) Prof Martha Nussbaum (Distinguished Service Professor of Law and Ethics, University of Chicago). In addition, through its flagship dialogue series, Talking Across Generations, the Institute created a democratic policy platform for young people to engage directly with experienced policymakers and thought leaders. At the first event of the series (February 16, 2015), more than 300 young people and internationally acclaimed decision-makers discussed the role of education as a cornerstone for building more peaceful and sustainable societies.
- Expected Result n°3: Twice a year, UNESCO MGIEP's magazine 'The Blue Dot' highlights debates from distinguished academics and decision-makers on contemporary global issues. In its first issue, 'The Blue Dot' focused on the definition and the relative merits of global citizenship. The second issue, featuring eminent thought leaders such as Professor Martha Nussbaum and Nobel Peace Prize laureate Kailash Satyarthi, is dedicated to the Sustainable Development Goals.

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
The working paper series has begun, but papers are being sent for peer review, and so are taking more time than anticipated to be formalized.	We are revising timelines so they are more realistic and recruiting high level academics who are also time efficient so that the review process moves more quickly.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ED MLA 2 ER 8: Peace and Human Rights ED - Member States integrate peace and human rights education components in education policies and practice	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Scoping exercise on the state of EPSG (Education for Peace, Sustainability, and Global Citizenship) in the Asia-Pacific <b>T 2014-2015:</b> A review of relevant literature conducted and a framework for a cross-country review of EPSG in curricula developed. <b>T CAP 2014-2015:</b>	A review of relevant international reviews conducted. A new set of literature on textbook analysis and STEM education reforms identified.	Medium
<b>PI:</b> Sensitizing ministries and educational institutions about EPSG in the Asia-Pacific <b>T 2014-2015:</b> An international advisory board on the State of EPSG Study in the Asia-Pacific region established. <b>T CAP 2014-2015:</b>	An international advisory board established with 3 members. The board is to be expanded to include at least 2 more members.	High
<b>PI:</b> EPSG concepts embedded in curriculums <b>T 2014-2015:</b> A draft working paper on embedding EPSG in curriculum developed; Ideas for interactive, crowd-sourced curriculum development developed and	A preliminary draft working paper developed; An interactive platform for issue-based curriculum development will be ready to be piloted in the last quarter of 2015	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
piloted <b>T CAP 2014-2015:</b>		

<b>Achievement(s)</b>
<ul style="list-style-type: none"> <li>• Expected Result n°1: The Institute has developed a preliminary draft of a working paper on embedding EPSG in mainstream curricula. The paper explores and analyses the existing efforts and models of embedding and proposes a way forward. The concept note of the Report is being revised based on the paper and re-scoping of the study.</li> <li>• Expected Result n° 2: MGEIP chaired the committee to write the latest position paper on Education for Peace of India's National Council for Education Research and Training (NCERT). The position paper made recommendations for embedding principles of peace in core subjects like Maths, Science, Social Science and Languages. The International Advisory Board has been set up with the initial members of three experts: Meenakshi Gopinath (Principal, Lady Shri Ram College), John Fien (Executive Director, Swinburne Leadership Institute, Swinburne University of Technology, Australia), and Baela Raza Jamil (Director, Programs for the Idara-e-Taleem-o-Aagahi (ITA), Center for Education and Consciousness (CEC); former technical advisor to the Federal Ministry of Education, Pakistan). The Advisory Board will be expanded to include a few more members from other sub-regions of the Asia-Pacific region (e.g., East Asia, Southeast Asia, Pacific island countries, Central Asia).</li> <li>• Expected Result n° 3: The pilot interactive platform for issue-based curriculum development is being developed under the MGIEP Collaborative Climate Change Curriculum (M4C) Project, using the &lt;www.debategraph.org&gt; portal to engage select schools. The platform is modelled on the lines of 'wiki' where the users can add and share resources related to climate change in the relevant sections. The resources will be so tagged that anybody looking for a Math module on Climate Change will be able to find one. However, while activities will be aligned with subject areas to enable ease of integration into traditional classrooms, the modules will themselves be problem-based and interdisciplinary in nature, spanning subject areas and easily adapted to multiple grade and ability levels. Conceptualised as a complex web or mind map, the model would grow as more teachers and students share resources. The platform will be piloted in the last quarter of 2015 and engage around 50 teachers of different subjects across continents to test the feasibility of co-creation of issue-based curriculum and refine the design of the platform. The Institute has identified 10 schools in total (2 schools each from 5 continents) to participate in the piloting. Each participating school is encouraged to identify 5 teachers, including Maths, Science, Social Science and Language teachers.</li> </ul>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Existing international policy and curriculum reviews on relevant themes usually cover fewer than 10 countries in the Asia-Pacific region. It is challenging to identify 20 countries for the State of EPSG study, especially given the diversity of	MGIEP plans to work with SEAMEO and APCEIU to cover ASAN and other countries. Preliminary discussions with SEAMEO-INNOTECH and APCEIU have been held. MGIEP will also explore working with 9 countries covered by the "Preparing Teachers for GCED" project, coordinated by UNESCO

Key challenges	Remedial actions
languages used in schools across the region.	Bangkok with support from KFIT (Bhutan, India, Sri Lanka, Thailand, Philippines, Malaysia, China, Korea, Japan). Reaching out to SIDS and Central Asian countries will be the immediate next steps.
Existing international policy and curriculum reviews on relevant themes focus on "carrier subjects" of EPSG such as moral education and civics, which tend to be marginalized in formal curricula. It will be a challenge to mobilize STEM Educators as well as STEM Education researchers to support EPSG.	Contacts have been established with the University of Wisconsin-Madison researchers who have been involved in a project called "Mobilizing STEM Education for a Sustainable Future".
Both the idea of issue-based curriculum and participatory and collaborative curriculum development are still at a nascent stage. It will be challenging to combine the two and develop a model that will be widely used by educators and students.	MGIEP will approach both thematic (climate change) experts and pedagogical experts to review the pilot platform.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 9: ESD - Capacities of Member States strengthened to integrate ESD into education and learning, and ESD strengthened in the international policy agenda	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Youth engaged with innovation in ICTs for EPSG <b>T 2014-2015:</b> international gaming competition launched and finalists selected. <b>T CAP 2014-2015:</b>	international gaming competition launched and over 100 entries received; the jury met met and five finalists have been selected.	High
<b>PI:</b> ICTs/Digital games promoted as educational tools for EPSG <b>T 2014-2015:</b> 1 digital simulation game designed based on Inclusive Wealth Report (IWR) <b>T CAP 2014-2015:</b>	IWR prototype game "Wealth of Generations" developed. <a href="http://erikharpstead.net/wealthgen/game.html">http://erikharpstead.net/wealthgen/game.html</a>	High

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Innovative pedagogical methods established for EPSG <b>T 2014-2015:</b> learning labs piloted in India <b>T CAP 2014-2015:</b>	A series of stakeholder consultations on learning labs organized.	High
<b>PI:</b> Number of youth trained/mentored to lead change for peace and sustainable development <b>T 2014-2015:</b> YESPeace launched <b>T CAP 2014-2015:</b>	YESPeace launched at the 2014 World Conference on ESD. Malaysian Chapter of YESPeace launched in May 2015.	High

#### Achievement(s)

- Expected Result n°1: The Institute launched an international gaming competition for game developers across genres to integrate concepts of peace, sustainability and global citizenship into digital games. As a run up to the gaming challenge, a series of workshops were conducted with game developers in India. The challenge received over 100 entries from across the globe and five finalists have been chosen by an internationally acclaimed jury. They will undergo a process of mentoring before the semi-finalists and the winner are chosen in 2016.
- Expected Result n°2: The Inclusive Wealth Report (IWR), a landmark report by the UN University's International Human Dimensions Programme on Global Environmental Change (UNU-IHDP) and the UN Environment Programme (UNEP) and other partners including MGIEP was launched in 2014 in New Delhi. MGIEP's role is to utilize the IWR as a learning tool for sustainability and global citizenship. The IWR was featured at Carnegie Mellon University's "Now I Get It!" game jam. An online prototype learning tool in the form of a digital simulation game on sustainable development will be made available for students in economics and sustainability studies. MGIEP continues to work with the design team to further develop the game.
- Expected Result n°2 & 3: The Institute organized and chaired a parallel session at the International Conference on Information and Communication Technologies for Persons with Disabilities (New Delhi, 24-26 November, 2014) on 'Learning Differently for Peace and Sustainability: Games, Apps and Innovation'. Furthermore, MGIEP's webinar series was launched with a session on 'How Games Teach: Learning in Video Games' by Prof. James Paul Gee. The webinar focused on core learning principles that good video games incorporate to enhance learning and player engagement. The webinar also highlighted how videogames can be used as educational interventions in a variety of content areas, suggesting that they could be part of an ICT-based pedagogical strategy in the future. MGIEP initiated and facilitated a first of its kind workshop on Games for learning and transformation, in collaboration with the Malaysian Industry Government Group for High Technology (MIGHT) (Malaysia, 28 May, 2015). The working sessions were designed to encourage the various stakeholders to brainstorm on the role digital games could play as ICT tools to bridge the learning gaps in Malaysia and foster key skills for the 21st century in students. A road-map for joint collaboration and the formation of MIGHT Interest Group on games for learning and transformation in Malaysia was made as an outcome of the workshop.
- Expected Result n°4: MGIEP undertook its first global youth survey in 2014 on peace, sustainable development and global citizenship (YOUthSpeak) with 1500 responses from

Achievement(s)
<p>126 countries. A preliminary report on the findings was developed to inform the Institute's youth programme on EPSG. The institute continues to work on additional analysis for a more robust report. The Institute is also piloting a process designed to incorporate youth as active agents of change in policy-making processes. The Institute is conducting a survey and focus group discussions on the higher education portion of India's National Education Policy. The findings will be submitted to the Ministry of Human Resource Development to feed into the redesign of the National Education Policy. The Institute plans to scale up such work internationally as opportunities permit, and to use findings to positively influence policymakers to incorporate principles of peace, sustainability, and inclusion into mainstream educational systems.</p> <ul style="list-style-type: none"> <li>• Expected Result n°4: In line with the priority action area concerning youth of the Global Action Programme (GAP) on Education for Sustainable Development (ESD), MGIEP launched its global youth network, YESPeace during the UNESCO World Conference on Education for Sustainable Development (Japan, 4-8 November, 2014). The Network has been selected as one of the flagship programmes for the youth priority area of GAP ESD. At the first meeting of GAP-ESD Partners (Paris, 26-27 May), MGIEP has been selected as the co-chair on the youth priority area. The network brings together young people, youth organizations, groups and campaigns from around the world, to work towards global citizenship, peace, and sustainable development. Malaysia has taken the lead on launching the Network's first national chapter in the presence of UNESCO's Director-General and the Deputy Prime Minister of Malaysia (Kuala Lumpur, 24 May, 2015).</li> <li>• Expected Result n°4: The Institute organized a side event on Youth for Global Citizenship at the UNESCO World Conference on Education for Sustainable Development and facilitated participation of youth from diverse fields. It supported 4 youth to take part in the main conference from 10 to 12 November to promote youth voices in the discourse of sustainable development. The Institute also co-organized with UN Global Education First Initiative (GEFI), a concurrent session on youth at the Second UNESCO Forum on Global Citizenship Education (Paris, 28 January 2015). As a follow-up to the Forum, MGIEP co-organized with GEFI and APCEIU, an advocacy training workshop for 50 young leaders in Global Citizenship Education (Busan, Republic of Korea, April 2015). The youth supported by MGIEP are now its ambassadors leading the change for peace and sustainable development in the organizations and institutes they represented.</li> </ul>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The announcement of the finalists for the gaming challenge was delayed because of issues with paperwork and contracting.	For the gaming challenge, the contracts were prepared and the winners announced. For the next two rounds, all systems have been established well in advance, so there will not be any more delays.
Regarding the IWR game, at first, we did not receive quality responses to the call for proposals.	Regarding the IWR game, we reached out to game design studios personally and extended the deadline, and were able to select a qualified vendor from among a larger, high quality pool.
As to the global youth survey, generating responses from the youth due to limited access to youth networks was a challenge faced in the initial days. At first, the survey was not garnering an adequate number	To overcome the challenge regarding the youth survey, communication with UNESCO Education Sector, GIZ ESD Expert Net and National Commissions helped in bringing respondents to the survey. Furthermore, we partnered with the Logical Indian, a social media group, to post our survey on their Facebook page. This resulted

Key challenges	Remedial actions
of responses.	in much better feedback.
Unique positioning of YESPeace Network within the framework of existing numerous youth networks also posed a challenge with the risk to replicate work already in implementation by these networks.	Regarding the strategic positioning of YESPeace, two remedial actions were taken: (1) YESPeace is positioned as network of networks thus bringing not only existing networks but also their existing constituencies- youth on education, peace, sustainable development and global citizenship; (2) Partnerships were built with GIZ, Rhodes University, GEFI and Activate Change Drivers.
For an advocacy training workshop, ensuring youth participation from outside UNESCO circles was a challenge.	MGIEP supported participation of youth from universities, youth led organizations who have not previously attended UN events but have been doing interesting and enabling work on sustainable development.



## Part II.A. Major Programme II - Natural sciences

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples	
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied	
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	
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 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources	
ER 7: Global cooperation in the ecological and geological sciences expanded	
ER 8: Member states have reduced their vulnerability and enhanced their resilience to natural hazards by strengthening their capacities in DRR	
ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened	
ER 10: Responses to local, regional and global water security challenges strengthened	
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Strengthening STI policies, the science-policy interface, and engagement with society, including vulnerable groups such as SIDS and indigenous peoples	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of assisted Member States which have adopted STI policies, policy instruments and governance tools for the development of their STI systems</p> <p><b>T 2014-2015:</b> At least 8</p> <p><b>T CAP 2014-2015:</b> 8 additional Member States</p>	<p>- Ten assisted Member States mainly in Africa have adopted STI policy and or policy instruments - Two GO-SPIN country profiles providing a national STI mapping for decision making were published in 2014 (Malawi and Zimbabwe) and one GO-SPIN country profile was developed for Rwanda, to be published in August 2015. Eight countries with first draft of their GO-SPIN surveys finalized (Burundi, Burkina Faso, Gabon, Ivory Coast, Mozambique, Niger, Senegal, Zambia), out of which 3 countries (Mozambique, Niger and Senegal) included in an extrabudgetary project to develop policy instruments to fill gaps identified in the GO-SPIN survey.</p>	High
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> At least two work streams of the UNSG Scientific Advisory Board (SAB) launched and the related outputs delivered At least two 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</p>	<p>UNESCO convened the third meeting of the UN SG SAB in Kuala Lumpur in May 2015, where five new work streams were launched. UNESCO organized an expert meeting on the IPBES work programme deliverable in relation to participatory scenarios (Tokyo, June 2015). UNESCO organized two meetings of the Governing Council of Future earth (Buenos Aires, December 2014 and Laxenburg, June 2015). The governance architecture, research agenda and institutional arrangements related to Future Earth were agreed upon. A project jointly with SHS which will focus on sustainability science was developed and approved, and will cover the period 2015-2016. A Ministerial Breakfast was organized during the high level segment of the High Level Political Forum in July 2015. A UN inter-agency</p>	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>Sustainability co-organized and co-hosted by UNESCO One scientific paper illustrating UNESCO's contribution to sustainability science published A report compiling relevant case stuies 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</p> <p><b>T CAP 2014-2015:</b> 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</p>	<p>event on technology transfer was co-ordinated by UNESCO and held in July 2015 during the Third International Conference on Financing for Development (Addis Ababa).</p>	
<p><b>PI:</b> Number of actions at multiple levels promoting sustainable development in SIDS; and mobilizing local and indigenous knowledge systems (LINKS) in environmental assessments</p> <p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b> Climate change education reinforced in 15 additional SIDS, notably through the Sandwatch Programme. IK-science knowledge co-production</p>	<p>As follow-up to the Third International Conference on SIDS, a draft SIDS Action Plan was developed and approved by the Executive Board at its 196th Session, along with requests for additional information on SIDS follow-up activities in the 38 C/5. UNESCO played a major role in the strong reference to indigenous knowledge (IK) in the Summary for Policymakers of the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC), UNESCO was the major contributor to the UNFCCC Technical Paper on how to build IK into climate change efforts. As Technical Support Unit for the Task Force on Indigenous and Local Knowledge (ILK) of the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), UNESCO developed and published a report on ILK</p>	<p style="text-align: center;">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>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.</p>	<p>on Pollination and Pollinators for citation in IPBES' first thematic assessment. A draft Policy on engaging with indigenous peoples is nearing completion.</p>	
<p><b>PI:</b> Number of supported Member States which have improved the use of renewable energy for energy access and/or national development plans <b>T 2014-2015:</b> At least three <b>T CAP 2014-2015:</b> An additional two</p>	<p>Four African countries benefited from the expert meeting addressing the energy access and diversification as well as the creation of jobs opportunities. Concurrently, the design and implementation of solar initiatives and related policies was promoted in five additional countries.</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> At least three global meetings (such as the World Science Forum) The World Science Report (2015) At least two regional meetings <b>T CAP 2014-2015:</b> One additional global or regional meeting</p>	<p>- Two regional initiative, one in Africa ( Rabat, October 2014) and one in LAC ( Montevideo, June 2015) - One Global meeting on Innovation ( Daejeon, November 2014) -The preparation for the World Science Forum is on track as well as the draft of the World Science Report</p>	<p style="text-align: center;">High</p>

**Achievement(s)**

**STI policy guidance and advice** were provided to several Member States, with focus on Africa (e.g., Benin, Burundi, Malawi, Democratic Republic of the Congo, Rwanda and Zimbabwe), but also in other regions where progress was made in the development and implementation of STI policy and related frameworks in Member States in Asia and the Arab region (e.g. Mongolia, Mauritania). The work consisted notably in the design of STI policy instruments. A significant STI policy extrabudgetary project involving more than 20 countries in Africa was finalized and the challenge today is to ensure the project results' sustainability which will be subject to mobilizing additional funding as well as continuing the exchange with the project focal point ministries to accompany them in organizing follow-up actions and guidance for undertaking the next steps (e.g. Benin for the adoption of the STI laws prepared with support from the project). In this line, the Government of Spain has signed a second phase project where operational instruments will be developed further as continuity of activities implemented so far. As part of the project follow-up, UNESCO also signed a three year agreement with the Republic of the Congo which will provide UNESCO with self-benefiting funds to reinforce its capacities in scientific and technological innovation and a mission has been organized for July 2015. In LAC region, UNESCO assisted Curaçao to put in place a working group that works on a baseline study of STI and towards an STI Policy for Curaçao, under the leadership of the Ministry of Education and Science.

Regarding **strengthening policies in specific areas such as renewable energies**, an expert meeting was organized in October 2014 in Morocco with the Moroccan Federation of Electricity, Electronic and Renewable Energy. This innovative conceptual framework aimed at addressing strategies and policies to promote the industrial compensation and creation of start-ups in renewable energies in Maghreb countries. The main goal was to address energy access and diversification as well as job creation. A regional expert meeting was organized

### Achievement(s)

in Douala (Cameroon) on the “Renewable Energy Policies and Strategies in Africa” to address energy policy makers. It aims at identifying the best practices on renewable energy policies and promotes regional cooperation policy making and planning in this field.

UNESCO’s initiative on building the Global Observatory of STI Policy Instruments (**GO-SPIN**) continued its expansion, with the publication of Zimbabwe (July 2014), Malawi (September 2014) and the finalisation of the Rwanda report after a technical mission and a validation workshop by the national task team held in May 2015. The Rwanda report will be the country profile N°4 and Israel will be number 5 of the on-line series on GO-SPIN country profiles in STI policy. Advancement has been made for the GO-SPIN project with the securing of funding from Sida Sweden for the development of the on-line platform. A training workshop was organized in 2015 in Cairo in collaboration with the Egyptian Science, Technology and Innovation Observatory on the GO-SPIN methodology. Another workshop was organized with AOSTI for senior managers of the science systems of Senegal, Mali, Niger and Burkina Faso using STI indicators and the instruments of policy in STI governance. Concerning the **SPIN in Latin America and the Caribbean**, a new version of the software has been developed.

At regional level, UNESCO participated with the African Development Bank in the organization of the 2nd Ministerial Forum on Science, Technology and Innovation in Africa, in Rabat, Morocco, 14-17 October 2014, which adopted the Rabat Statement with strong commitments in STI policy. In Latin America, UNESCO organized a seminar “Ciencia, Tecnología e Innovación. Políticas para América Latina”, *Science, Technology and Innovation. Policies for Latin America* (Montevideo, 9 June 2015) in cooperation with the Universidad de la República and the Ministry of Education and Culture of Uruguay.

The Forum in Rabat was also the occasion to move forward the agenda towards the establishment of **STI policy training and research programmes** and the creation of university networks. *UNESCO* has since started working with two universities in Tanzania and Tunisia, the Nelson Mandela-African Institution of Science and Technology, for which and the national engineering school in the University of Tunis (El Manar) with which an innovative North-South-South international network in STI policy was launched in Hammamet, Tunisia on 11-12 June 2015 as a result of the Workshop on inter-university networking for capacity-building in STI policy: Towards a comprehensive African master programme” organised jointly with UNESCO.

Other STI policy capacity-building activities took place, such as the sub- regional workshop for Central Africa in collaboration with AOSTI in Brazzaville in February 2015 and the training course on “*Innovation Ecosystems in Latin America, Institutions and Impact*” in Montevideo in November 2014, as well as the organization with the International Research and Training Center for Science and Technology Strategy (CISTRAT) in Beijing, China (a UNESCO Category 2 Centre), the international training workshop “Strategic Research and Formulation Methods for S&T Development Plans: Reinforcing National Capacity on STI Assessment” held in November 2014. It should be noted that most of the STI capacity building activities involved at least 33% of women.

In the field of **innovation**, a major event was the organization in collaboration with the World Technopolis Association, the Daejeon Metropolitan City Government and INNOBIZ Association, of the Daejeon Global Innovation Forum (DGIF) in Daejeon (Republic of Korea) from 11 to 14 November 2014. The Forum explored the possibility of moving to the 4th

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generation of the innovation paradigm (Innovation 4.0). UNESCO has made advances for the promotion of innovation, through the development of science parks, business incubators and technology transfer offices in different parts of the world. Thirteen case studies on innovation management within enterprises in the Sahel sub-region were produced and now online and available to trainers and students who wish to learn something about how enterprises in the Sahel region of West Africa undertake innovation management in their businesses. **With the support of UNESCO, Over 30 Iranian entrepreneurs and managers of science parks were trained on entrepreneurship in May 2015** at Shahid Beheshti University in Tehran to foster a culture of creativity and innovation and to encourage national and international techno entrepreneurs.

For the mobilization of **youth**, a side event was organized during the Third Small Islands Developing States (SIDS) Conference in Apia in August 2014 on the importance of promoting career prospects in the sciences for young people as a strategy for sustainable development and UNESCO, and support was provided to young scientists to nurture the debate of the 2nd STI Forum in Africa in Rabat.

**At Global level**, as every November, the World Science Day for Peace and Development was organized on 10 November 2014 under the theme 'Quality Science Education securing a sustainable future for all'. The event was the occasion to launch the UNESCO World Library of Science. By 30 June 2015, 20 chapters of the UNESCO Science report out of 27 had been laid out. One chapter of the report funded by the L'Oréal Foundation will be on Women and Science has been prepared in collaboration with UIS.

Regarding the World Science Forum (WSF) to be held in November 2015 in Budapest, three steering committee meetings were organized for its preparation. In conjunction with the World Health Summit the fourth edition of the InterAcademy Medical Panel (IAMP) Young Physicians Leaders (YPL) Training Workshop was held in Berlin, in October 2014. The IAMP convened a workshop (Trieste, July 2014) that provided training to 35 participants from 25 countries.

An active participation of high level female scientists and notably UNESCO/L'Oréal Laureates global or regional conferences organized by or with UNESCO quoted above has been ensured to promote the importance of the participation of women in science notably at the highest levels.

In addition to its crucial role in assisting Member States in developing their STI policies and systems for sustainable development, UNESCO continued to strengthen at global level the necessary **science-policy interface** notably through the UN Secretary-General's Scientific Advisory Board (SAB), which is hosted by UNESCO. The third meeting of the SAB was held in Kuala Lumpur (Malaysia) on 25 and 26 May. SAB worked on issues related to climate risks and a policy brief that will be presented at a side event during the 21st Conference of the Parties to the United Nations Framework Convention on Climate Change (COP 21). Moreover, several SAB members provided key inputs into the international science conference "Our Common Future under Climate Change" in Paris in July. The Director-General convened a Ministerial Breakfast with participation of SAB members during the high-level session of the High-Level Political Forum and engage further with Member States in relation to the post-2015 development agenda.

UNESCO also continued its participation to the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) and Future Earth. UNESCO, serving as the IPBES Technical Support Unit (TSU) for Task Force on Indigenous and Local Knowledge Systems (ILK), organized the first (June 2014) and second (April 2015) Task Force meetings, coordinated the intersessional work of its members, jointly organized a *Global Dialogue Workshop on ILK about pollination and pollinators associated with food production* (1-4 Dec 2014, Panama), and

Achievement(s)
<p>prepared the task force documents for submission to the third session of the Plenary of IPBES (12-17 January 2015, Bonn). Outputs from the Global Dialogue Workshop were published on line (June 2015). as: <i>Indigenous and Local Knowledge about Pollination and Pollinators associated with Food Production</i> in order to make these largely oral ILK data available in written form for citation by the Authors of the IPBES Pollination Assessment.</p> <p>UNESCO was actively engaged in the preparatory process for the <b>third International Conference on SIDS</b> (Samoa, August 2014) and the International Year on SIDS. As follow-up to the Samoa Conference, a draft Action Plan for SIDS was developed in consultation with UNESCO's programme sectors and with Member States from the three SIDS regions. The draft Action Plan responded to the resolution approved at the 37th General Conference initiated by New Zealand and St Kitts and Nevis, and co-sponsored by over 20 Member States. It was also developed in line with the priorities set in the outcome document of the Samoa Conference: the SIDS Accelerated Modalities of Action (SAMOA) Pathway. Its objectives target the development issues of SIDS in education, the sciences, culture, communication and information in a unique interdisciplinary and holistic manner.</p> <p>In order to be as cost effective as possible, UNESCO involved its networks and category 2 centres notably in global and regional events. Furthermore, most of the side events organized by UNESCO during the major forums/conferences were cost-effective, taking advantage of the presence of delegates in the conference to involve them as panellists. Activities were implemented successfully mainly through extrabudgetary funding; UNESCO was able to attract significant amounts of external funding during the reporting period, notably from Swedish Sida.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>There is an increased demand from Member States for UNESCO policy advice, technical assistance and capacity building in all the fields covered by this ER. The need for resource mobilization to respond adequately to this demand creates pressure and constraints in terms of time devoted to fund raising, compared to time for implementation, coordination (including internal within the Division and the Sector), reporting and planning. The coordination and management of additional extrabudgetary projects require increased human resources; recruiting temporary assistance is not a viable option and the project funding is not always sufficient to recruit additional temporary staff. It is also to be noted that significant training and knowledge of UNESCO rules and procedures is required before the newly recruited staff become operational for the project implementation. Furthermore, the need to ensure sustainability of actions already successfully undertaken also requires securing additional funding,</p>	<p>Additional extrabudgetary resources have been actively sought. The involvement and mobilization of partners has been key in the achievement of the targets of this ER. Partnerships with other organizations are pursued notably with other UN agencies within the framework of the post-2015 agenda.</p>

Key challenges	Remedial actions
which is often challenging with limited human resources and reduced "seed money" from the RP.	
Ensuring smooth collaboration and coordination between Headquarters and Field Offices notably after staff movement and restructuring of Field Offices required additional efforts in several cases.	Actions have been taken to ensure better communication and exchange of information with Field Offices notably in Africa, for example by organizing regular conference calls with different sub-regions of Africa.
On top of these 'recurrent' challenges, some others could be imputed to the specificity of each component for this expected result, for example the issue of timeline for national STI policy which is a long term process, and the issue of the importance of relevant communication regarding indigenous knowledge.	Regular exchange with designed focal points from intermediate level in concerned Ministries allowed continuity in the implementation process for STI policies.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Capacity-building in research and education in the natural sciences enhanced, including through the use of ICTs	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of beneficiary countries from training activities and related events on the sustainable use of renewable energy sources including in the context of the 2014-2024 UN Decade of "Sustainable Energy for All" <b>T 2014-2015:</b> At least fifteen <b>T CAP 2014-2015:</b> At least an additional four	13 countries benefitted	High
<b>PI:</b> Interdisciplinary science education initiatives including innovative methods of teaching at all levels introduced in a number of Member States <b>T 2014-2015:</b> Nine <b>T CAP 2014-2015:</b> Sixteen	Five interdisciplinary science education initiatives set up	Medium

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Number of Countries especially in Africa having strengthened capacity to deliver science through collaborative action and networking</p> <p><b>T 2014-2015:</b> Six</p> <p><b>T CAP 2014-2015:</b> Twelve</p>	<p>9 countries</p>	<p>High</p>
<p align="center"><b>Achievement(s)</b></p>		
<p>Efforts continued to support the capacity building and exchange of scientific knowledge and best practices in renewable energy in the context of SEYA. The seventh and eighth Asian annual Schools on Renewable Energy (in June 2014 and June 2015) were organised in Malaysia, jointly with ISESCO and the support of the Solar Energy Research Institute, National University of Malaysia. This initiative benefited thirty three representatives from thirteen Asian countries: Azerbaijan, Bangladesh, Brunei Darussalam, Lao People's Democratic Republic, Indonesia, Kazakhstan, Malaysia, Maldives, Myanmar, Pakistan, Philippines, Thailand and Vietnam.</p> <p>The extra budgetary project funded by OFID and Panasonic for the solar electrification of rural schools includes a training component addressing the end users and covers the use and maintenance of the solar energy systems. Training activities are organised at local level for the 75 local beneficiary communities. The project benefits five Sub Saharan African countries: Benin, Madagascar, Mauritania, Niger and Togo.</p> <p>Support was provided to the organisation to the European Biomass Conference and Exhibition organized in June 2015 in Austria.</p> <p>The International Year of Crystallography 2014 (IYCr2014) was an immense success, with 700 participants attending the opening ceremony held in January 2014 at UNESCO headquarters. More than 80 nationalities were represented at this opening ceremony, among them representatives of governments, scientific unions, academia and the private sector. This main launch event allowed presentations and discussions on the key role played by crystallography in development, as well as the current issues and potential solutions recognised by young crystallographers and the state of crystallography in the BRICS countries. An exhibition in the main hall illustrated the benefits of crystallography and representatives of private companies were on hand to discuss their work with participants. A crystal-growing competition for schoolchildren was launched in 2014, which revitalized the Science Education inquiry-based learning programme. About 400 students from 12 different countries participated. Among these countries there were: Argentina, Benin, Cape Verde, Côte d'Ivoire, Singapore, Switzerland, Zambia and two schools in France.</p> <p>UNESCO's International Basic Sciences Programme (IBSP) and regional field offices brought expertise to the implementation of Open Laboratories (OpenLabs) in Crystallography in 11 countries, namely Pakistan (April 2014), Argentina (May 2014), Morocco (May-June 2014), Ghana (June 2014), Cambodia (July 2014), Uruguay (July 2014), Indonesia (August 2014),</p>		

**Achievement(s)**

Turkey (September 2014), Colombia (October 2014), Mexico (November 2014), and Vietnam (December 2014). These capacity-building workshops allowed the training of more than 400 young scientists and students, including 140 women. These young scientists and students will contribute to creating a critical mass of crystallographers in their countries and regions. Several additional OpenLabs are planned to be implemented in 2015 and 2016 in more than 10 countries. The OpenLabs are research-oriented educational and training programmes hosted by universities or centres of research. They provided poster presentations, exhibitions, lectures for students, teacher training workshops, hands-on experiments and demonstrations of mobile or fixed diffractometers. OpenLabs are 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. The significance of the IYCr was further summarized in a booklet entitled "Crystallography matters!", distributed worldwide in 16 different languages. Over the course of the year, hundreds of activities, initiatives and publications brought the importance of crystallography to new audiences, actively trained new crystallographers, and raised the profile of a science that is central to so much of our understanding and interaction with the world around us. The closing ceremony of the International Year of Crystallography titled "Crystallography for the next generation", was held from 22-24 April 2015 in Rabat, Morocco, under the High Patronage of His Majesty King Mohamed V.

The Mathematics of Planet Earth initiative was enhanced in 2014, with several conferences and activities all over the world providing 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.

Since the beginning of the biennium, the Sector has been pursuing a strategy to strengthen collaboration with Mathematics and Physics organizations, such as (ICTP), the International Society for Optics and Photonics (SPIE), the International Mathematical Union (IMU), the African Mathematical Union (AMU) and 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 LDCs. We supported the implementation of mathematics workshops, which were held in September 2014 in Dar es Salaam, Tanzania. A physics training programme for talented African students was launched with the support of the Université Catholique of Louvain, which already hosted in 2014, in this framework, some female physicists from the Centre of Atomic Molecular Physics, Optics and Quantum (CEPAMOQ Research Centre) in Cameroon. In addition to building capacities, we also keep in mind the need for international cooperation in the field of the basic sciences.

IBSP also supported the first edition of the "Young African Scientists Meeting" organized in collaboration with the Association pour la Promotion Scientifique de l'Afrique (APSA), which was held in November and December 2014. The objectives of this Young African Scientists Meeting were to empower the younger generation of African scientists in the preparation of their future careers and to assist in the building of their scientific networks. These objectives were set in view of triggering the emergence of a new top-class science research and education in Africa. The meeting was also an occasion to provide relevant information on the research and higher education systems in sub-Saharan Africa; on existing networks; and on capacity-building opportunities. More than 80 African young scientists actively participated to this conference.

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In collaboration with the Centre International de Mathématiques Pures et Appliquées (CIMPA), UNESCO's IBSP expertise and network in mathematics and physics have been used in the planning and implementation of three research schools in sub-Saharan Africa, namely in Cote d'Ivoire (March 2014), Senegal (June 2014) and Benin (July 2014). Approximately one hundred researchers have been gathered in these top-class mathematics schools. The UNESCO Chair in Mathematical-Physics of Cotonou, Benin has been instrumental in the implementation of different capacity-building activities in western Africa.

The International Year of Light and Light-based Technologies (IYL2015), proclaimed by the United Nations General Assembly in December 2013, had its opening ceremony at UNESCO and featured art exhibitions including the large-scale light installation "Light is Here" by Finish Artist Kari Kola that lit up all three facades of the UNESCO Fontenoy Building, the exhibition titled "1001 Inventions and the World of Ibn Al Haytham" in Hall Ségur that featured a full sized camera obscura, and the "Light-Painted World" exhibition that featured over 100 award-winning light paintings. Partner institutions and consortium members also show cased some of their own light-based technologies and services, thus creating the appropriate atmosphere for networking during the opening ceremony's social programmes.

The preparation of the IYL2015's year-long activities has been elaborated together with a consortium of more than 145 partners. Thousands of events in over 80 countries have taken place advocating for science, technology and innovation at a global scale. The topics cover history of optics, light art, lighting the built environment, light pollution, photon behaviour and quantum physics, natural light, light in biology, medicine, etc. Events already registered include contests, lectures, workshops, exhibitions, conferences, galas, teacher gatherings and competitions, talks, performances and master classes, etc. One example is the XPhoton Open Innovation Challenge that will offer a prize to researchers or institutions who offer the best practical solutions for turning cutting edge photonic research into highly marketable technologies. The most recent global event UNESCO co-organized is the World of Photonics Congress, held in Munich, Germany, on 22 June 2015. This event attracted more than 700 people, and focused on "Light Solutions for the Society Challenges of our World". High-level speakers addressed how light-based technologies can help to promote sustainable development and provides solutions to worldwide challenges in areas such as energy, education, communications, health and sustainability.

Capacity building through ICTP's education and training activities has been covered by the three core programmes addressed to graduate students, doctoral students, and experienced scientists, respectively. The ICTP Postgraduate Diploma programme is a rigorous, one-year, pre-doctoral course of study in areas including high energy physics, condensed matter physics, mathematics, and Earth system physics. The ICTP/IAEA Sandwich Training Education Programme (STEP) offers fellowship opportunities to Ph.D. candidates from developing countries and provides scientific co-supervisors at ICTP or one of its collaborating institutions, for study in scientific fields covered by the IAEA Technical Cooperation Programmes and those falling in the scientific and technical competence of ICTP and its associated institutions. ICTP has organized and hosted conferences and workshops for scientists with some research experience, especially from developing countries, in the areas of basic and applied sciences, ranging from its main research subjects to medical physics, computational sciences, biophysics, nuclear physics and nanotechnology, and also including other interdisciplinary areas.

In the life sciences, efforts were pursued to initiate the startup phase of the International Centre for Biotechnology, Category 2 Centre based at the University of Nigeria Nsukka. Among

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the priority actions taken were the establishment of the International Governing Board (IGB) which saw the translation of support voiced for this proposal turned to tangible commitment through nomination of representatives of 3 countries notably Congo, Egypt and Kenya to serve on this Board; other countries have also voiced strong support for this initiative and are expected to join. The IGB also includes representatives of 2 international scientific organizations ICRO and ICGEB. The establishment of the IGB was a critical step in moving towards full functioning of this Centre. The first meeting of the IGB was organized in May 2015. Practical steps were taken for the recruitment of the Executive Director of the Centre, a process which has now reached the final stages.

A micro-symposium entitled 'The role of Biotechnology in the Post-2015 Development Agenda' jointly organised by the Permanent Delegation of India to UNESCO was held at UNESCO (13 February 2015). This micro-symposium was intended to showcase the past and present achievements of the UNESCO category 2 Regional Centre for Biotechnology (RCB) and its future potential while having a discussion for the first time in UNESCO on the role that advanced technologies can play in providing sustainable solutions to address some of the new SDGs, particularly the ones that relate to health (Goal 3), agriculture and food security (Goal 2), and inclusive and sustainable industrialisation and innovation (Goal 9). The meeting will be animated by experts discussing these challenges.

The Biotechnology Research Center (BTRC) project in Libya was re-initialized following a consultation process. Renewal of the project document was undertaken in order to better reflect to new objectives. Whereas the first phase of collaboration focused mainly on the procurement of equipment and improving the infrastructure, the new phase will emphasize the human capacity development in line with the needs of the Centre and with national needs. Among the main objectives of the project are: the strengthening of training and research in biotechnology in Libya, and building a critical mass of biotechnology expertise locally notably through advanced training events and fellowships with the aim of developing expertise for the provision of specialized services by the Centre and building research teams in priority areas of biotechnology. Twelve Libyan students have benefitted from placements on a Masters course in Biotechnology for Medicinal and Aromatic Plants BiotechMAP at the University of Bari Aldo Moro.

Similarly, support was provided to the Human Variome Project for the official launch at UNESCO headquarters in Paris on 12 June 2015, of the Breast Cancer (BRCA) Challenge. This is a joint-initiative of the Global Alliance for Genomics and Health and the Human Variome Project, an NGO that works in partnership with UNESCO and aims to advance understanding of the genetic basis of breast cancer and related cancers. The BRCA Challenge was launched during a two-day meeting that brought together leading scientists in the field of genetics, genomics, and cancer research, and also laid the foundation for an international network that would focus on BRCA studies on a global scale, especially in developing countries.

The Carlos J. Finlay Prize for Microbiology saw progress with the establishment of timelines for actions and the selective process for jury members, following consultation with the Cuban Delegation. The first and second edition of the PhosAgro-UNESCO-IUPAC research grants in "Green Chemistry for Life" targeting young scientists has been completed. The first Awards Ceremony, organized at the PhosAgro Headquarters in Moscow, was held in September 2014.

In addition to building capacities, we also keep in mind the need for international cooperation in the field of the basic sciences. In this context, the IBSP Scientific Board Meeting was

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<p>held in Paris, on 11 and 12 May 2015.</p> <p>The SESAME project is making remarkable progress in view of its operational phase foreseen to take place in 2016. The SESAME Council meeting has been held in UNESCO HQs, Paris, on 26 and 27 May 2015, with the participation of IBSP in the organization of this important meeting.</p> <p>UNESCO organized in collaboration with CERN the 60th anniversary of the Signature of the Convention establishing CERN in UNESCO. The event brought together more than 500 attendees, including Ministers of Foreign Affairs of the 21 CERN Member States, as well as researchers, members of the international scientific community, representatives from UNESCO, CERN, European Space Agency (ESA) and European Southern Observatory (ESO) officers A Round-Table discussion on “Science for Peace”, moderated by the science journalist Katya Adler was also organized.</p> <p>The UNESCO-L'OREAL International Fellowships for Young Women in Life Sciences - 2014 cycle is on track with all 15 fellows having started the first year of their fellowship (Phase I) between April and September 2014. The following countries were awarded a fellowship for the first year: Mauritius, Nigeria, South Africa, Sudan, Tunisia, Jordan, Pakistan, Singapore, Japan, Turkey, Hungary, Japan, Panama, Chile and Bolivia. Between March 2015 and June 2015, the following countries have extended their fellowships: Japan, Mauritius, Singapore, Spain, Sudan and Tunisia.</p> <p>A culture of innovation and informed policies through the promotion of science education at all levels has been fostered through the planning and preparation of teacher training workshops on the use of Microscience kits, namely in Angola, Comoros, Congo, Equatorial Guinea, and Zambia. UNESCO was involved in discussions with Airtel Gabon on a project aiming to train 5000 young people on the use of ICTs for education in the basic sciences and entrepreneurship in Gabon. In January 2014, a feasibility study was conducted for the Microscience Centre in Yaounde for its establishment as a UNESCO category 2 centre. Microsciences workshops have recently been held in the Comoros, and five others will be implemented in Liberia, Cape Verde Islands, Zambia, Congo and Equatorial Guinea by November 2015. The African Mathematics Olympiade have been strengthened and the next competition will be held in Abuja, Nigeria, in August 2015. The World Science Day 2014, in UNESCO, focused on the promotion of Quality Science Education: ensuring a sustainable future for all, which allowed the science education programme to be more visible through the hands-on activities presented, including the Experiencing Mathematics Exhibition and Geometry of Crystals activities, the Microsciences experiments, the crystal-growing experiment, etc. About 340 students took part in this event at UNESCO headquarters. This World Science Day also saw the Launch of the World Library of Science – a scientific digital library composed of hundreds of peer-reviewed articles that used text, pictures, illustrations and videos to make scientific concepts easy-to-understand. In the Mediterranean and Caucasus, the Organization continued to building capacity in science education and STI, especially in SEE.</p> <p>In 2014, the West Africa Regional office designed an updated STEM education curriculum based on best practices to promote the delivery of STEM education in the region. In collaboration with the Science Teachers Association of Nigeria (STAN) and Mathematical Association of Nigeria (MAN), STEM educational resource materials are being developed in</p>

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English and French.

In terms of regional science fairs and competitions, the UNESCO Montevideo office participated at the Science Educators Academy held in parallel to the INTEL ISEF (International Science and Engineering Fair) in Los Angeles, USA. While the participation allowed for increased cooperation with Intel and partners such as OAS, the discussions were very important in terms of how to better organize and promote National Science Fairs. The experience will be very important in the replication in LAC and other regions. UNESCO Montevideo sponsored and participated in the organizing committee of the VI Latin American Olympiad for Astronomy and Astronautics (OLAA), successfully held 10-16 October 2014 in Minas, Uruguay. To contribute to strengthening strategic science capabilities in the countries of the region, UNESCO Montevideo has supported the 28th National Science Fair of Uruguay (Montevideo, 1/3 October), contributing to its success through the delivery of two "UNESCO special mentions" to Science Clubs delivering Crystallography-related projects. In cooperation with WAYS-LAC, UNESCO has sponsored the first Science Slam Festival (Guadalajara, Mexico, 3 to 6 December) in the LAC region. The initiative focuses on bringing science and technology in innovative ways scientifically literate knowledge societies.

The 18 months ending 30 June 2015 were a time of great accomplishment at TWAS, which have significantly increased its PhD fellowships for early-career scientists from the developing world. TWAS is engaging with policy-making bodies and science diplomacy at the highest levels as well as pursuing initiatives to support and promote women in science and engineering. Innovation in communication efforts has produced dramatic increases in the size and scope of TWAS's global audience. TWAS, has supported the Grants scheme to Young Scientists. Sixty-three grants were assigned (27 in biology, 22 in chemistry, 4 in mathematics and 10 in physics). Thirty-one research grants were assigned (10 in biology, 13 in chemistry, 2 in mathematics and 6 in physics). TWAS and COMSTech each provide USD100,000 to provide research grants of up to USD15,000 to scientists under the age of 40 in Organization of Islamic Conference countries. The TWAS Regional Offices also awarded 5 TWAS Regional Prizes in the area of 'Science Diplomacy'. TWAS organized and participated in events focused on areas of key strategic significance for the developing world: education and training; laboratory-development grants; promotion of scientific excellence; policy advice to governments and science bodies; science diplomacy; support for women in science and engineering; and communication.

The Organization for Women in Science for Developing Countries (OWSD) Postgraduate South to South Fellowship programme for women scientists, mainly funded by Sida Sweden, has enabled young women from least developed countries to undertake PhDs at a host institute of internationally recognised research excellence in the South. The OWSD which operates under the administrative umbrella of UNESCO, awarded 52 fellows through its Post-Graduate South-South Fellowship Programme for Women Scientists. It also organized short courses and leveraged new partnerships to raise representation of women at workshops. The Elsevier Awards for Early-Career Women Scientists in the Developing World, managed by the OWSD, awarded 5 early career women scientists in the South who have worked hard against social, economic and cultural pressures to achieve internationally competitive results. Also, under OWSD, an agreement with the University of the Chinese Academy of Sciences (UCAS) was signed to provide 15 fellowships per year to young women scientists. In 2015, OWSD has continued to consolidate the flagship PhD programme and to ensure that the new activities to support OWSD fellows in their ongoing careers are targeted and effective. OWSD has put in place systems for tracing the scientific productivity and international reach of its fellows, and importantly, has set up systems so that it can continue to communicate with OWSD alumnae long after they have completed their fellowships.

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<p>The strong relationship of OWSD with GenderInSITE as a partner programme also means that OWSD is making connections with policy and decision makers and ensuring that OWSD members are aware of the potential they have for making important changes to how women in science are perceived and what opportunities are available to them.</p> <p>In 2014, the UNESCO/ANSTI-TWAS partnership research on gender in science, innovation, technology and engineering 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. UNESCO/ANSTI awarded 11 postgraduate scholarships for 2014/2015 academic year out of which two (2) PhD scholarships were awarded to outstanding applicants from Lesotho and Zimbabwe.</p> <p>Additional Appropriations and extra-budgetary contributions from partners helped to ensure continuation of activities despite the low priority given to the ER by the Executive Board during the financial crisis. Close collaboration with scientific and industrial partners has ensured efficient and continued activity execution, as has improved coordination with Field Offices, ICTP, TWAS, category 2 centres and UNESCO Chairs, as mentioned above.</p> <p>ER2 contributed to strengthening science, technology and innovation systems globally (SO 4) and to promoting international scientific cooperation on critical challenges to sustainable development (SO 5), through human and institutional capacities developed in science education, and the basic and applied sciences, including renewable energy. These have been made possible through a network of partners worldwide, especially in Africa. During the last eighteen months, the activities ER2 have been working to foster education in the basic sciences, which is vital to long term development and sustainability of all areas of scientific research and application.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges during these eighteen months have largely been related to the reduced levels of RP funding for the activities under this ER despite the diversity and the importance of the activities. This situation did not allow, for instance, the implementation of the IBSP Scientific Board meeting in 2014.	More reliance on partners and extrabudgetary funding
The implementation rate for activities has been low due to the abolishment of two posts within the restructuring and redeployment exercise undertaken by the Organization during the reporting period.	Better human resource coordination
Initiatives will require further resources as they need to be duplicated particularly in developing countries concerned by the use of the locally available renewable energy resources to respond to the enormous energy access needs.	Intense collaboration with scientific and industrial partners ensures an efficient and continued implementation of UNESCO's activities

Key challenges	Remedial actions
	despite the conjuncture.
37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Interdisciplinary engineering research and education for sustainable development advanced and applied	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of universities in Member States which increased their awareness raising and capacity-building of engineering</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> 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.</p>	The target 2014-2015 has already been met with more than 1 university from each region increasing awareness on engineering	High
<p><b>PI:</b> Number of Member States actively involved in gathering engineering data increased</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> 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</p>	There has been concerted efforts on data gathering and accreditation in engineering in all regions and thus the target will be met.	High

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<p>Engineering activities in all regions have contributed to ER3 being on track to meet its reduced performance indicators.</p> <p>To increase the visibility of engineering in Africa, the first Engineering Week in Africa took place 1-5 September 2014 in Johannesburg, South Africa. This event was planned to increase engineering outreach activities in Africa as well as inform youth about careers in engineering on the continent. The topics of the event included: women in engineering, youth in engineering, careers in Africa and engineering education. To enhance hands-on learning in engineering, Kano and IEEE donated 40 Kano kits (hands-on learning material) which were</p>

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<p>distributed by UNESCO and the National Commissions/Field Offices to schools in Ethiopia, Kenya, Nigeria, South Africa and Zambia. The engineering institutions and groups in Africa have now called for Engineering Week to occur annually as it has stimulated youth and the professionals to discuss the advantages as well as hurdles of engineering in Africa. The Girls Mentoring camps in Kenya have also contributed to Engineering Week in Africa. Engineering Week in Africa will continue in 2015.</p> <p>Historically, women have been significantly underrepresented in engineering fields, typically making up only 10 – 20% of the engineering work force. In Africa, women represent even fewer of the engineering professionals with South Africa having around 10% women and Kenya only 8%. In February 2015, during Mobile Learning Week, Intel and UNESCO launched the Young Women in Engineering in Africa Acceleration Programme. As part of the initiative, young women students in their second year of engineering undergraduate studies in South Africa are provided with a two-year scholarship which will enable them to conduct research with one of the Category II Centres under the auspices of UNESCO or any other research laboratory in the country. A key feature is that these young women will also receive mentorship for prominent African leaders and engineers who are women. The purpose is to reward the efforts of young women who are studying engineering at universities in South Africa who will contribute, through their innovative engineering research or project work, to the development of aspiring women engineers and the diffusion of engineering as a key driver for sustainable development.</p> <p>Engineering education and accreditation has been addressed in the ASEAN region with a focus on engineering curricula development as well as a platform where engineering educators can meet, network and share best practices to enhance teaching methods and curricular. To support the initiative on promoting Accreditation of Engineering Qualifications to International Standards and Mobility of Engineers and Technologists, as well as to promote sustainable development through South-South cooperation, a workshop was organized in May 2015. This workshop also helped to establish networks for collaboration between Engineers Registration Boards/Institutions of Engineers in Africa, ASEAN and Asia and the Pacific. It will give an opportunity to young engineers and women engineers from Asia and the Pacific to establish contacts for future engineering activities and collaborations. Representatives from engineering institutions (selected with the support of the UNESCO Category II Centre, International Science, Technology and Innovation Centre for South-South Cooperation) also used this opportunity to share their experiences in the individual countries' education system and discuss about collaboration opportunities to move forward for accreditation for the various Accords for Engineers, Technologists and Technicians, using for example the FEIAP Engineering Education Guidelines.</p> <p>In the Arab region, engineering education was promoted by hands-on learning tools. A sub-regional Ministerial forum on Galvanizing Higher Education and Scientific Research in Developing Countries was organized in Cairo November 23-24, 2014, attended by 60 people from universities, research institutes and the relevant general directorates of the Ministry of Higher Education from Sudan and Egypt. This should lead to an MoU with the Egyptian Government and a number of regional recommendations.</p> <p>In the LAC region, a workshop on women in engineering took place in November 2014. The audience was composed of 50 engineers, 90% women, from different sectors of practice, including research and industry. Cooperation with UNESCO Chair on Women in Science and Technology and with L'Oréal Argentina is being enhanced. In 2015, the Experts Workshop on Innovation in Science and Technology Education with Gender Focus (Taller de expertos "Innovación de la educación científica y tecnológica con enfoque de género"), Buenos Aires, Argentina, 16-17 April, 2015, organized by the UNESCO Chair on Women in Science was sponsored by UNESCO Montevideo. Twenty-five female experts in STEM education and</p>

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<p>gender participated (100% women), and prepared a final document that makes a detailed analysis of the state of the art of STEM education and the key issues to generate innovations with a gender equality approach, considering the diverse factors interacting in this field and establishes the grounds for a community of practice.</p> <p>Also in Africa, the Ministry of Education Science and Technology in Kenya together with the National Commission for Science Technology and Innovation (NACOSTI) partnered with UNESCO to organizementoring events for girls in engineering. Additional funds were mobilized through the UN Joint Programme for Gender Equality and Women's Empowerment (JPGewe) in Kenya to support the mentoring programme and strong partnerships were established with scientific companies and ICT institutions to enable engineering students to gain work experience. Since January 2014, two scientific camps of Excellence for mentoring girls in STEM have been organized in Kenya (November 2014 and April/May 2015). A total of 22 girls' secondary schools have participated in the camps with an additional sevenschools having participated in the mentoring sessions to celebrate the Africa Engineering Week in September 2014.</p> <p>The Funds-In-Trust project at the Garyounis University in Libya on engineering education remains on hold due to the security situation in the country but will resume oncethe situation improves.</p> <p>While working with engineers and engineering institutions in Africa on engineering education, we realised that before disaggregated data for engineering can be successfully found, there is a need for institutional capacity-building in Africa. Thus, some countries have approached UNESCO and other organisations. There have been meetings with the Institute of Civil Engineers, UK and the Federation of African Engineering Organisations to help strengthen engineering institutions and boards in Africa as these do not exist in many countries in Africa. Engineering data becomes difficult to gather without the support of national engineering boards. The Royal Academy of Engineers, UK and UNOPS also have an interest in this project and thus this proposal is being drawn up jointly and will complement the Global Engineering project. The first pilot project for this toolkit will be in Ethiopia. The future African Engineers Alliance also will be instrumental for data collection.</p> <p>Engineering education has been strengthened by familiarizing and facilitating Member States to incorporate problem-based learning for engineering into their curricula with the Category II Centre in Denmark, the Aalborg Centre for Problem-Based Learning in Engineering Education and Sustainability. There has also been the inauguration of the International Knowledge Centre for Engineering Sciences and Technology (IKCEST) in China, the other new category II centre under the auspices of UNESCO. These Centres as well as the Engineering Week in Africa helped to raise awareness of the need for more engineers around the world and will contribute to, in particular, strengthen new approaches to engineering education.</p> <p>The reason for the low implementation of the budget for ER 3 is twofold. Many of the activities for the first 18 months of the biennium have been funded by partners and thus the activities have still been implemented but there was no need to use UNESCO funds. In the Field Offices, the budget has been utilised for most of the projects for the biennium. Secondly, much of the budget will be used for projects in the final five months of 2015. These funds are currently being distributed to the partners for the projects that will follow soon. Letters of Agreement have now been signed with Airbus and the European Petrochemical Association and thus the implementation of the joint projects are underway.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Severe budget cuts in engineering for activities, especially in Africa.	Working closer with the private sector who help fund activities and projects so that the mandate can be met.
Lack of support staff and programme specialists to implement projects in engineering	There is much interest from old and new engineering partners and the private sector who would like to work with UNESCO on new engineering projects but the resources is extremely limited with only 1 programme specialist at HQ. To remedy this situation, partners have been approached to second staff to work at HQ on engineering.

### 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of international initiatives reinforcing the links between WCRP and IOC scientific priorities and programmes in activities of the WCRP projects and programmes</p> <p><b>T 2014-2015:</b> Enhance IOC observation activities in Polar regions by supporting WCRP involvement in the International Polar Initiative</p>	<p>WCRP invited the IOC to attend the workshop: IPCC AR5: Lessons Learnt for Climate Change Research and WCRP. The report was delivered in January 2015. The IOC has continued its cooperation with the WMO and WCRP to develop the International Polar Partnership Initiative and to identify the possible contributions of IOC to future IPPI activities.</p>	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b> Implementation of regional climate downscaling methods to enhance preparedness of SIDS and low lying coastal areas to adapt to climate change impacts</p>		
<p><b>PI:</b> (i) Number of international agreements on standards and methodologies established and implemented. (ii) Increase in data sharing among the international carbon programmes and institutions.</p> <p><b>T 2014-2015:</b> (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</p> <p><b>T CAP 2014-2015:</b> 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'</p>	<p>The IOC was launched a biological working group within the framework of the GOA-ON. IOC is co-chairing and coordinating this body, which includes a variety of activities in order to establish the monitoring of ocean acidification on marine life. Additionally the IOC continued its actions within the International Group for Marine Ecological Time Series. After compiling remaining data the analysis of the newly obtained results is currently undergoing. In total more than 350 time series station are now part of IGMETS. IGMETS activities during the past months, include a directory explaining every single time series, which contribute to this assessment. This directory will be one annex of the report and also published online, as soon as the publication is launched.</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> Continued and diversified Member State investment, sustaining implementation levels for in situ and space observations of the ocean for climate and weather.</p> <p><b>T 2014-2015:</b> 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%</p> <p><b>T CAP 2014-2015:</b> Strategic planning and defined requirements for an ocean observing system responding to stakeholder needs Scientific research enabled and ocean forecast systems initialized and validated</p>	<p>For the full year 2014, JCOMM monitoring statistics show implementation at 63% against GCOS/GOOS goals. GOOS is revisiting the targets for global implementation of in situ ocean observing networks for climate as part of the GCOS cycle of reporting</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> Requirements for five new EOVs defined where feasibility and importance of the variable are high One new observing networks for non-physical</p>	<p>The GOOS Biogeochemistry Panel has defined nine EOVs for both climate and ocean health monitoring purposes. A global glider steering team is being proposed as a new formal member of the JCOMM Observations Coordination Group.</p>	<p style="text-align: center;">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>EOVs coordinating through GOOS and the JCOMM Observations Coordination Group</p> <p><b>T CAP 2014-2015:</b> • 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</p>		
<p><b>PI:</b> Number of projects initiated to reinforce developing-country GOOS Regional Alliances with common observing and modelling tools to provide local services from ocean observations</p> <p><b>T 2014-2015:</b> Projects in one additional GOOS Regional Alliances initiated</p> <p><b>T CAP 2014-2015:</b> 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</p>	<p>A full survey of modeling capacity of the GOOS Regional Alliances was completed. The GOOS Regional Forum in September 2015 will focus on developing GRA-wide projects and bilateral cooperation.</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> (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</p> <p><b>T 2014-2015:</b> (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</p> <p><b>T CAP 2014-2015:</b> The network of participation institutions increased as well as the number of data records provided to IODE's databases, and the times they</p>	<p>(i) 105 institutions participating in the IODE network (65 national oceanographic data centres, 15 associate data units, 25 OBIS nodes) (ii) there are now 43M records in the OBIS database; there are 183 data sets in the OceanDataPortal system (central and additional nodes); there are currently 5324 records in OceanDocs (iii) there are now 164 publication mentioning OBIS</p>	<p style="text-align: center;">High</p>

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>have been cited (such as OBIS).</p>		
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> (i) Global species diversity maps (number of species, Hulbert and Shannon index) updated 4 times per year</p> <p><b>T CAP 2014-2015:</b> 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</p>	<p>Global species diversity maps (number of species, Hulbert and Shannon index) updated 3 times per year</p>	<p align="center">High</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> At least 15 inter-comparable marine ecosystem assessments produced</p> <p><b>T CAP 2014-2015:</b> Provide at least 3 regional scenarios on climate change effects on marine ecosystem functions and services</p>	<p>IndiSeas (Indicators for the Seas) 5th workshop was held at UNESCO HQ in June 2015. It was aimed to advance in model analysis of ocean indices for ocean health with respect to fisheries. They are actually comparing 15 ecosystems for fisheries and climate change</p>	<p align="center">High</p>

**Achievement(s)**

- > The IOC activities under this ER4 are progressing as expected, with minor deviations from the workplan.
- > The third International Symposium on the Effects of Climate Change on the World' Oceans was a great success for the IOC and also other results such as the organization of technical workshops on environmental indicators (e.g. IndiSeas) were very successful and fruitful.
- > Also the World Oceans Day - at the UNESCO HQ - was a great success with participation of general public, diplomats and other policy makers.
- >The IOC is actually organizing "Ocean" events during the UNFCCC COP21
- > A core group to plan future activities on hypoxia was established. Hypoxia is a major threat to the ocean but has not reached a broad audience yet. Hence the IOC-UNESCO perceived the need for enhanced international collaborations in this topic.
- > During the reporting period seeking for extrabudgetary funds continued to fully develop the workplan
- > The number of training courses exceeds the set objectives

Achievement(s)
> The number of data centres exceeds the set objectives

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
A reduction in the work plan to match available resources has limited our influence in key scientific for a, capacity development activities in ocean observations, and has led to some proliferation of uncoordinated efforts and therefore some confusion in the scientific community on the role of IOC. Stronger cooperation and in kind support of IOC Member State institutions have allowed IOC to have a greater influence than its core budget supports, while diluting the IOC brand and reducing delivery for all Member States	The emergency funds and the revision of IOC budget will help to partially recover our influence in the international scenario.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> (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.</p> <p><b>T 2014-2015:</b> (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</p> <p><b>T CAP 2014-2015:</b> At least one tsunami wave exercise coordinated and</p>	Member states have organized the compilation of Sea level and seismic station inventories in all four tsunami warning system regions. The Tsunami Wave exercise took place in the NEAM region	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>implemented for the NEAM region Tsunami awareness and preparedness improved in at least one region</p>		
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> - at least 6 capacity enhancing activities implemented - at least 35 national research institutions participating in the implementation of IOC Science activities -at least 4 expert/science workshops advancing international research</p> <p><b>T CAP 2014-2015:</b> - 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</p>	<p>• 7 capacity enhancing activities on Harmful Algal Bloom (HAB) observational capabilities have been implemented and 4 activities are in preparation targeting globally, Africa, and Caribbean. More than 35 national research institutions are participating in the implementation the activities. • 2 expert meetings (in 2014 and 2015) were held jointly with ICES and advancing international research, the Working Group on the Dynamics of Harmful Algal Blooms, and a Scientific Symposium on HABs in a Changing World was held. Also expert workshops on HAB Data and HAB global research priorities.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of Member States benefiting from improved capacity for operational ocean forecast systems.</p> <p><b>T 2014-2015:</b> One additional Member State actively participating in operational ocean forecast system coordination through JCOMM</p> <p><b>T CAP 2014-2015:</b> 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</p>	<p>JCOMM/ETOofs continues efforts to produce a Guide which will serve Member States setting up operational ocean forecast systems. An EXB-funded summer school in Africa provided training in the development of local services from global observations and products.</p>	<p align="center">High</p>
<p><b>PI:</b> Course (training) materials used in capacity enhancing activities related to early warning systems, mitigation and adaptation made available to Member States through OceanTeacher.</p>	<p>3 courses have been entered into the OceanTeacher training platform based upon courses that have been held in 2013 and 2014. These courses be be used as templates for future courses.</p>	<p align="center">High</p>

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 5 courses entered in OceanTeacher for use during training courses. <b>T CAP 2014-2015:</b> 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</p>		
<p><b>PI:</b> (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>T 2014-2015:</b> - At least 3 WOA regional workshops training courses organized with the assistance of IOC -The first edition of WOA report delivered by the beginning of 2015 -at least 64 inter-comparable marine ecosystem assessments produced at regional/LME level <b>T CAP 2014-2015:</b> - One training module on the WOA developed and available through Ocean Teacher. - At least 5 regional training courses organized in all major ocean basins.</p>	<p>- One Regional WOA Workshop organised in India, Chennai, 2014, no more UN WOA regional workshops are planned before the end of the first WOA cycle (end of 2015). -Draft WOA chapters reviewed by IOC secretariat and IOC Member States(January -March 2015) - Final WOA report finalised by Group of Expert and sent out for publication(June 2015) - Final TWAP Large Marine Ecosystem and Open Ocean assessment reviewed and undoing final editing prior to publication - TWAP Indicator portal completed and being validated by users prior to launch in Fall 2015.</p>	<p align="center">High</p>

<p align="center"><b>Achievement(s)</b></p>
<p>Outputs =====</p> <p>Five Intergovernmental Coordination Group (ICG) meetings have been convened: (i) for the Indian Ocean (24 - 26 March 2015, Muscat, Oman) (ii) for the Pacific Tsunami Warning and Mitigation System (ICG/PTWS) 22-24 April 2015, (iii) the Tsunami Warning Systems in Caribbean (13-15 May 2014, St Thomas, USA) and from 19-21 May 2015 in Philipsburg, Sint Maarten ; and (iv) the NE Atlantic and Mediterranean ( 11-14 November 2014, Nicosia, Cyprus) respectively.</p> <p>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, and the eighth session of TOWS-WG was held in 12-13 March 2015 in Morioka, Japan.</p> <p>In addition the IOC tsunami unit provides secretariat support and organises the meetings of technical working groups and task teams under the four ICGs and the TOWS Working Group. Since the start of the bienium 28 technical or sub-regional working groups, task teams and steering group meetings have been convened for the four ICGs and TOWS-WG. In</p>

Achievement(s)
<p>additional eight training course have been organised on new tsunami warning products, coastal hazard assessment, standard operating procedures.</p> <p>New Tsunami warning products were introduced for the Pacific by the Pacific Tsunami Warning Center on 1 October 2014.</p> <p>Four regional Tsunami Warning exercises have been carried out for the Caribbean (CARIBEWave 14; 26 March 2014), the Indian Ocean (IOWave 14, 9 September 2014), NEAMWave 14 (28-30 October 2014) and CARIBEWave 15; 25 March 2015). In advance of the NEAMWAVE 14 exercise an information workshop was convened with the UNESCO Rabbat Office for Maghreb countries in Rabat, Morocco, from 23-24 September 2014. Exercise manuals are published prior to each exercise and available via UNESDOC. Analytical evaluation reports are published after each exercise. A final evaluation conference for NEAMWAVE 14 was held at IOC/UNESCO on 23 June 2015 and the summary brochure has been published.</p> <p>The International Scientific Conference convened on tsunami and coastal hazards for the Western Indian Ocean took place from 21-22 March 2015 in Muscat Oman and was attended by 119 registered participants. The conference marked the opening of the Oman Multihazard Early Warning Center. IOC/UNESCO has been providing technical advice to the establishment of this center under an FiT agreement between Oman and UNESCO established in 2009. A set of papers from the conference will be published in the peer reviewed journal Natural Hazards.</p> <p>IOC-UNESCO in collaboration with the Indonesian Agency for Meteorology, Climatology and Geophysics (BMKG) organised an international conference in Jakarta, 24-25 November with the title: "The Indian Ocean Tsunami Warning and Mitigation System 10 years after the Indian Ocean Tsunami: Achievements, Challenges, Remaining Gaps and Policy Perspectives". The conference was attended by 160 participants from 22 Indian Ocean countries, 6 other IOC member countries, 8 UN agencies, donor agencies and governmental, intergovernmental and non-governmental organisations. The conference programme consisted of 5 thematic sessions and related panel discussions. The first session reflected on the development of the IOTWS since 2004 and recognised that Indian Ocean was much safer than it was 10 years ago. The second and third session provided the opportunity for all 22 Indian Ocean member states attending to report on their outstanding needs and planned future developments related to tsunami warning, and for donor organisations to provide their perspectives on the outcomes of their contributions to the IOTWS. The fourth session focused on the governance and long term sustainability of the IOTWS and the important role of IOC UNESCO in coordinating global tsunami warning systems was noted. At the final session of the conference, the moderators of the previous sessions reported on the conclusions and outcomes arising from their sessions and panel discussions. The summary statement from the conference has been published and provided for the 3rd World Conference on Disaster Risk Reduction, in Sendai, Japan, 14-18 March 2015. Representatives from 15 Indian Ocean member states made statements from the floor expressing their continued support for the IOTWS and committing their countries to continue participating in the IOTWS.</p> <p>The Pacific Tsunami Warning System celebrated its 50-year anniversary with large conference titled "Making the Pacific Ready for the Tsunami Threat" on 20–21 April 2015. An International Tsunami Symposium Commemorating 50th Anniversary of the Pacific Tsunami Warning and Mitigation System "Making the Pacific Ready for the Tsunami Threat" was</p>

### Achievement(s)

organized by the IOC, IUGG, and USA and held on 20-21 April 2015 at the NOAA Inouye Regional Center, Ford Island, Oahu, Hawaii. Altogether, 150 participants from 30 countries attended. Over 40 speakers representing 19 countries recounted the achievements of the last 50 years, stated and reviewed the current state of the System, and identified and recommended practical and tangible next steps, desirable partnerships, and necessary commitments needed to sustain and evolve the PTWS for the future. The goal of the Symposium was to “look back so we can look forward.” Sessions featured keynotes from long-standing countries, the history of the PTWS, and the PTWS Medium-Term Strategy (MTS) themes of Risk Assessment and Reduction, Event Detection, Warning, and Dissemination, and Awareness and Response. Thematic sessions consisted of speakers and panels representing decision-makers, planning and policy, science, warning, and/or emergency operations practitioners. Two products were specially produced for the PTWS 50th anniversary and briefed to the Symposium: a PTWS video “Tsunami Warning!” was produced by the ITIC, in collaboration with the USA and Chile. The video follows the tsunami warning chain after a M9.5 earthquake and tsunami off the northern coast of Chile. Highlighted are the PTWC enhanced products, and responses in Chile, Peru, Samoa, Hawaii, and Australia, Japan, Indonesia, and the Philippines. The video is available on the ITIC web site, and the PTWC and UNESCO YouTube sites, as well as in hard disk. The ITIC and NGDC, along with many experts, published the PTWS Commemorative Historical Book, “Pacific Tsunami Warning System, A Half-Century of Protecting the Pacific, 1965-2015” recounting the establishment and evolution of the PTWS over the last 50 years. The book is available in hard copy to all Member States.

The IOC has continued a long term effort to provide the mechanism for focusing the international research agenda on improving the tools for observations and management of harmful algal events. This has been addressed through the synthesis of the past 15 years of HAB research under the auspices of IOC and the Scientific Committee on Ocean research (SCOR), through two international expert working groups and the development of a Scientific Summary on HAB for Policy Makers. To assist Member States in assessing trends and risks in the occurrence of harmful algae events the development of an IOC UNESCO Global HAB Status Report has been initiated with the co-sponsorship of other organizations (ICES, PICES, IAEA, ISSHA). To enhance the capacity of national institutions for observations and management of harmful algal events 2 international and 3 regional (South East Asia and the Gulf) capacity enhancing activities have been implemented.

Concerning the implementation of the Transboundary Water Assessment Programme, data processing has continued and been completed throughout 2015. Data has been analysed and results are being written into the *Draft Large Marine Ecosystem and Open Ocean Technical Assessment Reports*. All individual chapters have been revised after scientific review. IOC is keeping track of this process. A science communication company has been identified to assist both Open Ocean and LME components to undertake editing of the chapters and formulating the key messages evolving from the results. These are being written into a Summary for Policy Makers which will be completed in August 2015. The third major product, a web based portal that will allow users to visualise the global indicators (onesharedocean.org website) is under development. The 3 final products (Technical Assessment Report, Summary for Policy Makers and the website) will be completed by the end of the Project (September 2015) and are expected for publication soon after (publications will be facilitated by UNEP). Thanks to the support of France some additional resources have been identified to cover some of the communication costs related to the launch of the publications.

By 30 June 2015 three courses have been created in the OceanTeacher learning management system. The content is based on tsunami courses that were carried out in 2013 and 2014. Entered in the OceanTeacher platform it will be possible to re-utilize the materials, translate them in other languages and easily create updated versions of the courses without the

Achievement(s)
<p>need to completely re-design the courses. In addition to tsunami related courses OceanTeacher also includes three courses (2014-2015) on harmful algae.</p> <p>Results =====</p> <p>The regional Tsunami warning systems are dependent on international collaboration and coordination, embodied in formal commitments with the official support of governments. Governments are responsible for protecting their nation's citizens and inhabitants and the responsible stakeholders for tsunami warning systems are nations. Within the four regional tsunami warning systems there are several regional tsunami service providers (RTSP) that issue alerts to other nations. In October 2014 Italy announced the establishment of its national tsunami warning center and it is able to provide tsunami alerts for the Mediterranean for other countries. There are now two regional RTSPs in the Pacific, four in NE Atlantic and Mediterranean, and three in the Indian Ocean. Seven of these RTSPs have been established over the past 10 years. The intergovernmental coordination process raises awareness about the tsunami threat and advocates why nations need to invest in early warning systems. It is estimated that the Indian Ocean Tsunami Warning System has cost 450 M US \$ to set up over the past 10 years (most of the funds provided by Australia, India and Indonesia) and it is estimated that it costs between 50-100 M US \$ annually to maintain.</p> <p>New Tsunami Warning Products for Pacific</p> <p>The last product revision took place in 2001. The new products issued by the Pacific Tsunami Warning Center has been developed in order to provide greater detail of estimated level of impact. While the old products were solely in text form, the new products contain both graphical and text information. The new products, while still conservative, should reduce over warning. As a rule of thumb with every hour a tsunami warning remains in effect in the Pacific, anywhere from 500km to 1000km of additional coastline is placed in a warning (depending upon where the earthquake occurred) and thereby requiring decisions concerning costly evacuation. It has been possible to develop the new products due to improvements in numerical modelling, the increase in number of seismic, coastal sea level stations, and deep water DART buoys, the improvements in real time transmission from the detection networks, improvements in internet communication and bandwidth between PTWC and the National Tsunami Warning Focal Points. Introduction of these products has been combined with several training courses for national agencies in the Pacific.</p> <p>Tsunami exercises</p> <p>The conduct of regular communications tests is essential to ensure good communications links between the Regional Tsunami Service Providers and the National Tsunami Warning Centres and maintain the operational readiness of the four tsunami warning systems. Similarly, regular exercises contribute to the maintenance of end to end operational readiness and, from warning centre to community level.</p> <p>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</p>

Achievement(s)
<p>CARIBE WAVE/LANTEX 14 notification service.</p> <p>The IOWave14 exercise conducted in September 2014 achieved a high level of participation and it was encouraging to note the relatively high number of countries (74%) that included their disaster management and emergency response organisations in the exercise. The evaluation of the exercise is ongoing and it is expected that more lessons will emerge, based on the extensive feedback received. 20 countries registered for NEAMWave14, 15 of them registered also for phase B, and 8 of them registered also for phase C. NEAMWave14 was successful in testing the tsunami alert message development and dissemination by the CTSPs. Moreover, NEAMWave14 involved Civil Protection Agencies which performed a wide range of exercises including light functional exercises. Awareness raising events and workshops were undertaken in some countries, e.g. Italy, Turkey, and Spain, which helped in promoting the dialogue among stakeholders involved in tsunami risk management at national level. 15 newspaper articles were published in regards to NEAMWAVE 14 in UK, Spain, Morocco, Italy, Turkey, Portuguese, Germany, Romania, and two international news websites.</p> <p>Additional output/International conference to commemorate 10th anniversary of Indian Ocean Tsunami</p> <p>The purpose of the International Conference to commemorate the 10th anniversary of the Indian Ocean Tsunami was to recognize the achievements of the last 10 years, to highlight remaining gaps and future challenges, and to seek the re-commitment of the Indian Ocean Member States, UN agencies and other international partners to sustain and strengthen investment in the Indian Ocean Tsunami Warning and Mitigation System (IOTWS). To ensure its long term sustainability, the IOTWS requires policy support at the intergovernmental and national level within the framework of global, regional and national disaster risk reduction policies. Representatives of 22 Indian Ocean member states had the opportunity to discuss their remaining needs and requirements and 15 countries took the floor to express their continued commitment to the IOTWS. The conference significantly enhanced intergovernmental coordination and provided a policy basis for the future sustainability of the IOTWS.</p> <p>Enhanced capacity for observations and management of harmful algal events and sharing of knowledge and data at regional and global level. Member State institutions and their scientists and managers have engaged in new global and regional project initiatives emerging from IOC UNESCO network activities. The OceanTeacher programme has contributed to enhancing this capacity.</p> <p>The drafting of all World Ocean Assessment (WOA) chapters (57) has now been completed by the Group of the Expert. During that period IOC continued to provide support by hiring an editor who reviewed and edited all WOA chapters. From December 2014 to March 2015, Member States and IGOs such as IOC were invited to review and comment on the draft chapters. IOC conducted its own review internal review for the chapters relevant to its mandate. IOC Member States were also invited to provide comments. The WOA Group of Expert met in May 2015 to address all the comments received. It is now expected that the WOA final report will be ready in the summer of 2015 before its formal review by the UNGA in September 2015. At that meeting, it also expected that lessons will be drawn from the implementation of the first cycle of the Regular Process. It will be important to convey the message to MS that it is critical to strengthen the participation of technical agencies such as IOC in future processes. IOC will take this opportunity to present the TWAP assessment and demonstrate how an indicator-based methodology could be used in future cycle of the Regular Process.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main risks affecting programme implementation are limited resources. Diminishing engagement of some Member States in the regional tsunami warning systems is a result of reduced national funding availability and a sense of complacency that has developed since the Regional Tsunami Service providers in the Mediterranean (4 in total) and in Indian Ocean (3 in total) became operational. This reduces and slows coordination, interoperability and system harmonization efforts, in particular in the Caribbean and NEAMS regions. While the IODE/OceanTeacher Academy online learning management system is fairly easy to use, many lecturers (mostly providing their expertise on a voluntary basis) do not have the time to develop courses online in advance.</p>	<p>- Additional extrabudgetary resources are being actively sought. Where relevant, opportunistic funding and partnerships with other organizations are pursued. However, this does require investment of time and also funding to go to preparatory meetings to demonstrate that IOC can be a credible partner. Very hard prioritization is needed and careful assessment of the likelihood of successful outcome in order to determine what efforts to pursue. - IOC also tries to raise and maintain awareness of the tsunami hazard and by maintaining close contact with the Tsunami National Contacts. Further enhancement of the regional tsunami warning system websites will also make information more accessible, which in turn will maintain awareness. The regional tsunami information centers which focuses on tsunami education and information can also help with awareness raising. - Programme activities strive to be cost-effective by "clustering" meetings and training workshops.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 6: Member States' institutional capacities reinforced to protect and sustainably manage ocean and coastal resources	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of Member States that implement work plans (priorities set based on needs and available resources) of governing and subsidiary bodies.</p> <p><b>T 2014-2015:</b> 50% of IOC member states</p> <p><b>T CAP 2014-2015:</b> all IOC member states participating in meetings of subsidiary bodies, projects and programme related meetings</p>	No usable tools have been identified to measure this.	High
<p><b>PI:</b> Number of countries using IOC's ecosystem based management guidelines</p>	At least 42 countries are reported to use the MSP guidelines to support their	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>and coastal hazards/climate change adaptation tools in the development, management and evaluation of their national programmes  <b>T 2014-2015:</b> - At least 20 countries reported to implement IOC guidelines and 12 countries involved in regional projects.  <b>T CAP 2014-2015:</b> - 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</p>	<p>national ocean policy planning and development.</p>	
<p><b>PI:</b> Number of trained scientists using their skills to support national authorities  <b>T 2014-2015:</b> at least 200 (measured through online IOC alumni system)  <b>T CAP 2014-2015:</b> n/a</p>	<p>Currently data are available for only IODE: of the 187 trainees consulted 90% reported that their skills contribute to support national authorities.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of Countries participating and contributing information to the Global Ocean Science Report (GOSR)  <b>T 2014-2015:</b> At least 30 countries responding to the IOC survey on national ocean science capacity  <b>T CAP 2014-2015:</b> CAP proposal target of 700,000 USD for the 1st cycle of GOSR</p>	<p>so far 23 countries have submitted information</p>	<p align="center">Medium</p>

<p align="center"><b>Achievement(s)</b></p>
<p>With regards to PI#1, all IOC regional sub-commissions organized their respective regional Sessions in 2015 (in April and May 2015). During their Session they reviewed progress of their previous work plan and they also agreed on a work plan for the next inter-sessional period (2015-2017). The work plans for the 3 sub-commissions were reviewed and adopted by the 28th Session of the IOC Assembly in June 2015. During its 28th Session the IOC also adopted the overall IOC work plan and budget for 2015-2017.</p> <p>With regards to PI#2, IOC is leading the field in the development of guidelines and science-based methodologies to support nations need in ecosystem based management. One new guide on evaluating performance of Marine Spatial Plans has been published by IOC in Nov 2014, together with a web based version released in January 2015. A new project on Large Marine Ecosystems (LME:Learn) has been submitted and approved by the Global Environment Facility in May 2015. This project will engage with all existing LME projects (17 around the world) and regional networks (for eg IOC sub-commissions, regional seas conventions ) in developing new marine management tools and related capacity development. One new</p>

<b>Achievement(s)</b>
<p>project funded by European Commission focusing on the assessment of marine ecosystem services in Europe and Mediterranean region was approved and initiated in June 2015, this will engage IOC in the development of new techniques for assessing marine ecosystem services. The regional project SPINCAM (Phase II) is being implemented successfully and is focusing on supporting coastal management in South East Pacific region through marine indicators and atlases.</p> <p>With regards to PI #3, the new IOC Capacity Development strategy adopted by the IOC Assembly in June 2015, will strengthen the IOC interventions in this field. This strategic framework provides six outputs and numerous activities that are elaborated in the document. These outputs call for investing in people and the institutions of which they are a part, enhancing access to scientific tools and methodologies, reinforcing IOC's capabilities to provide services to Member States, enhancing the communication between scientific and policy makers communities, expanding ocean literacy in civil society and mobilising resources to accomplish these goals. Between 1/1/2014 and 30/6/2015 a total of 32 training courses have been organized by the IOC, across all its programmes.</p> <p>In relation to PI#4, in January 2015, a questionnaire, asking for national information on ocean science in IOC Member States was disseminated by through circular letter. As of May 18, the IOC secretariat received 21 responses from Member States. More Member States have pledged to provide national information. The information gathered at this interim stage can serve an analysis of Research investment (Chapter 2), Research capacity and infrastructure (Chapter 3), in particular human resources and the facilities/laboratories/field stations, as well as special equipment available in each nation, and each region respectively. It provides also information on the global contribution of marine science to the development of ocean and coastal management and sustainable development (Chapter 7). Given the geographically clustered responses to the questionnaire the IOC secretariat received so far, there is a possibility to give more detailed regional assessments in the North Atlantic, Europe and North-East Pacific. The objectives, outline, and expected outcomes of GOSR were presented at the 16th meeting of the UN Informal Consultative Process on Oceans meeting in New York. So far, IOC has received limited in-kind and financial support, however the interest of many countries in the questionnaire is encouraging. Using the limited extrabudgetary support received and the cooperation of other organizations, the Secretariat was able to develop some sections included in the outline. Nevertheless, the full completion of the GOSR requires additional financial support by Member States.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>The assessment of Member States' institutional capacities requires data obtained from member states. Polling of member states for such data has limited success.</p> <p>The GOSR will require additional support from Member States if it is to be completed by 2017.</p>	<p>It will be essential to communicate to Member States the importance of reliable quantitative and qualitative data to enable us to measure impact of IOC's capacity development assistance as the impact will be a deciding factor for continued donor support. Fundraising strategies need to be developed to support the GOSR.</p>

## 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 7: Global cooperation in the ecological and geological sciences expanded	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> 40% of Member States that have participating scientists in IGCP project are developing countries.</p> <p><b>T CAP 2014-2015:</b> 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</p>	Currently exceeding 50% of Member States with scientists in IGCP projects are from the developing world.	High
<p><b>PI:</b> 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)</p> <p><b>T 2014-2015:</b> At least 10 additional Member States.</p> <p><b>T CAP 2014-2015:</b> At least 25 additional Member States, more frequent workshops for the ANESI.</p>	Currently 17 African countries benefiting from ANESI.	High
<p><b>PI:</b> Number of Member States which have integrated Earth Science in school curricula.</p> <p><b>T 2014-2015:</b> Zero for this biennium</p> <p><b>T CAP 2014-2015:</b> At least 7 new countries</p>	Work on this is progressing.	High
<p><b>PI:</b> The number of Member States with Global Geoparks</p> <p><b>T 2014-2015:</b> At least 10 Member States with new Global Geoparks created with</p>	This has already been exceeded with 11 new Global Geoparks in 2014 and 18 active applications in 2015.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>targeted development of new Global Geoparks in regions of the world currently under-represented.</p> <p><b>T CAP 2014-2015:</b> At least an additional 10 Member States with new Global Geoparks, created with targeted development of new Global Geoparks in regions of the world currently under-represented. Hosting a series of capacity building workshops for Global Geoparks targeted to those regions of the world currently under-represented and a series of advisory missions to Global Geopark projects.</p>		
<p><b>PI:</b> Number of supported Member States which have improved management of UNSECO-designated and affiliated sites and the environment through accessing Earth observation data.</p> <p><b>T 2014-2015:</b> At least 2 developing countries</p> <p><b>T CAP 2014-2015:</b> 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."</p>	<p>Achieved already with Sri Lanka and Cambodia</p>	<p>High</p>
<p><b>PI:</b> 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)</p> <p><b>T 2014-2015:</b> Consideration by MS of a comprehensive analysis of knowledge and data gaps in relation to BES. Consideration by MS of the 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</p>	<p>IPBES going smoothly, progress made on others.</p>	<p>Medium</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>contribution in relation to areas of the CBD Programme of Work.</p> <p><b>T CAP 2014-2015:</b> Two additional feasibility studies for UNESCO-related centres, institutes and initiatives.</p>		

Achievement(s)
<p><b>Progress Assessment:</b></p> <p>The annual statutory meetings of the IGCP Scientific Board took place in February 2014 and February 2015, 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. To this end and for quality control, the <b>IGCP Scientific Board meeting in February 2014</b>, discussed 30 annual reports and assessed 5 project proposals. The Board accepted 15 IGCP projects for funding in 2014 according to merit, and 2 on extended-term. Eleven of the projects deal with questions of geological research related to Global Change, 3 on Geodynamics, 2 on Hydrogeology, and 1 on Geohazards. In terms of participants from developed / developing countries, for the new project IGCP 630 16% coming from the developing world) for IGCP 632 it is 35% and for the continuing projects combined it is 65%. During the <b>IGCP Scientific Board meeting in February 2015</b>, 27 annual reports were discussed and 15 project proposals assessed, marking a significant increase from 2014. The Board accepted 8 new IGCP projects for funding in 2015 according to merit, 12 on a continuing basis and 5 on extended-term. Twelve of the projects deal with questions of geological research related to Global Change, 2 on Earth Resources, 7 on Geodynamics, 2 on Hydrogeology, and 2 on Geohazards. Although most of the IGCP projects are multi-disciplinary, the need for more projects under the Earth Resources was identified. In terms of participants from developed / developing countries, for IGCP 637 the figure is 26% (coming from the developing world), for IGCP 641 it is 55%, for IGCP 643 it is 75%, for IGCP 646 it is 83%, for IGCP 648 it is 33%, for IGCP 649 it is 28%, for IGCP 650 it is 36% but for IGCP 640 all participants are presently from the developed world. For the continuing project 57.5% of participants are from the developing world. A statistical analysis of various trends within IGCP projects was undertaken demonstrating, amongst other things, an increasing focus on multi-national collaboration, a 300% increase in the number of female geoscientists taking part in projects over the last 10 years from 6% of all participants in 2001-2002 to 19% in 2011-2012 and a trend towards increasing participation from geoscientists in Africa. All of these developments were reported to the two open sessions of the IGCP Scientific Board in each year and the presentations given at both are available for download on the Earth Sciences pages of the UNESCO website.</p> <p>As part of the aim to increase representation in the IGCP by scientists from developing countries, Sida Sweden released extra funds to IGCP for a capacity building workshop for Latin America, with a special focus on scientists from Bolivia, hosted by the Montevideo 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), Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay (5), and Venezuela. A Regional Consultation Meeting on the Promotion of the International Geoscience Programme (IGCP) and Enhancement of Earth Sciences Education in the Arab Region was held from 25-26 February, 2015, in Luxor, Egypt. The meeting aimed to promote UNESCO</p>

Achievement(s)
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<p>International Geosciences Programme (IGCP) in the Arab region and to encourage Earth Science Specialists in the Region to be involved in IGCP projects. Heads of the Earth sciences Department from the following countries (Algeria, Egypt, Jordan, Lebanon, Morocco, Oman, Sudan, Tunisia, UAE and Yemen participated in this meeting.</p>
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<p>The Earth Science Education Initiative in Africa is gaining momentum and the African Network of Earth Sciences Institutions (ANESI) is developing well. These projects will go a long way to ensure that the mineral resources of Africa will benefit Africans in a sustainable manner and not continue the “resource curse”. An important step forward to implement the Earth Science Education Initiative in Africa has been the recent announcement of securing four-year funding through the UNESCO-Sida Programme Cooperation Agreement (PCA) for the period 2014-2017 to implement ANESI activities and to support teams of Earth scientists to enhance their skills and cooperate in projects on the environmental and health impacts of mining activities in Sub-Saharan African countries. Although ANESI is not yet completely set up, the initiative is supported by around 80 institutions in Africa and a few outside the continent. Seventeen African countries benefit from this Initiative; 10 countries with scientists trained in field geophysical mapping. Nine countries benefitted from the environmental assessment of the impacts of mining activities. The training course on field geophysics completed earlier in 2014 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 to focus on the 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.</p>
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<p>In addition, 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. Work continues with Eurogeosurveys to design the training component of the Pan-African Project aiming at building the capacity of African geological surveys. The proposal for funding is currently being reviewed by the European Union. During this semester, we have continued our partnership with the AfricaArray programme of the University of Witwatersrand (South Africa) to enhance the skills of Africans in field geophysical survey. We have also got the first feedback from the teachers trained to teach Earth sciences in schools; generally, most of them have started introducing some change in their natural sciences lessons to include more examples from Earth sciences.</p>
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<p>In the context of the Organisations contribution to Global Geopark meetings and conferences, the Secretariat was represented at the spring meeting of the European Geoparks in Spain, March 2014, at an extraordinary meeting of the Global Geoparks Bureau in Greece, June 2014, at the autumn meeting of the European Geoparks Network in Germany, September 2014 and at the 6th International Conference on Geoparks and GGN Bureau meeting in Canada, September 2014 and at the 2015 spring meeting of the European Geoparks Network which was held at UNESCO HQ, Paris in March. At these meetings the ongoing discussions on formalising the links between UNESCO and Global Geoparks were extensively discussed. Also at the meeting in Canada, the GGN agreed unanimously to obtain legal character and to transfer annually to UNESCO a sum equivalent to not less than 1000 USD per Global Geopark. Major capacity building workshops for Global Geoparks in south-east Asia (Langkawi, Malaysia) was held in March 2015 and in Latin America and the Caribbean (Mexico) in</p>
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Achievement(s)
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May 2015. Both workshops were funded through additional appropriations from Global Geoparks. During October 2014, the IGCP Secretary held discussions with the IGCP Chair and several theme and project leaders during the 4th International Palaeontological Congress in Mendoza, Argentina. These discussions were focussed on the current proposal from some Member States in UNESCO to bring the existing IGCP and Global Geopark activities together under a new proposed International Geoscience and Geoparks Programme. In the Venice field office preliminary arrangements have been taken with the representatives of the UNESCO NatCom of Slovenia, to organize a regional meeting with the relevant representatives of the South East European 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.

In 2014 the Secretariat coordinated 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 were coordinated during that year. At the GGN Bureau meeting in Canada, 11 new Global Geoparks were announced (France, Japan, China x2, Austria, Denmark, Portugal, Canada, Spain x 2(both deferred from 2013) and Morocco). In 2015, the Secretariat is coordinating applications from 17 areas: Belgium (x2), Bulgaria, China (x2), Cyprus, Ecuador, Finland, France, Greece (x2), Indonesia, Italy, Japan (x2), Lebanon and the United Kingdom. Additionally, 23 revalidation missions are being organised. All these missions are totally financed by the inviting areas and are of no cost to UNESCO.

Five meetings of the Working Group on Geoparks have been held (February 10, May 23 and July 2 in 2014 as well as January 9 and February 24, 2015) 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, up to sixty 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 (IGGP) and has agreed draft operational guidelines for the UNESCO Global Geoparks element of this proposed programme. The proposal was presented to the 196th meeting of the Executive Board which approved it with amendments for submission to the 38th General Conference.

Our work on the use of Earth Observation data has been severely impacted the current financial situation of the Organisation. As a result this work is now largely carried out by the International Center on Space Technologies for Natural and Cultural Heritage, a UNESCO Category 2 Centre in China. The Centre is successfully engaged with Cambodia and Sri Lanka on the use of this data to help improve the management of World Heritage sites. The Centre continues to explore ways to similarly assist Global Geoparks and Biosphere Reserves.

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 indigenous and local knowledge (ILK); the development of a draft methodology on biodiversity and ecosystem services (BES). To this end, UNESCO co-organized a workshop on Knowledge & Data ROK (June) and a workshop on ILK (June). 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. The project on biodiversity and sustainable development in India came to a successful conclusion. Its policy synthesis document analysed

Achievement(s)
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the underlying causes and impacts of climate change on biodiversity from a scientific perspective as well as from the perspectives of local communities, especially farmers who are the most vulnerable. It recommended setting up a network of long-term participatory ecological research sites covering all bioclimatic/agroecological regions in the Himalayas. The document noted that current tools of predicting climate change impacts on biodiversity do not take in account evolution by natural selection, genetic diversity, phenotypic plasticity, micro-scale habitat variability, climatic variability, CO2 fertilization, competition, dispersal predation and non-equilibrium states in the real environment resulting in limited accuracy of predictions. UNESCO participated actively in the 12th meeting of the Conference of the Parties to the Convention on Biological Diversity (CBD) (Pyeongchang, ROK, 4 to 11 October 2014). Among the substantive questions dealt with by UNESCO were marine and coastal biodiversity, CBD Article 8 (j) on indigenous peoples and local communities, communication, education and public awareness, and the Global Strategy for Plant Conservation (GSPC). As far as GSPC, as a follow-up to the recent UNESCO Botany Conference in Paris, the UNESCO Secretariat will pursue a possible international year of botany and plants to be declared by the UN General Assembly, possibly in 2017. UNESCO and the Secretariat of the Convention on Biological Diversity (SCBD) continue implementing their joint programme of work on interactions between biological and cultural diversity and organized a dedicated workshop in Kanazawa, Japan, in April 2015. The main work on biodiversity is now placed under ER1 and ER 9.

The development of a proposal on a UNESCO category 2 centre on megadiversity in Malaysia has started. UNESCO has pursued collaboration with relevant observing and assessment systems and initiatives on biodiversity and ecosystem services, in particular, the Group on Earth Observation Biodiversity Observation Network (GEO BON) and the Network of Sub-Global Assessments (SGAs). The research activities pursued in the context of the former DIVERSITAS Programme have transitioned successfully into and are pursued in the context of the Future Earth initiative. These activities are closely coordinated with the relevant activity on the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) under MLA 1 ER1, particularly – as far as this grouping – as regards the participation of the Man and the Biosphere Programme in relevant IPBES activities. In the latter regard, an expert workshop on participatory scenarios was organized by UNESCO in collaboration with IPBES and UNU in June 2015.

**Cost-effectiveness/efficiency measures:**

IGCP continues saving costs of its annual Scientific Board by inviting only five theme leaders and the Chairperson (from the pool of 50 Board members) to the annual meeting; the International Union of Geological Sciences which is the partner in IGCP pays its own attendance. Further savings are made by early and smart flight booking, and the kind cooperation of the Board Members who advance costs and book tickets themselves which are usually less expensive than offers from the UNESCO internal travel agency. In terms of cost effectiveness, the cost of hosting the IGCP Board in 2014 was 17,000 USD, while in 2015 it had dropped to 16,000 USD, making these meetings the least expensive ever. The Global Geopark activities within UNESCO were supported by over 3,000,000 USD in-kind contributions from the GGN which self-finances activities like evaluation missions, meetings, networking. To date in this biennium the Global Geopark activities within UNESCO have been further supported by 102,000 USD additional appropriations from the GGN. This reduces the impact due to the shortfall of the UNESO budget and allows UNESCO to reach out and enhance capacity in Member States. The Governing Board of ANESI is not yet in place. To avoid a heavy financial burden for the project at this early stage, an e-consultation with institutions present at the launch in Addis Ababa has led to the agreement that members of the Working Group, who received an elective mandate at the Addis Ababa meeting, should continue to serve on a Management Team as Regional Representatives, to expedite the launch of the activities until the Governing Board is set up.

Achievement(s)
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**Contribution to C/5 result:**

The activities reported here contributed to attainment of ER 7 'Global cooperation in the ecological and geological sciences expanded' by enhancing UNESCO's contribution and responsibility in global partnerships as described above. They contribute to the C4 strategic objectives 4, 5 and 6. Activities such as IGCP and ANESI are actively working to address issues in SO4 such as disparities in science capacity and STI development levels between developed and developing and unequal participation of women and men in scientific fields. IPBES is helping to strengthen global partnerships to bridge the science-policy interface. IGCP, Global Geoparks, ANESI, and collaboration with Future Earth and IPBES all further assist UNESCO to attain Strategic Objective 5 by promoting scientific cooperation on critical challenges to sustainable development. Greater knowledge sharing and international scientific cooperation such as that promoted through ER7 will support Member States in effectively managing natural resources, reducing knowledge divides and build bridges for dialogue and peace. The Global Geoparks are proving to be excellent models for dialogue and co-production of scientific knowledge in synergy with local and indigenous knowledge brokers and, especially, for science diplomacy. Additionally they are very active in promoting awareness of, and developing community-based mitigation strategies for, geohazards.

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
<p>The main challenges and risks towards ensuring full implementation has been related to the relatively low amounts of regular budget available, not just for activities but also for staff. With reduced staff, our work on Global Observation has essentially been stopped by UNESCO staff. Low levels of regular budget for IGCP and Global Geopark activities have resulted in lower levels of funding than was originally planned being given to IGCP projects while UNESCO cannot directly support any capacity building activities for Global Geoparks.</p>	<p>Our Category 2 centre in China has been "holding for fort" on Earth Observation issues for UNESCO and will ensure our targets in this topic are fulfilled. For IGCP, we have successfully driven down the cost of the annual meeting (booking flights early etc) and additional appropriations from China plus IUGS keeping their funding at a higher has helped offset the challenges. For Global Geoparks, additional appropriations from the Global Geoparks has allowed UNESCO to keep ahead of its target in this topic. Finally, extra-budgetary funding obtained from Sida has ensured that our work on Earth Science in Africa will be solidly financed for a four year period.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 8: Member states have reduced their vulnerability and enhanced their resilience to natural hazards by strengthening their capacities in DRR	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of new partnerships established by supported Member States to advocate the importance of DRR <b>T 2014-2015:</b> At least 2 new partnerships established at global and regional levels <b>T CAP 2014-2015:</b> If sufficient funds are received we are working in shaping a partnership to promote Earthquake Early Warning Systems	This has already been exceeded with 10 partnerships.	High
<b>PI:</b> Number of supported Members States which have enhanced resilience and increased capacity in DRR <b>T 2014-2015:</b> At least 20 countries, out of which at least four in Africa <b>T CAP 2014-2015:</b> At least 4 additional countries have enhanced resilience and capacity in DRR	This has already been exceeded more than 50 members, 8 members in Africa.	High

#### Achievement(s)

##### Progress Assessment:

All of the targets set for the biennium have already been reached or surpassed.

##### Outputs

Four existing networks have been strengthened and two new ones established. In particular existing networks International Platform for Reducing Earthquake Disasters (IPRED), Reducing Earthquake Losses in Central and South Asian Region (RELCAR-RELSAR) as well as one led by other entities, Davos Risk Forum (Global scope), with which UNESCO has signed a letter of intent, were strengthened. Two new networks, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GAD3RES) and one in Built Environment (UN based) were established, both at global level. Concerning regional level, one network of experts in Africa has been established in order to map the seismicity of the continent, whereas other regional efforts for work done in DRR and the way forward have taken place in Asia, the Caribbean and in Central America.

Achievement(s)
<p>Results</p> <p>Ten science-based decision making tools have been produced:</p> <ol style="list-style-type: none"> <li>1. <u>Technical Guideline for Non-engineered construction</u>: the guidelines contain the results of recent research, adding more building types and good practices in securing the construction of safer non-engineered buildings.</li> <li>2. <u>Methodology for Assessing School Safety Vulnerability</u>: UNESCO in partnership with the Safety and Protection Intersectoral Laboratory (SPRINT) of the University of Udine (Italy) developed a methodology, and related tools for risk mitigation, including a mobile application. The partners have developed a school assessment methodology (VISUS) which serves as resource for policy makers to decide where to focus their earthquake risk reduction efforts and interventions.</li> <li>3. <u>"Seismotectonic Map of Africa" (SeTMA)</u>: The Seismotectonic Map of Africa (1/5 000 000 scale) will be handed over to CGMW for publication in summer 2015.</li> <li>4. <u>For Africa an harmonized and homogenized database for the seismicity, earthquake focal mechanisms, the digitized fault zones and active volcanic structures and their GIS presentation is now accessible.</u></li> <li>5. <u>Mapping application and assessment and monitoring tools in Namibia</u>: the tool, which looks into DRR issues at schools in Namibia using GIS-based information and representation is being finalized and will be linked to the UNESCO Transparency Portal.</li> <li>6. <u>A training manual for trainers (school teachers) on DRR in the Arab Region</u>: The manual was printed and disseminated to countries in the region through the NATCOMs. The manual will be used as a working document to trainer teachers involved in UNESCO Associated project network Schools.(AsPnet) in August 2015. <u>An animated video on DRR for children was developed</u> and will be used with the training manual.</li> <li>7. <u>Book on "Disaster Risk Management of Cultural Heritage Sites in Albania"</u>: The book was printed and was used in capacity building initiatives.</li> <li>8. <u>DRR Manual developed</u>: A DRR Manual was developed in English and Urdu Languages, focused on the disasters in Balochistan.</li> <li>9. <u>A report on "Estado Actual de la Investigación en Reducción de Riesgos de Desastre" - Current state of research in DRR</u>, in Uruguay, has been prepared.</li> </ol> <p>More than 1500 stakeholders have been trained and / or their awareness has been raised. The female participants have reached up to 40%.</p> <p>In the policy environment, two cases have been conducted, one related to geohazards (Philippines) and another one to water related hazards (Senegal). A post-earthquake field investigation report was finalized and submitted to NATCOM Phillipines in May 2015, following a mission of six experts (five structural engineering experts (two from Kazakhstan, two from Japan and one from UNESCO) and one expert of historical churches) to Bohol, Philippines in February 2014 (in response to the earthquake in October 2013). The report focuses on the causes for failure of buildings and advises on ways to avoid the re-occurrence of similar catastrophies. Simillarly a joint report produced by the SC and SHS sectors in Dakar on the challenges to management and women's livelihoods due to the flooding within communities in the Saloum Delta in Senegal and the Niumi in the Gambia. The report is now helping UNESCO and partners in planning future activities to promote sustainable capacity development for the management of disasters in the area and in the Education for Sustainable Development work of the Education Sector.</p>

<b>Achievement(s)</b>
<p>- Cost-effectiveness/efficiency measures</p> <p>Cost effectiveness: by devising numerous ways to raise financial resources (either extrabudgetary, additional appropriation, in kind), the results have been achieved with minimal regular programme financing. In most cases, if not all of them, the results would not have been achieved with less financing, especially as UNESCO's finances are seed funding.</p> <p>Contribution to C/5 result(s)</p> <p>The expected results are contributing to Strategic Objective 5: Strengthening international science cooperation for peace, sustainability and social inclusion. The work described above has focused on strengthening international cooperation via its regional and global networks strengthening and/or establishment. Furthermore, tools have been developed to facilitate sustainable development by mitigating the risk related to hazards that could cause a slowdown in growth or even shrinking of a nation's economy. The awareness raising activities as well as the capacity building ones focus on reducing disaster risk by establishing a critical mass of experts to deal with DRR related issues as well as informing citizens in order for them to act appropriately and be part of communal related issues.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>A number of challenges have been identified, specific to the local context, sometimes being of cultural nature, other times being on cooperation with other agencies within the UNDAF framework, or poor performance by the hired consultant as well as the competing meetings that reduce the desired level of awareness. Colleagues have been resilient in dealing with limited finances, approaching other partners and donors, using the one UN / UNDAF mechanisms etc.</p>	<p>Try to have more time for project planning in order to fully understand of issues including partnerships and how this relates to the budget structure. Try to have UNESCO's physical participation of the project leader that helps the engagement of the countries. Combining regular and extrabudgetary funds and working intersectorally helps in cost savings.</p>

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 9: Use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation strengthened	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of new biosphere reserves ( BR) joining the UNESCO World Network of BR ( WNBR), a network of sustainable development learning sites.</p> <p><b>T 2014-2015:</b> At least 25 new BR created, three of them transboundary, particularly in developing countries or LDCs</p> <p><b>T CAP 2014-2015:</b> At least ten new additional BRs including three new Transboundary BRs</p>	33 new BRs approved including 3 transboundary sites. 3 sites withdrawn.	High
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> At least 40% of all pre-Seville BR transformed and remaining sites supported by UNESCO projects in order to achieve this goal</p> <p><b>T CAP 2014-2015:</b> at least 30% of BR in LAC are compliant with Seville strategy</p>	At least 50% of BR are compliant with Statutory Framework criteria.	Medium
<p><b>PI:</b> Percentage of supported Member States which have developed and implemented an action plan in support of the MAB strategy (2014-2021)</p> <p><b>T 2014-2015:</b> N/A</p> <p><b>T CAP 2014-2015:</b> At least 10% more with additional resources.</p>	N/A yet	High
<p><b>PI:</b> Number of research programmes/projects conducted in BR promoting</p>	Seven projects implemented by MAB secretariat in five régions/thematic networks	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>sustainability science and sustainable development</p> <p><b>T 2014-2015:</b> At least one research programme/ project by region or thematic network</p> <p><b>T CAP 2014-2015:</b> At least a total of eight additional projects programme in East asia, Africa , LAC and island and coastal BR networks</p>	<p>( LAC, Africa , Arab, Asia, Europe)</p>	
<p><b>PI:</b> A new strategy document for the MAB Programme and its WNBR (2015-2025) approved by the MAB International Coordinating Council (ICC ) in 2015</p> <p><b>T 2014-2015:</b> - Approval of draft strategy document by the MAB ICC at its 27th Session (2015)</p> <p><b>T CAP 2014-2015:</b> At least one activity in support to the development/implementation of MAB strategy.</p>	<p>MAB Strategy approved.</p>	<p style="text-align: center;">High</p>

#### Achievement(s)

**MAB Secretariat has successfully prepared and organized all required inter-related statutory meetings for the last 18 months :** 10th and 11th International Strategic group meetings (ISG), 20th and 21st International Advisory Committees (IABCR); 26th (Jönköping, Sweden) and 27th (UNESCO, HQ) sessions of the MAB International Coordination Council (MAB-ICC). **The reports of the ISG and ICC meetings** are available on the MAB website.

The Secretariat provided extensive reports on the accomplishments of the MAB Programme at the 25th and 26th sessions of MAB ICC which commented on the progress of the programme positively.

In June 2015, the World Network of Biosphere Reserve (WNBR) counts 651 sites in 120 countries, including 15 transboundary sites.

The MAB-ICC especially welcomed the completion of the evaluation of the Madrid Action plan in 2014 ([http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/SC-13-CONF-225-5\\_Evaluation\\_of\\_the\\_Madrid\\_Action\\_Plan\\_en.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/SC-13-CONF-225-5_Evaluation_of_the_Madrid_Action_Plan_en.pdf)). The evaluation had produced valuable insights, which informed the development of the **MAB Strategy and an Action Plan to guide the MAB Programme and the WNBR in the period 2015-2025. The MAB strategy was adopted by the MAB ICC its 27th session** in June 2015, recommending the strategy be submitted to the 38 General Conference The MAB ICC entrusted the MAB Strategy Group (MSG) in cooperation with the MAB Secretariat to undertake the preparation of the draft MAB Action Plan 2016-2025 to be presented to the MAB ICC at its 28th session in Lima, Peru. Gender equality and priority Africa are duly reflected in the MAB Strategy as well as in the future associated Action Plan.

**Quality control of MAB and WNBR is continuously enhanced.** The Exit Strategy is a three step process being used as a tool to manage the periodic review process of biosphere

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reserves and also to assess, monitor and improve the quality of the WNBR. This was agreed upon by the MAB Council in 2013 at its 25th session. The continued implementation of the periodic review process and the Exit Strategy has improved the quality control of the network. In 2014 and 2015, the MAB Council examined 129 periodic reviews and 71 follow-up, including 20 sites which had never submitted periodic review reports. In 2015, the Council agreed that countries should submit their reports by 30 September 2015; the final decisions with regards to the Exit Strategy would be taken by the Council at its 29th session at the Headquarters of UNESCO in 2017. The MAB Secretariat will develop an operational guideline for MAB and BR nomination which will support countries to improve the quality of their applications and their participation in MAB and WNBR.

**MAB Secretariat organized and participated in many global or regional meetings increasing the visibility of the programme and expanding partnerships.** MAB is collaborating with international platforms such as **Intergovernmental science-policy Platform on Biodiversity and Ecosystem Services (IPBES)** which is an independent intergovernmental body established to strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development; or **Future Earth** which is a major international research platform providing the knowledge and support to accelerate our transformations to a sustainable world. The preparation of the MAB strategy benefitted from such global connections and networks.

MAB also organized international conferences and workshops such the conference "Botanists of the 21st century: role; challenges and opportunities" in September 2014; participants adopted a final declaration which has been shared as an information document during the 12th Conference of Parties (CoP) of the Convention of Biological Diversity (CBD) in October 2014. In February 2015, MAB co – hosted the Conference "Les Assises du Vivant 2015 - Biodiversity and Climate Change in Interaction: Creating new life possibilities" which was under the framework of the forthcoming 21th CoP of United Nations Framework Convention on Climate Change (UNFCCC).

**MAB thematic and regional networks continued their cooperation through meetings and joined activities.** For instance, **Global Network of Island and Coastal Biosphere Reserves** met in Philippines, Australia, during IUCN Park Congress and in Malta ; **Central Asia MAB Network (SACAM)** met in Islamic Republic of Pakistan ; **South East Asia Biosphere Reserves Network (SeaBRnet)** met in Cambodia; **East Asia Biosphere reserve network (EABRN)** met in China; **AfriMAB** Southern Africa sub-regional network met in South Africa; **Latin America and Caribbean Biosphere Reserves network (REDLAC)** met in Peru and Brazil; **Arab Biosphere reserve network (ArabMAB)** met in Egypt, **NORDMAB network** met in Finland; **EuroMAB** met in Estonia. **Activities within MAB regional networks and at country level strengthened technical capacities through experience, knowledge, lessons learnt and best practices exchange** in biosphere reserves management and in various thematic areas such as climate change (ASCAM) green economy (AfriMAB, ArabMAB), protection of biodiversity (DPKR, Dakar Office), communication strategy (EuroMAB), traditional Indigenous Knowledge Systems and Food Security (New Delhi Office). The meetings held by Pacific MAB (PacMAB) network provided a good input toward the Third International Conference on Small Island Developing States in September 2014, Apia, Samoa, promoting the concept of biosphere reserve as a significant tool for biodiversity conservation and sustainable development in Pacific Islands States, and for addressing climate change issues.

**Transboundary cooperation** especially in Europe, in Africa and in Asia, was strengthened through the MAB programme with a particular emphasis on bordering territories where transboundary water and associated ecosystems can be affected by unsustainable development due to different management approaches. Several project proposals have been developed for funding within all regional networks. In this context a project for establishing a transboundary BR and World Heritage site in Lake Chad Basin has been approved by AfDB

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and the Lake Chad Basin Commission. EuroMAB network through France and Germany organized an international meeting on transboundary biosphere reserves early June 2015 in the Vosges du Nord/ Pfälzerwald Biosphere Reserve.

**BRs are increasingly recognized as learning sites for sustainable development** and existing BRs are referring to their efforts to promote sustainable development, green economies and climate change mitigation and adaptation, including in mountains and in urban and peri-urban areas, such as in the periodic review reporting and on their web sites. The El Hierro Biosphere Reserve, Spain, was the venue for the RENISLA2014 international forum on renewables in June 2014 that also celebrate the inauguration of the “Gorona del Viento” Wind-hydro Power Plant, which will make El Hierro Biosphere Reserve the first energy-isolated territory in the world, able to power itself entirely from renewable energy sources. ‘Huangshan Declaration on UNESCO Sites, Sustainable Development and the Role of Space Technologies’ recognizes, among other issues, the potential for World Heritage sites, biosphere reserves and Geoparks to serve as learning sites for context-specific sustainable development strategies and actions that conserve natural and cultural heritage, enhance the socio-economic well-being of local communities, and promote international cooperation for transferring technologies.

**A number of projects and studies have been implemented focusing on various subjects relevant to MAB** including inter alia protected area management (Beirut Office, Jakarta office, Dakar Office...), green economy (Yaounde Office, Dar Es Salam, Abuja, Accra...), climate change adaptation and mitigation (Montevideo Office, Beirut Office, Dakar Office, Beijing...) that will help inform the MAB Community on how to implement the biosphere reserve concept effectively, and help identify key actions for the inclusion in the MAB Action Plan 2016-2025.

**Ongoing extrabudgetary projects implemented in the framework of MAB in all regions are successfully implemented** for the benefit of the local communities and are contributing to build knowledge on sustainable development for example in Haiti. Projects focus mainly on support to the MAB Programme in general and to biosphere reserves in Latin America, Africa in particular. The SUMAMAD project on sustainable management of marginal drylands ended successfully and a report of the project was launched and welcomed during the 26th session of MAB-ICC. In February 2014, the Island of Principe Biosphere Reserve (São Tome and Principe) and MAB programme launched awareness and mobilization campaign entitled ‘No plastic: A small gesture in our hands’. The aim of the campaign is to reduce plastic waste and promote access to drinking water in the biosphere reserve. **After a year-long campaign, a total of 200,000 plastic bottles were removed, thirteen water fountains were established, and 6,000 reusable stainless steel ‘Principe Biosphere Bottles’ were distributed among the local population.** The Regional President of the Government of Principe announced recently that the Island of Principe would become ‘plastic-free’ by 2020, and that this project would serve as a model for future activities. For the project “**Green Economy in Biosphere Reserves (GEBR): A Means to Poverty Reduction, Biodiversity Conservation and Sustainable Development in Sub-Saharan Africa**”, in the period under review all three beneficiary countries have successfully performed. Some activities or projects are gender sensitive and related actions are taken as appropriate. Gender mainstreaming is particularly effective in this project. For instance, in Ghana palm oil production is female dominated livelihood and 57 out of the 70 trainees for this livelihood were females. Also, training modules were successfully translated into the local dialect enabling most people to be involved.

**MAB is supporting building capacity of young researchers, MAB practitioners and in awarding environmental champions.** In 2014, a research award scheme has been established in cooperation with the MAB National Committee of Morocco for the selection of 5-7 research projects focusing on the Arganeraie Biosphere Reserve undertaken by young researchers. Michel Batisse award was given to Mexico in 2014 and to Mongolia in 2015. The six winners of MAB Young Scientist Award (MAB YSA) were from Iran; Lebanon; Mexico;

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Philippines; Slovakia and South Africa in 2014 and from Argentina, Ukraine, Vietnam, Ghana, Tunisia and Tanzania in 2015. Gender balanced is satisfactory (50/50 in 2014 and 2 female/6 in 2015); one winner is from Africa in 2014; 2 from Africa / 6 in 2015. For the Sultan Qaboos prize, a total number of 43 nominations had been received on 15th June 2015. A larger number of nominations received than in previous years, indicating an increased visibility and interest in the Prize. Sixty four masters and 22 PhD from 23 African countries are currently trained at ERAIFT (Regional School for Integrated Management of forests and tropical Territories). Several research topics are related to biosphere reserves. The school is recognized at regional and international level and has dramatically expanded its partnership and network the last couple of years. If ERAIFT application is approved, it will be the second MAB related category 2 Centre in addition to the one on *Mediterranean Biosphere Reserves* established in Spain in 2014. It is worth noting that MAB Secretariat facilitated the signature of a memorandum of understanding between ERAIFT and UNESCO category 2 Centre *International Centre on Space Technologies for Natural and Cultural Heritage* (HIST) to promote collaboration for applications for space technologies for conservation, monitoring, management and sustainable development of UNESCO designated World Heritage sites, biosphere reserves and geoparks, particularly those within Congo basin rainforests in Central Africa.

**The Secretariat is continuously improving MAB communication strategy** through MAB website, Facebook and Twitter (75,000 audiences each) and outreach materials such as leaflets (English, French, and Spanish), 2014 WNBR map (English, French, Spanish, and German) and publications such as “AfriMAB — Biosphere Reserves in Sub-Saharan Africa: Showcasing Sustainable Development”, “Drylands – Sustaining Livelihoods and Conserving Ecosystem Services”. The MAB Secretariat supported the Communication and Branding Biosphere project in five European pilot sites the results of which were presented to the MAB Council in June 2015. Delegates expressed strong appreciation for the project and supported the application of this project outside Europe and North America. UNESCO/ERI reported that some 200 articles were monitored worldwide for the designation of the 20 new biosphere reserves.

#### Cost-effectiveness/efficiency measures

**MAB Network activities are largely financed directly** through national budgets and/or extrabudgetary sources provided to UNESCO. However, this needs to be increased. Intersectoriality of some activities ensured that funds could support activities further than the SC sector alone world have done, like experienced by UNESCO Office with SC and SHS joint activities.

**Support from Member States both in cash and in kind have increased over the last years** which demonstrate strong support to the MAB programme and its WNBR. This trend is confirmed: Sweden hosted MAB – ICC in 2014; Peru will host the 4th World Congress of Biosphere Reserves in March 2016. During the last 18 months, despite the continued constraints on the regular budget in UNESCO, most **MAB thematic and regional networks continued their cooperation, often with additional support from national committees and partners**. For instance, **the Ibero MAB Network** could not meet in 2014 due to financial and structural constraints. However, the newly established Category 2 Center in Spain within the MAB Programme has promised to host next meeting in the second half of 2015. AfriMAB southern Africa sub region network meeting was mainly funded by South Africa. African countries are increasingly supporting AfriMAB network regional activities by providing additional funds through Additional Appropriation.

Member States have invested considerable time and efforts in terms of providing detailed and insights, inputs and recommendations free of charge for the development of the new MAB Strategy. MSG's meetings have been kept to a minimum, and information exchange and collaboration have been conducted using email and UNESTeam web site. This has helped

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<p>make this a cost-effective and efficient activity. The technical capacity of MAB staff is recognized in several fields; number of mission supported by member states have been undertaken to participate to workshops, conferences or to support development of projects or programmes. The combination of Additional Appropriation or in-kind contribution from countries has proved to be very helpful to complement RP resources.</p> <p><b>Contribution to C/5 result(s)</b></p> <p>All activities under ER9 are promoting the use of biosphere reserves as learning places for equitable and sustainable development and for climate change mitigation and adaptation; thus, ER 9 is contributing to Strategic Objective 5 of UNESCO Medium Term Strategy: promoting international scientific cooperation on critical challenges to sustainable development.</p> <p><b>Contribution to Global Priority Africa and Gender</b></p> <p>As shown above, with many activities related to biodiversity and BR, ER 9 is contributing to Global Priority Africa, ER 4 and to Gender Equality.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Successful regional networking requires sustained commitment and engagement at the local, national and regional levels, and stable financing.	The MAB Secretariat is enhancing its support to the active mobilization of UNESCO Field Offices and MAB National Committees and through fundraising for this purpose.
Extractive industries and infrastructure development are increasing in BRs, especially in Africa.	Dialogue with Government and Private sector . Working group on extractive industries establish within AfriMAB led by South Africa to conduct an assessment of the situation.
How to manage multilingual nations can be difficult to resolve. The cost of interpretation and translation into all the European languages used in a given country means this is usually not possible to attain.	Use of a main local language may be appropriate in some cases (Swahili for instance in central east Africa).
The funding situation of UNESCO as well as the financial capacities of the participating nations to contribute to planned activities remains an obstacle.	Better use of our networks; pulling resources together as appropriate ( intersectoral activities) ; fund raising ; using good national experts in priority as appropriate can save fund.

## Main Line of Action 6: Strengthening freshwater security

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 10: Responses to local, regional and global water security challenges strengthened	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of supported institutions which have developed research and training programmes on floods and drought risk management related to climatic extremes</p> <p><b>T 2014-2015:</b> At least 14 institutions in 2 regions</p> <p><b>T CAP 2014-2015:</b> At least 18 institutions in 2 regions in 2014-2015</p>	14 institutions in 4 regions.	High
<p><b>PI:</b> Member States have improved groundwater governance at local, national and transboundary levels</p> <p><b>T 2014-2015:</b> - 5 Member States participating in the groundwater monitoring network - 15 Member States applied the methodology for the transboundary aquifers assessment</p> <p><b>T CAP 2014-2015:</b> - 8 Member States participating in the groundwater monitoring network - 20 Member States applied the methodology for the transboundary aquifers assessment</p>	-5 Member States participating in the global groundwater monitoring network -135 countries have participated in the global assessment of transboundary aquifers, using a set of core indicators from the methodology developed by UNESCO-IHP - 7 Member States are assessing their transboundary aquifers applying the complete set of indicators of the methodology developed by IHP	High
<p><b>PI:</b> Number of Member States benefiting from innovative tools and approaches which have addressed water scarcity and quality</p> <p><b>T 2014-2015:</b> At least 30 Member States in all regions</p> <p><b>T CAP 2014-2015:</b> 6 additional Member States involved in case-studies on water quality</p>	30 Member States.	High
<p><b>PI:</b> Number of supported urban areas which have developed innovative and integrated approaches to water management</p>	20 urban areas in 20 LAC and ENA Member States, with new urban areas being identified.	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> At least 20 urban areas <b>T CAP 2014-2015:</b> One set of public information materials on water and sanitation developed for rural communities.</p>		
<p><b>PI:</b> Number of supported Member States which have applied guidelines of and contributed to the Integrated Water and Ecosystems Resource Management <b>T 2014-2015:</b> At least 2 Member States <b>T CAP 2014-2015:</b> At least 3 Member States</p>	Ecohydrology guidelines finalized and ready for official launching.	High
<p><b>PI:</b> Number of supported Member States which have strengthened water education approaches at all levels for water security <b>T 2014-2015:</b> - At least 10 Member States, particularly in Africa - 0 network <b>T CAP 2014-2015:</b> At least 15 Member States, particularly in Africa</p>	15 Member States.	High

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**Progress Assessment:**

The implementation of the eight-phase of the International Hydrological Programme (IHP-VIII; 2014-2021) is on track, due to the prioritization of results and outputs in order to adjust to the limited human and financial regular resources and recurring to extrabudgetary resources when feasible. Main results and outputs include:

1. Research and training programmes on floods and drought risk management related to climatic extremes - IDI organized drought training courses in Africa, Asia-Pacific and LAC regions and technical guidelines were prepared and disseminated to decision makers in those regions. A regional workshop on climate change impacts in Arab States was organized in Yemen (April/May 2014) in collaboration with MAB program. A network of experts working on characterization of hydrological maxima events in LAC has been expanded. A Rainfall-Runoff-Inundation model was established in the Lower Indus region. Capacity development for flood forecasting and hazard mapping in Pakistan was supported. In Europe, UNESCO facilitated emergency responses and environmental monitoring authorities networking activities of Veneto-Italy and Albania. In Africa, recommendations were developed to improve national policies for drought management in Southern Africa, and seasonal discharge forecast was introduced in the Horn of Africa. FRIEND published and disseminated the book *Hydrology in a Changing World*. ISI prepared two technical reports. The Snow and Glacier network finalized a technical report based on Glacier Mass Balance. One regional adaptation policy paper 'Challenges in Sustainable Water Supply in the Tropical Andes due to Climate Change' was published and disseminated. Meetings held in the USA and HQ helped evaluate water resources under climate change in the Pamir region, identify drought monitoring methodologies and assess vulnerabilities to climate change and map existing adaptation strategies in other regions.
2. Improved groundwater governance - A global assessment of 199 transboundary aquifers was completed, with the participation of about 135 Member States and including

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measurement of core indicators for socio-economic, gender and institutional aspects. A Transboundary Diagnostic Analysis was carried out in the shared karst aquifer system in Europe and a regional action plan for Mediterranean coastal aquifers was finalized after an extensive consultation process with thirteen participating countries. Training materials on water cooperation were made available in French and in English; two training courses were conducted (LAC web-based and US) targeting young professionals. An updated 2015 Map of Transboundary Aquifers of the World, was produced with the International Groundwater Resources Assessment Centre (IGRAC), and also a new Global Map of Groundwater Vulnerability to Floods and Droughts produced in the framework of the WHYMAP initiative.

3. Innovative tools and approaches which have addressed water scarcity and quality - G-WADI GeoServer systems were improved to address floods and droughts in LAC and Africa. The GeoServer tools real time precipitation analysis methodology is implemented in Namibia and Chile. A Latin American drought and monitoring system was established with twenty participants trained on a new methodology. Four G-WADI case study reports covering case studies of Serbia, Chile, Niger and the Philippines were prepared and disseminated during G-WADI meetings in Irvine, US; Belgrade, Serbia; Bangkok, Santiago, Chile. The Arab G-WADI website and the Southeast European secretariat for the G-WADI Programme were launched. The 6th Asian G-WADI-IDI expert group meeting (June 2015) enabled to share experiences on groundwater management for water security, and a plan of action for drought monitoring in Southern Africa was issued through a G-WADI IDI Africa expert group meeting in Namibia (May 2015). The delivery of capacity-building for IWRM in Mongolia was also improved. The IHP co-led a 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. IHP promoted scientific knowledge and information sharing on nanotechnologies for clean water at the 2014 Stockholm World Water Week. Discussions and exchanges on new technological and policy approaches to water quality management were facilitated at the UN-Water Annual International Zaragoza Conference on Water and Sustainable Development, at the Dresden Nexus Conference and at the 7th World Water Forum (with the participation of over 300 participants from 54 organizations). IHP successfully started a project on "Emerging Pollutants in Wastewater in Developing Countries", that will be implemented over the next three years (2015-2018).

4. Urban areas which have developed innovative and integrated approaches to water management - 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 a first activity, a book was prepared with contributions from around one hundred experts from twenty countries and it is ready for publication, covering the main urban areas of Argentina, Brazil, Bolivia, Canada, Colombia, Costa Rica, Cuba, Cuba, Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, United States, Uruguay, Venezuela and of the Caribbean. 145 abstracts from twenty eight countries from all continents were received for the International Conference on "Water, Megacities and Global Changes" in the framework of the COP21. In the Arab States, a study on Gender mainstreaming in the implementation of IWRM in rural areas of Morocco has been initiated and case-studies have been prepared for presentation at the 3rd Arab Water Forum.

5. Guidelines and contribution to the Integrated Water and Ecosystems Resource Management - The Ecohydrology Scientific Advisory Committee, with participants from 17 countries, representatives of UNESCO Category 1 and 2 Water Centres and Chairs, and international experts, was established and meet in May 2014, September 2014 and May 2015, inter alia to design ecohydrology guidelines intended to facilitate the development of demonstration sites. Thirteen new demonstration sites have been included, for a total of twenty five sites, in particular three from Africa, five from LAC, eight from ASPAC and nine from Europe. An on-line platform, which will include ecohydrology demonstration sites information and related links to databases, publications and guidelines, is under development in cooperation with the Centre of Hydroinformatics of Itaipu (Brazil and Paraguay). In Indonesia, a training course and an international conference on ecohydrology were organized. In Europe, several regional and subregional workshops were organized. The Erasmus Mundus MSc on Ecohydrology was started in Faro in September 2014 and seminars were organized in LAC. In India, the International Conference on Lakes and Wetlands in Bhopal was resulted in suggestions to

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<p>connect people and to share best practices on lake basin management. About 150 participants from 29 countries attended a training course and an international conference on ecohydrology (Indonesia, November 2014).</p> <p><u>6. Strengthened water education</u> - Human capacities were reinforced through water education courses, workshops and materials, notably in Africa. Capacity building for sustainable water governance is being enhanced in LAC through water education courses. In collaboration with the 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 was organized. A draft training manual for PALOP on education for water security at the school level (primary and secondary) was developed and another for francophone African countries is under preparation. The provision of drinking water in schools in Cape Verde is being implemented through a donation from a Brazilian donor. Capacities for gender mainstreaming in the water sector were enhanced in collaboration with the UNESCO Chairs on Water and Gender in the Dominican Republic, Morocco, Cote de Ivoire, Togo and Brazil and an IHP brochure summarizing work in this area is available. Water education for sustainable development and water security was mainstreamed at several international events, including the UNESCO Conference on Education for Sustainable Development and the 7th World Water Forum. Advocacy and empowering of youth strengthened through the World Youth Parliament for Water and specific sessions at the World Water Forum and the 3rd International SIDS Conference. The 8th Water Digest Water Awards 2013-14 was organized. Four new UNESCO Chairs on Water were established in Pakistan, Austria, Dominican Republic and USA. The activity "50 Years, 50 Movies on Water" is being implemented at HQ to disseminate information on water issues as part of the 50th anniversary of IHP.</p> <p><b>Cost effectiveness</b> measures include the involvement of partners, notably the UNESCO Water family, 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 consultants). For instance, the flights of most international participants and UNESCO staff at the water education workshop in São Tomé and Príncipe 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. 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 make the implementation process more efficient and cost-effective.</p> <p><b>Contribution to C/5</b></p> <p>The outputs and outcomes reported directly contribute to the Expected Results of 37 C/5 MP11, MLA6, and therefore contributing to achieving C/4 SPO5 by promoting international scientific cooperation on critical challenges to sustainable development.</p>

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Several challenges were identified through the external evaluation of IHP-VII (detailed information available in document IHP/IC-XXI/Inf.5).	Implementation of recommendations of the external evaluation of IHP-VII (detailed information available in document IHP/IC-XXI/Inf.5).
As indicated by Member States (e.g. in relation to G-WADI) there is a lack of trained experts, making it difficult to use available data and tools provided by G-WADI and IDI networks. There is also a need to align the African Drought Monitor with IDI activities as has been started with the G-WADI and IDI networks, particularly for the exchange of scientific information and products, which are useful to Member States.	Training of professionals at different levels.
After three years in which the ecohydrology programme did not actively pursue activities, the main challenges are to reinstate demonstration sites, their current assessment, and related reconnection to the programme.	Re-initiate internal review and communications with sites.
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 topics and will have 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.	Focusing on strengthening the quality of water education in the curricula. Mobilization of resources.
In Africa, a setback to the commencement of the project activities was the postponement of the proposed 2014 Abuja Regional Office retreat, where the project activities would have been discussed and finalized by UNESCO staff from the 8 countries.	Improved cooperation and communication with partners.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of resolutions aimed at supporting Member States to enhance water	Eight resolutions adopted at the 21st session of the Intergovernmental Council of	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>governance through cooperation mechanisms at the national, regional and international levels.</p> <p><b>T 2014-2015:</b> At least 5 Intergovernmental resolutions issued by the IHP Council.</p> <p><b>T CAP 2014-2015:</b> Support to strengthened the mechanisms of cooperation among scientist, policy makers, water category 2 centers and chairs</p>	<p>IHP.</p>	
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> At least 750 notably from developing countries, at least 20% of them being women</p> <p><b>T CAP 2014-2015:</b> Support to increase the participation of women in formal and non formal courses to be trained on water security issues eveloping countries in 2014-2015</p>	<p>1500 students (estimated number, with 1301 confirmed, 38% of which were women).</p>	<p align="center">High</p>
<p><b>PI:</b> Number of water-related global assessments with data relevant for policy makers.</p> <p><b>T 2014-2015:</b> At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes</p> <p><b>T CAP 2014-2015:</b> At least two World Water Development Reports and associated case studies delivered by the UNESCO-led WWAP on water security themes, including side publications</p>	<p>2014 edition of WWDR on Water and Energy bundled with case studies volume (featuring 13 case studies from 5 regions) was launched on the World Water Day in Japan and disseminated (over 40,000 downloads and 2000 hard copies distributed); 2015 edition of the WWDR, focusing on the theme Water for a Sustainable World, launched in New Delhi (India).</p>	<p align="center">High</p>
<p><b>PI:</b> Number of UNESCO water family institutions actively engaged in a comprehensive global framework to reinforce synergies among them on water science, education and innovation.</p> <p><b>T 2014-2015:</b> (not applicable; this activity is scheduled to start in 2016-2017)</p> <p><b>T CAP 2014-2015:</b> At least 45 institutions.</p>	<p>The development of the strategy for a better coordination was finalized and discussed with the members of the IHP Bureau. A meeting of UNESCO Water Family is under preparation. A proposal for a Panel on Water, which would bring together the UNESCO Water Family and other partners, is under consideration by Member States.</p>	<p align="center">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> (not applicable; this activity is scheduled to start in 2016-2017)</p> <p><b>T CAP 2014-2015:</b> 200 experts reviewing literature to produce policy relevant information.</p>	<p>A proposal for a Panel on Water, which would bring together the UNESCO Water Family and other partners, is under consideration by Member States. Mexico has expressed interest in funding this Panel.</p>	<p style="text-align: center;">High</p>

<p><b>Achievement(s)</b></p>
<p><b>IHP overall achievements</b></p> <p>Enhanced water governance through cooperation mechanisms at the national, regional and international levels – 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 endorsement of the proposal of six new category 2 centres, and a proposal for a category 1 centre, the role of IHP in the post-2015 Development Agenda, including the need for the secretariat to be involved in its monitoring and assessment, and finally the critical reviewing and monitoring of IHP’s programmes.</p> <p>Follow-up to several of these decisions was discussed with the members of the IHP Bureau during a technical meeting that took place in Merida (México, 13-14 November 2014). The 52nd session of the IHP Bureau was held at UNESCO Headquarters on 1-2 June 2015. The Bureau addressed, among other matters, the institutional developments at UNESCO, the implementation of the Programme’s Eighth Phase, the status and operation of the UNESCO Water Family, as well as cooperation with the UN system and other organizations, especially in view of the post-2015 Development Agenda and the SDGs. The Secretariat presented the list of worldwide events and publications celebrating the 50th anniversary of UNESCO’s water programmes. The IHP Bureau recommended that the electoral groups consult on the creation of an Intergovernmental Panel on Water (details below), welcoming the proposal on this matter.</p> <p>IHP was a major contributor to the 7th World Water Forum. IHP and water-related Centres acted as coordinator or member of the design group for the following seven themes of the Forum: 1.1. Enough Safe Water for All; 1.3. Adapting to Change: Managing Risk and Uncertainty for Resilience and Disaster Preparedness; 3.3. Ensuring Water Quality from Ridge to Reef; 3.4. SMART Implementation of IWRM; 4.3. Cooperation for Reducing Conflict and Improving Transboundary Water Management; 4.4. Water Cultures, Justice and Equity; 4.5. Enhancing Education and Capacity Building. IHP specialists organized or participated in the organisation around thirty thematic sessions, six science and technology process sessions, five regional process sessions, ten side events and three special sessions to strengthen the science-policy interface, with the aim of promoting water security at local, national,</p>

Achievement(s)
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regional and international levels in response to global challenges. These events included a high-level panel on 'Water Security and Sustainable Development: Cooperation among Disciplines and Stakeholders', dedicated to the 50th anniversary of UNESCO's water programmes and the 40th anniversary of IHP. Other IHP events explored the multifaceted dimensions of integrated water management, such as water reuse and resource recovery; water cultures, justice and equity; enhancing education and capacity building, women as agents for change for a new culture of water; and adapting to change: monitoring risk and uncertainty for resilience and disaster preparedness. IHP, jointly with the Federal Institute for Geosciences and Natural Resources (BGR), launched the new global map of groundwater vulnerability to floods and droughts. IHP also facilitated the integration of Indigenous Peoples and Youth representatives in the Forum's processes. In connection with the anniversary of IHD/IHP, youth was invited to assess the water future over the next 50 years, to identify their aspirations and to propose actions to reach them. During the Ministerial Meeting of the Forum, IHP presented 3 strategies adopted in the final Ministerial Statement to reinforce addressing water security challenges at all levels: mobilize international cooperation, strengthen the science-policy interface, and develop institutional and human capacities for water sustainability. The Programme was also appointed as member of the Board of Governors of the World Water Council.

IHP contributions to the post-2015 development agenda and Sustainable Development Goals (SDGs) processes, focusing on water security and IHP-VIII main thematic areas, were provided as part of UNESCO contributions to the UN Technical Support Team and through UN-Water coordinated discussions. The IHP proposal for a SDG on water is based on the need to go beyond the MDG target on water and sanitation, and includes additional targets on water quality and wastewater, water-use efficiency, IWRM and water-related risks. These IHP-proposed SDG targets on water were fully reflected in the proposed SDG on water of the United Nations General Assembly's Open Working Group on SDGs (OWG). The OWG adopted its final report containing a set of 17 goals and 169 targets in July 2014, which were included in the final draft document in 2015. IHP is also advocating strongly for the recognition of the linkages of water to other sectors. IHP has provided Member States with technical advice to promote the importance of a dedicated goal on water in the framework of the SDGs in the post-2015 agenda and has mobilized its National Committees, water-related centres and Chairs to contribute to the process (c.f. IHP/IC-XXI Resolution XXI-6 on Water in the Post-2015 Development Agenda and Sustainable Development Goals, IHP document on 'Water in the post-2015 development agenda').

In Africa, as a contribution to the expected result on "Awareness raised, knowledge shared and governance of IHP and partnership strengthened in Africa", UNESCO partnered with Economic Community Central Africa States (ECCAS) and the Government of Democratic Republic of the Congo (DRC) to organize the 5th regional meeting of National IHP committees in Sub-Sahara Africa in June 2014. At this event 22 countries submitted reports. In addition, UNESCO had substantial involvement with the 5th Africa Water Week (Dakar, May 2014) where IHP was co-convener of three of the four sub-themes of the week. In total IHP had seven presentations and was involved in twelve sessions. IHP was also partner to the organization of the Africa Water Forum, held by 2iE (Ouagadougou, June 2014). The regional hydrologist for Africa and the Executive Secretary of African Ministers' Council on Water (AMCOW) provided the opening conference of the Forum on challenges and opportunities for water security in Africa. The first Intergovernmental Authority on Development (IGAD) water dialogue on the theme water for regional cooperation was also supported, and UNESCO had the opportunity to convene a session on water capacity building for regional cooperation. UNESCO made a presentation on Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP) and the Africa Drought Monitor during the session on drought resilience. The lack of skilled water professionals was clearly recognized as an important challenge, highlighting the urgency to put in place a regional water capacity building programme. More than 250 participants from the sub-region attended the event, which took place from 8 to 10 December 2014 in Nairobi, Kenya. An IHP Africa water platform

### Achievement(s)

was been put in place ([www.africawaterportal.org](http://www.africawaterportal.org)) and is currently being uploaded with appropriate data and information including database of water related institutions and water experts.

In the Asia Pacific 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. In collaboration with Jakarta Disaster Mitigation Agency (BPBD Jakarta), a training for facilitators to produce contingency plan guidelines for 10 flood prone villages in Jakarta Province was held. Seminars and workshops started to be organized in collaboration with Institute of Irrigation and National University of Uzbekistan to improve the management of freshwater for local rural and domestic use. In the Arab States, the Arab IHP National Committees Coordination Facility was put in place to enhance cooperation among the IHP National Committees and share experiences, reports, and announcements of activities. 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, an SC coordination meeting was conducted, including water as one of the themes. To enhance the communication of IHP activities, the water website was maintained and a Communication and Outreach Committee was created as a subsidiary body of the IHP Intergovernmental Council. This Committee has the mandate to reformulate the communication plan of IHP in order to reach a wider set of stakeholders.

In celebration of the 50th anniversary of water programmes at UNESCO, an anniversary logo for the IHP/IHD anniversary was designed and selected by IHP Bureau Members after an open call for submissions. IHP is organizing the activity "50 Years, 50 Movies on water", to take place every two weeks from 25 June to 12 November 2015. In all, 50 movies on freshwater and water-related challenges, reflecting IHP programmes and actions, will be screened. Each of the screenings will focus on a different theme reflecting IHP's work, introduced by an IHP professional.

**Water Family Training Courses** – It is estimated that over 1500 professionals and students were trained or graduated through the courses provided by the UNESCO Water Family, comprising IHP, UNESCO-IHE, category 2 centres and UNESCO Chairs. An exact number will be obtained at the end of the biennium, via a detailed consultation of the chairs and centres. Detailed statistics are available for UNESCO-IHE, where 363 MSc students were trained, of which 38% are women and 91% from developing countries; 26 PhD graduated, 35% are women and 92% from developing countries; 816 trained at short courses, 41% were women and 81% from developing countries; 96 trained through special programmes, 47% were women and 75% from developing countries.

**Water-related global assessments** – The World Water Development Report 2014 (WWDR2014), Water and Energy, was successfully launched on 21 March 2014 on the World Water Day in Tokyo, Japan. Since then, the WWDR2014 has been downloaded more than 40,000 times and 2000 physical copies have been distributed. With these numbers, the WWDR ranks among the most popular publications at UNESCO.

The 2015 edition of the WWDR, focusing on "Water for a Sustainable World", was launched in New Delhi (India).

Achievement(s)
<p><b>Comprehensive global framework to reinforce synergies among AND experts contributing to scientific and technological information to support policy-makers</b> – Preparations were initiated to achieve these expected results, scheduled for the second part of the programming quadrennium (2016-2017). A proposal for Panel on Water, as a working group of the IHP Council, was submitted to the 52nd session of the IHP Bureau. The objective the Panel is to propose, via the IHP Intergovernmental Council, realistic pathways to enhance the governance and the management of Water Security until 2100, at the global, regional and local scales. The Panel will bring tighter the members of the UNESCO Water Family, as well as experts from other institutions. Bureau Members presented alternative options and the IHP Secretariat is proceeding with consultations with IHP National Committees to identify the preferred options for its implementation.</p> <p><b>Cost-effectiveness</b> Several cost effectiveness and efficiency measures were introduced, including: the reduced duration of the IHP council and bureau, namely from 5/6 days to 4 days in 2012 and a further reduction to 3 days in 2014 in the case of the Council and a reduction of the 2015 Bureau into 2 days. However, these reductions have in some cases proved counterproductive as total costs increased (given the working times of interpretation teams, the compressed agenda implied the need for two teams of interpreters to cover the two days; also value was reduced as the cost for participants to stay an additional day was marginal when compared with travel costs). A reduced number and length of IHP Council and Bureau documents, including the final report, was also implemented. In other activities, the organization of joint meetings with other programmes to coordinate regional activities was performed.</p> <p><b>Contribution to C/4</b> The outputs and outcomes reported directly contribute to 37C/4 SPO5 by promoting international scientific cooperation on critical challenges to sustainable development, namely freshwater access and management.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The lack of human and financial capacities at the IHP Secretariat remain a key challenge for the implementation of freshwater activities.	Recruit for vacant posts and mobilize extrabudgetary funds. Engage consultants, secondments and interns. Engage the UNESCO Water Family further to achieve the objectives of UNESCO in water.
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 some member states. In the context of low budget the UNESCO water family is becoming increasingly important to implement IHP, nevertheless relevant	Increase the duration of future Council and Bureau to at least 4 and 3 days respectively to reach an optimal, cost-efficient level (this still represents a reduction from the original duration of the Council and Bureau before reductions took place).

Key challenges	Remedial actions
activities remain difficult to implement and as well for some IHP themes lack of resources motivate a lack of capacity even for fundraising. The reduced 2-day format of the IHP Bureau increased costs (due to the need for 2 translation teams) and limited debate.	
Bureaucracy is a risk to obtain visas for participants to attain to events. Political contexts may also delay preparations for meetings.	There is a need to plan meetings more in advance. For Arab States, the social and political situation demand more time to fully develop the Arab IHP National Committee coordination facility. For Africa, as well as the other regions, strategic partnerships are key to raise the visibility and implement IHP activities.

## Global Priority Africa

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	
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)	
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)	
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)	
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)	
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)	
Flagship 3, ER 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources (through the contribution of MP II)	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	
Flagship 4, ER 2: Capacity in Africa improved to manage geological resources (through the contribution of MP II)	
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	
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)	
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	
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)	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Number of hydrographical or hydrogeological basins or cooperation frameworks established. <b>T 2014-2015:</b> At least one hydrographical or hydrogeological basin approved enabling the establishment of cooperation frameworks.</p>	<p>The detailed analysis for the transboundary Stampriet aquifer system for its cooperative management has been ongoing</p>	<p align="center">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> At least one cross-border initiative at the consultation and coordination phase for biosphere reserves, World Heritage sites and Global Geoparks.</p>	<p>One initiative in Lake Chad basin approved.</p>	<p align="center">High</p>
<p align="center"><b>Achievement(s)</b></p>		
<p>Various workshops on the Stampriet aquifer shared by South Africa, Botswana and Namibia have been conducted and planned in order to share initial results of the detailed analysis on this transboundary aquifer system and bring countries to agree on key issues and to lay the foundation for cooperative management of the system.</p> <p>The Lake Chad project for the establishment of a transboundary biosphere reserve and World Heritage site has been approved by African Development Bank as part of the "Programme de Réhabilitation et de Renforcement de la Résilience des Systèmes Socio-Ecologiques du Bassin du Lac Tchad" ( PRESIBALT). The start of the project is delayed due to financial negotiations between Lake Chad Basin Commission (LCBC) and benefitting countries. Security issues are also prevalent in the area.</p> <p>It is to be noted that many of the activities that claim to contribute to this ER in fact do not do so (some are not even in Africa). We will ask colleagues to un-tick the contribution box.</p> <p><b>Contribution to C/R results</b> The activities undertaken contributed to Priority Africa Flagship 4 ER1 by contributing to increase the knowledge base for the management of natural resources in Africa including transboundary terrestrial and coastal/marine ecosystems and in building south-south collaboration for capacity development in water.</p>		

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Increasing insecurity in the Lake Chad area	When the project starts, an assessment of the insecurity risks will be done when selecting project implementation sites.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of supported countries which have STI policies and strategies formulated and implemented <b>T 2014-2015:</b> At least 5 countries	11 countries	High
<b>PI:</b> Number of African countries participating in STIGAP and GO-SPIN initiatives <b>T 2014-2015:</b> At least 5 new African countries participating in the GO-SPIN Platform	12 countries	High

Achievement(s)
<p>Since 2014, technical assistance was provided in STI policy formulation/review as well as for specific STI policy actions such as developing inventories of their national STI systems (through the GO-SPIN methodology), designing policy instruments and formulating STI laws in more than 20 African countries. Two country profiles have been published in 2014 (Zimbabwe and Malawi) as volume 2 and 3 of the on-line series on GO-SPIN country profiles in STI policy. The country profile of Rwanda has been also finalized in May 2015 and will be published in 2015 as the fourth volume of the GO-SPIN series. Two other countries, Congo and The Gambia have started developing the action plan for implementing GO-SPIN in their countries.</p> <p>After the finalization of a 1.6 million extrabudgetary project funded by the Government of Spain for the benefit of more than 20 countries in STI policy, three new projects have been approved for USD 1.4 million (new project funded by the Government of Spain for Mozambique, Guinea Equatorial, Niger and Senegal where operational instruments will further be developed as continuity of activities implemented so far), (project auto-funded by the Republic of the Congo for the revision and implementation of the STI policy and development of</p>

Achievement(s)
<p>GO-SPIN) and (project funded by Sida Sweden for the development of the on-line platform GO-SPIN which will include African Members States).</p> <p>As follow-up of the second Ministerial Forum on Science, Technology and Innovation, in Rabat, Morocco, 14-17 October 2014, where UNESCO was involved as a strategic partner of the African Development Bank, and to address the challenge of lack of funding, three project proposals were developed and submitted for consideration to major regional partners such as the AfDB and the African Union Commission (AUC). The three project proposals focus on capacity-building in STI policy, science diplomacy and STI governance in African Parliaments.</p> <p>In addition to establishing national STI systems, UNESCO has made progress towards strengthening human and institutional capacities in the area of STI policy, through developing STI policy programmes and creating North-South-South university networks in STI policy and innovation management (e.g. Nelson Mandela -African Institution of Science and Technology, Tanzania and the National Engineering School in the University of Tunis (El Manar). A network was discussed and launched in Hammamet, Tunisia in June 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Ensuring the results sustainability and organizing the follow-up of the processes conducted so far remain the key challenges	- New projects have been developed and submitted for consideration to donors - Capacity-Building activities in STI policy conducted to ensure sustainability and ownership of the STI policy activities.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of supported networks engaged in policy dialogue at regional level <b>T 2014-2015:</b> Two regional networks actively engaged in policy dialogue	Four networks supported	High
<b>PI:</b> Number of policy briefs prepared by supported African-based networks on	Three policy briefs	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
knowledge production and knowledge-related policies for Africa <b>T 2014-2015:</b> At least two policy briefs produced per year and disseminated in Africa		
<b>PI:</b> Number of countries and/or regional entities developing and implementing renewable energy policies <b>T 2014-2015:</b> At least two Member States or regional entities	No country yet	Low

<b>Achievement(s)</b>
<p>1. Networks of Academies: IAMP in the last 18 months has made steady progress in increasing membership of the Network to 73 academies or medical science academies. The 2015 meeting accepted and endorsed the membership Sudanese National Academy of sciences. The Inter Academy partnership organised capacity building, in Social Determinants of Health and leadership training for young Physician leaders in Trieste. These training workshops are useful in keeping abreast of medical issues and challenges such as Ebola and intercontinental partnerships.</p> <p>2 Science communication: To raise public awareness of science and technology for sustainable development in francophone countries, UNESCO in partnership with ANRSA and IOM organised a two day workshop on promotion of culture of science and engineering in Francophone countries, with emphasis on participation of your women. This workshop was attended by over 200 participants comprising university leaders, specialised agencies in education and professionals in science communication. The ultimate goal was to create potential partnership among francophone countries in sub-Saharan Africa for the promotion of science and technology.</p> <p>3. Renewable energy: In promoting renewable energy policies and related knowledge base and best practices a two-day expert meeting was organized in Morocco jointly with the Moroccan Federation of Electricity, Electronic and Renewable Energy. This innovative conceptual framework aimed at discussing strategies and policies to promote industrial compensation and the creation of start-ups in renewable energies in Maghreb countries. The main goal was to address the energy access and diversification as well as the creation of jobs opportunities. It benefited 10 experts representing four African countries (Algeria, Morocco, South Africa and Tunisia). UNESCO's participation in this joint initiative serves as a catalyst for engaging policy makers and stakeholders in renewable energy policy and promotion of good practices.</p> <p>With support from OPEC and in cooperation with UNIDO and UNEP, UNESCO organised "Global Sustainable Energy Day", which was launched by the Energy Globe Foundation. This initiative contributes to improving the global sustainability and the deriving policy by promoting practical solutions addressing sustainable activities at local level.</p> <p>The solar electrification of the rural schools by ASEMI and Enviroconsult is underway in the Benin, Madagascar, Niger and Togo and Mauritania.</p>

### Achievement(s)

#### 4. African Network of Scientific and Technological Institutions ANSTI Network

UNESCO's through its ANSTI I Network continue 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. Over 95% of the work plan approved by Governing Council was implanted as follows:

##### **A** UNESCO/ANSTI-TWAS-SIDA partnership on GenderInSTIE

This is a joint partnership on gender in science, innovation, technology and engineering (GenderInSTIE). The overall objective of the meeting was to agree on the modality of the research and devise collaboration for communication. At the end of the meeting a grant of \$100,000 a year over five years was allocated to conduct a study in mapping gender equality in STEM to inform STI policy design and strategies in Africa. *UNESCO/ANSTI/GenderInSITE partnership in Strengthening Gender Responsive Policy systems and governance strategies for Sustainable Africa*: The strategic objective of this activity is to enhance the capacity of women scientists, engineers, policy makers, planners, decision makers, community leaders and development partners engaged in relevant state and private sectors to improve policy formulation/review, implementation, monitoring and evaluation strategies for integrating gender quality in STIE.

Consultation with partners is underway to conduct a regional survey on identification of SMART indicators for assessing progress and evaluating gender responsiveness and sensitivity of STI policy systems and governance strategies in implementing the post-2015 development agenda.

##### **B** South-South North-South Strategic Partnership collaborations

ANSTI was represented at a number of strategic international forums to make presentations on the activities of the network and to forge partnerships for collaboration. These included presentations made at international meetings/conferences of IEEE, L'Oréal Fellowships award, DAAD Africa regional consultative workshop, African Ministerial Forum on STI and UNESCO-ANSTI-University of Michigan STEMIII Africa Partnership strengthened for joint research in Uganda. A feasibility study was carried out to assess the research commercialisation of one of the innovations of the Makerere University on Mekapad. Partnership agreement for joint research was established.

##### **C** Award and administration of post-graduate training fellowships

Eleven candidates were selected to receive the DAAD fellowships as follows: seven candidates to pursue PhD programmes in engineering and physical science; one PhD candidate in agricultural and resource economics; one PhD candidate in clinical anatomy; and one MSc candidate in clinical pharmacology. The awardees are from Ghana, Kenya, Lesotho, Malawi, Nigeria, South Africa and Zimbabwe. Most of the candidates (73%) are pursuing their PhD programmes in South Africa.

##### **D** Award and administration of conference grants.

<b>Achievement(s)</b>	
	<p>In the last 18 months year, the ANSTI Secretariat allocated US\$30,000 for conference grants to staff of its member institutions. All applications were screened, evaluated and eight members of staff from five member institutions in four countries were awarded grants: Botswana, Ghana, Nigeria and Kenya, South Africa and Zimbabwe. Such requests are very popular but few awards were granted due to limited funds.</p>
E	<p><u>L'Oréal-UNESCO Regional Fellowships for Women in Science</u></p> <p>In 2014, the L'Oréal Corporate Foundation reduced the amount allocated for these fellowships to \$153,358 from \$200,000 in the previous years due to budget cuts. The fellowships were divided into two: five Fellowships worth Euro 5,000 each for PhD study and five Fellowships worth Euro 10,000 each for Post Doctorate study. In 2015 the number of PhD awards has been increased to nine and post-doctoral awards reduced to three. This is in realisation that many more needed assistance for PhD rather than post doctoral as indicated in the number of applications in each of the categories.</p>
F	<p><u>ANSTI- Digital Smart partnership in Empowering African women with professional skills</u></p> <p>The objective of the training was to provide women from the Sub-Saharan Africa region with Digital Marketing training to promote entrepreneurship. A pilot project was mounted to train and empower 43 female students and lecturers from Tanzania and Kenya with professional entrepreneurial skills by providing Digital Marketing training supplied via E-learning. As a result participants increased their entrepreneurial skills to support their business initiatives.</p>
G	<p><u>Gender Summit and ANSTI: ANSTI</u> participated and presented a keynote paper on Gender and Science for Sustainable Africa: funding opportunities at the Gender Summit Africa conference held from 27 April to 1 May 2015 in Cape Town, South Africa. The Gender Summit created the platform for regional and global multi-stakeholder communities committed to enhancing scientific excellence to deliberate on: removing gender bias from science knowledge making; advancing gender equality in science structures and practices; and applying understanding of gender to advance more sustainable and effective research and innovation</p>
H	<p><u>An Addendum to National STI Policy on gender mainstreaming:</u> UNESCO in partnership with ANSTI and the African Technology Policy Studies Network assisted the Government of Kenya to develop an addendum to the National STI Policy on gender mainstreaming in STI Policy in Kenya in 2014.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Challenge of wide use of renewable energy requires capacity building as well as regional and international partnership and cooperation to address the energy access	Need to enhance partnership

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of supported African higher education institutions introducing new or improved STI curricula and research programmes for Africa <b>T 2014-2015:</b> Five African universities assisted with STI-related curricula development and research programme One university in Africa revising their engineering and ICT activities	Over 10 universities assisted in STI related curriculum research through award of scholarships for post graduate training (36 PhDs). More than 15 countries assisted through awards of fellowships	High
<b>PI:</b> Number of African experts specialized in technology transfer and management of technologies <b>T 2014-2015:</b> Several workshops held and at least 100 African experts specialized in technology transfer and management of technologies	Over 10 workshops organised and more than 100 participants trained in STI for sustainability and technology transfer	High
<b>PI:</b> Number of supported Member States which have improved the use and management of renewable energy sources <b>T 2014-2015:</b> At least four (4) countries	Benin, Madagascar, Mauritania, Niger and Togo supported in solar electrification in 15 schools in each each	Medium

#### Achievement(s)

Institutional and human capacities have been strengthened and skills developed in technological forecasting, evaluation, negotiation, acquisition, transfer, distribution, internalization and basic knowledge in the management of STI systems through a number of collaborations and partnerships at national, regional and global levels as follows:

1. In close cooperation with the International Centre for Science and Technology Strategy (CISTRAT), UNESCO organized the International Training Workshop on Reinforcing National Capacity on STI Assessment, in Beijing (P.R. China) a capacity building training workshop was organised in Beijing for 18 participants including those from Sudan and Namibia in National STI assessment, data and information analysis to inform STI policy advice and establishment of national STI and elaboration of a National STI Country Report.

Achievement(s)
<p>2. During 2014 and first semester of 2015, UNESCO continued implementing on-going national STI policy activities in several African countries. So far 12 countries have been through the national capacity building and inventory for STI systems following UNESCO's GO-SPIN methodology. Rwanda completed the process in 2015. The challenge remains in ensuring the results sustainability but also in achieving on-going activities (e.g Zimbabwe has developed a road map for the commercialization of R&amp;D results and has started designing specific policy instruments; Benin has elaborated two drafts of laws in STI and needs further assistance to conduct the process for their adoption.</p> <p>3. At the regional level, UNESCO was involved as a strategic partner of the African Development Bank in the organisation of the 2nd Ministerial Forum on Science, Technology and Innovation, in Rabat, Morocco, 14-17 October 2014. The Forum adopted the Rabat Statement which were in-line with most of the strategic areas of actions in STI, and specifically in STI policy. An expert meeting on <i>Setting-up University Networks for STI Policy Capacity-Building in Africa</i> was organized on the margin of the conference. An outcome of the meeting was UNESCO-Global Knowledge Initiative Nelson Mandela-African Institution of Science and Technology, Tanzania partnership for regional Master programme in STI policy. The challenge for succeeding this action in the future will be to further integrate these new programmes into university networks and to mobilize resources and partners for sustaining the initiatives. UNESCO again provided support to two young scientists (South Africa and Mauritius) to attend the 2nd STI Forum in Africa that was held in Rabat in October 2014.</p> <p>4. In response to increasing need for fostering the role of the national Parliaments in the governance of STI, UNESCO and select Parliamentary committees in Senegal and Burkina Faso organised a <i>capacity building workshop on the Governance of STI for parliamentarians of Senegal in 2014</i>. UNESCO's cooperation with African Member States in the formulation of new strategies for science, technology and innovation policies, capacity building workshops for Parliamentarians were organized to respond to the increasing needs of government. The workshops for Parliamentarians provided an opportunity for Members of the parliaments and parliamentary staff in Senegal and Burkina to strengthen their capacities in the effective exercise of the legislative functions and the control on the government action in the domains of the STI, as well as to enhance the communication and the interaction between parliaments, scientists and civil society.</p> <p>5. UNESCO in partnership with CEEAC, NEPAD and the African Union organised STI policy system and governance using GO-SPIN and STPGAP instruments for national profiling for Burundi, Cameroun, Congo, Gabon, Equatorial Guinea, RDC, RCA in February, 2015. This training will also be extended to Angola.</p> <p>6. UNESCO, the Institut de Recherche et Développement (IRD) Dakar, the International Mining for Development Center in Australia (IM4DC) and a host of partners interested in geology education building capacities in the extractive industry created an online course on geology. This is in responds to the need for a critical number of graduates to work in the extractive industries and at the same time responding to special needs of the industry who for example requested to address issues of international mining codes and legislation which many geology graduates are not aware of by the time of their graduation in Burkina Faso, Cote d'Ivoire, Ghana, Mali and Senegal.</p> <p>7. In response to the request by Libya, UNESCO provided capacity building training and research in biotechnology in Libya Building to create a critical mass of local biotechnology</p>

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### Achievement(s)

expertise locally. 12 Libyan students have benefitted from placements in Masters course in Biotechnology for Medicinal and Aromatic plants BiotechMAP at the University of Bari-Aldo Moro.

8. TWAS and its partners offered 423 fully funded PhD scholarships to early career scientists, up 19.8% over the 353 scholarships available at the start of 2014 offered over 353 scholarships including Africans. They also supported 36 postdoctoral fellows. A clear indication of UNESCO, TWAS and its partners leveraging funding to build the critical mass of African mid-career scientists especially women.

9. In addressing the objectives of the "Sustainable Energy for All" (SE4ALL) initiative and the UN challenges of energy, the solar project funded by OFID and Panasonic concerning the "Solar Electrification of Rural Schools" was launched in five Sub-Saharan countries namely Benin, Madagascar, Mauritania, Niger and Togo. Seventy-five rural schools (15 per country) are benefiting from this initiative. This project constitutes a major contribution of UNESCO to the SE4ALL and UN energy related challenges.

10. UNESCO-Government of Zimbabwe joint research in technology transfer for value addition in tea and small-scale mining. The objective of the study is to assess challenges and opportunities in upgrading tea and small-scale mining industries for technology upgrading, value addition and youth employment.

11. UNESCO Africa Asia Consultation on Sustainability Science post 2015 was organised On 4-5 March, 2015 in Harare, Zimbabwe. The two days consultative meeting was attended by over 55 science experts comprising ministers, deputy ministers, representative from the African Union Commission, Vice Chancellors, deans of faculties, policy makers, development partners, and media from 10 countries in Africa (Ethiopia, Equatorial Guinea, Ghana, Kenya, Mauritius, Mozambique, Senegal, South Africa, Zambia and Zimbabwe), Europe and the United States. The African experts linked via video conference to their counterparts in Asia from Malaysia, Japan, Singapore, Indonesia, Australia and the American Association for the Advancement of Science (AAAS) in the United States on the 5th of March, 2015. The meeting of African experts was streamed live to selected universities and development partners with over 120 individuals and institutions joining in ([www.technom.ag/fo](http://www.technom.ag/fo)). The Africa experts Group served as the African panel to discuss the role of sustainability science to enhance the implementation of the SDGs post 2015. A joint communiqué was developed and submitted for consideration in the on-going dialogue on post 2015.

#### Cost Effectiveness

These high-level experts meetings in science, engineering, technology and innovation in and out of Africa serve as 'think tanks' to deliberate on the issues of policy and identified emerging areas for Africa's economic, social and technological development and shared prosperity.

These numerous partnerships and synergies also enhanced UNESCO's visibility.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The challenge is to further integrate these new programmes into university networks and to mobilize resources and partners for sustaining the initiatives.	More advocacy and publicity of the various programmes and fellowships

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of supported African research institutions and African experts involved in collaboration with other developing countries (ICTP, TWAS, etc.) <b>T 2014-2015:</b> 8 additional STI institutions in Africa having operational SS and NSS collaborative programmes	6 African countries supported	High
<b>PI:</b> Number of new joint research projects between Africa and partners from developed countries <b>T 2014-2015:</b> At least 5 new joint research projects established	4 new joint project set up	High
<b>PI:</b> Number of new training activities developed <b>T 2014-2015:</b> At least three training activities developed	3 training activities developed	High
<b>PI:</b> Number of assisted African Member States with STI policies developed/reviewed <b>T 2014-2015:</b> At least 4 countries in Africa	3 countries	High

Achievement(s)
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UNESCO continued implementing on-going national STI policy activities in several African countries. Technical assistance and policy advice were provided to Benin, Burundi, Malawi, Democratic Republic of the Congo, Rwanda and Zimbabwe for specific STI policy actions such as designing policy instruments and formulating STI laws. Several other countries have continued developing the national inventory of their STI systems following UNESCO's GO-SPIN methodology (Burkina Faso, Gabon, Niger, Mozambique, Rwanda, Senegal and Zambia). Technical assistance was needed to complete the exercise by countries that had started their surveys during the last biennium, showing that the three-day sub-regional training workshops for better governance in STI were insufficient for enabling participants to entirely capture the methodology of the survey and how to involve other STI stakeholders in the process.

In the case of Rwanda, its GO-SPIN Country Profile has been finalized in May 2015, following two consultant missions and training workshops in the country; it is currently prepared for publishing as the fourth volume within UNESCO's series of GO-SPIN Country Profiles on STI Policy. Two new extrabudgetary projects have been approved for a total amount of USD 1.2M (Republic of Congo and GO-SPIN) and implementation has started.

At the regional level, UNESCO was involved as a strategic partner of the African Development Bank for the organisation of the 2nd Ministerial Forum on Science, Technology and Innovation in Africa, in Rabat, Morocco, 14-17 October 2014. UNESCO made significant progress towards its objective to establish and strengthen STI policy programmes and create North-South-South university networks in STI policy and innovation management. An expert meeting on setting-up University Networks for STI Policy Capacity-Building in Africa was organized in Rabat during the Forum. A panel discussion and interaction with over 40 participants from STI institutes and organizations in Africa, Europe and North America provided a platform to debate and make concrete proposals for the way forward in this area. The Forum adopted the Rabat Statement, the main items of which are in line with most of UNESCO's strategic areas of actions in STI, and specifically in STI policy.

As a follow-up to the meeting in Rabat, UNESCO has advanced in the initiative of creating an Inter-university network for capacity-building in STI policy at an international workshop organized in Hammamet, Tunisia, in June 2015 attended by members from key partner institutions in STI policy such as the UNU/Merit, ISTIC, the Pan African University, Manchester Business School and the University of Bremen among others. UNESCO and the network partners have contributed to the terms of reference for the establishment of a regional Master programme in STI policy at the National Engineering School of the University of Tunis (El Manar). UNESCO has also established collaboration with the Global Knowledge Initiative in the US, and with this partner, is currently developing STI policy modules which will be tested during a short pilot training at the Nelson Mandela-African Institution of Science and Technology, Tanzania, planned to take place in Arusha, in early 2016.

Concerning the component on the role of Parliamentarians in STI, during the period under review, UNESCO developed a programme proposal for fostering the role of Parliamentarians in the governance of STI, at the global level. Furthermore, a project outline was developed on "Strengthening the role of parliamentarians in Africa" as a follow-up of the 2nd Ministerial Forum in on Science, Technology and Innovation in Africa; UNESCO invited a member of the Parliament of Uganda to bring the parliamentary perspectives in STI into the debates of this Forum. Two capacity building workshops on the Governance of the STI for parliamentarians have been organized in Senegal and Burkina Faso in February 2014. More than 120

Achievement(s)
<p>participants, among these 70 members of Parliament, attended the workshop. Participants also included senior policy-makers, scientists, science journalists and representatives of the civil society.</p> <p>The efforts of the World Academy of Sciences for the advancement of science in developing countries (TWAS) for African research were strengthened through study and research grants offered to young African scientists to conduct research in other developing countries. In 2014, the partnered research of UNESCO and The African Network of Scientific and Technological Institutions (ANSTI)-TWAS on gender in science, innovation, technology and engineering 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. UNESCO/ANSTI awarded 11 postgraduate scholarships for the 2014/2015 academic year out of which two Ph.D. scholarships were awarded to outstanding applicants from Lesotho and Zimbabwe.</p> <p>Innovation and informed policies through the promotion of science is cultivated in Africa through the preparation of teacher training programmes on the use of active learning experiments and methodology, namely in Congo, Comoros, Angola, Equatorial Guinea and Zambia. This added to the North-South Cooperation strategy that SC is developing on the African continent. UNESCO and Airtel Gabon also discussed a project aiming to train 5000 young people on the use of ICTs for basic science education and entrepreneurship in Gabon.</p> <p>In the context of the International Year of Crystallography, UNESCO and the International Union of Crystallography designed the three Regional Summit Meetings for Science, Technology and Innovation (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, were discussed. The Pan-African Summit Meeting took place in South Africa in October 2014 and the closing ceremony of the International Year of Crystallography in Rabat in April 2015.</p> <p>The International Basic Sciences Programme (IBSP) and the International Centre for Theoretical Physics (ICTP) worked with Member States to bolster South-South cooperation through scientific collaboration with ICTP. The ICTP implemented several workshops and a series of interdisciplinary collaborative programmes comprising 18 activities since the beginning of the biennium. An international mathematics workshop, bringing together over 80 scientists from all over the world (including 40 from Africa), was held in September 2014 in Tanzania. The Sandwich Training Education Programme (STEP) of ICTP and International Atomic Energy Agency (IAEA) provided fellowship opportunities to Ph.D. candidates from developing countries and scientific co-supervisors at ICTP or one of its collaborating institutions for study in scientific fields covered by the IAEA Technical Cooperation Programmes and those falling in the scientific and technical competence of ICTP and its associated institutions. The new African Review of Physics, which triggers collaboration and competition between African researchers, received many papers for publication, thus enhancing scientific capacities in Africa. A Ph.D. training programme, to be run under the auspices of UNESCO, was designed in Angola with the support of UNESCO's IBSP, the Yaoundé Office and UNESCO's Intergovernmental Oceanographic Commission.</p> <p>Work is ongoing to initiate projects in biotechnology in Libya, Nigeria and Ethiopia integrating an element of entrepreneurship and closer collaboration with industry. These were being</p>

Achievement(s)
<p>undertaken in close consultation with country representatives.</p> <p>Progress for the creation of the International Centre in Biotechnology, a Category 2 Centre in Nsukka Nigeria, moved ahead steadily with the establishment of the International Governing Board (IGB) and completion of crucial steps for the recruitment of the Executive Director for the Centre. Physical infrastructure is nearing completion with the financial support of the Federal Government of Nigeria. Broad outlines for the immediate scientific focus of the Centre has been drawn up by the ad hoc Scientific Advisory Committee, set up at the request of the IGB. The establishment of the IGB saw the translation of support voiced for this proposal turned to tangible commitment through nomination of representatives of three countries notably Congo, Egypt and Kenya to serve on this Board; other countries have also voiced strong support for this initiative and are expected to join progressively. The IGB also includes representatives of two international scientific organizations ICRO and ICGEB. The establishment of the IGB was a critical step in moving towards full functioning of this Centre. Several proposals for collaboration and training have been considered including in the areas of bioethics, culture collections management and tropical disease with partners like ICRO and WDCM/WFCC. Close collaboration between this centre and the Regional Biotechnology Centre (RCB) in India has been facilitated and encouraged and a few fellowship slots are to be made available for students from Africa pending consultation between the two centres.</p> <p>Within the context of UNESCO-Libyan Funds-in-Trust cooperation, projects were progressively reopened during the period under review. Support was provided to the Centre of Macromolecular Chemistry and Technology (CMCT) for the replacement and acquisition of equipment required including software upgrade. A plan for capacity building has been formulated pending the appropriation of new funds to the project. Regarding the Biotechnology Training and Research Centre (BTRC) initiation of activities saw the drawing up of a new project document and an agreed road map. However, implementation was slowed down due to administrative and technical complexities as well as security constraints locally. Nevertheless, a contract was signed during this period with the University of Bari-Aldo Moro for Masters level training programme for 12 scientists from the BTRC. Training will be completed in September 2015. In addition the renewal and reestablishment of the International Scientific Advisory Board is ongoing.</p> <p>Contributing to UNESCO's objectives in promoting international and especially S-S collaboration, information sharing and access to scientific data, support was provided for organization of the 5th Human Variome Project (HVP) Biennial Meeting at UNESCO Headquarters from 19 to 23 May 2014. This served to bring together specialists in multidisciplinary fields related to the development of the HVP project objectives and included a component on capacity building in developing countries especially in Africa. In the context of collaboration with the HVP, a technical mission was conducted to Nigeria aimed at exploring with national authorities and the relevant scientific community the possibility of setting up the first African Node of the HVP. Further discussions are ongoing with the Government of Equatorial Guinea for the establishment of a country node there.</p> <p>Over the last eighteen months, the Africa Flagship developed several activities vital to long term development and sustainability of all areas of scientific research, technologies and application in the African continent. In this context, the ER 2 strongly contributed to the attainment of the SO 4 and SO 5 of the 37 C/4 and the Global priority Africa.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges during the period under review have been largely related to the reduced levels of funding for the activities under this Africa Flagship, despite the diversity and the importance of the activities.	1)close collaboration with scientific partners ensures an efficient and continued implementation of UNESCO's activities

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> At least six training activities developed <b>T 2014-2015:</b> One centre and one Chair established	4 networks operational. one chair created in Abuja, Nigeria. Another Chair proposal is being discussed.	High
<b>PI:</b> Mathematical model developed for sea level rise in the Gulf of Guinea and regional climate change issues <b>T 2014-2015:</b> One model developed	data collected and simulations started	Medium
<b>PI:</b> Number of training opportunities developed for talented African students <b>T 2014-2015:</b> 3 training programmes developed	10 training opportunities implemented	High
<b>PI:</b> Gender parity improved in the training programmes <b>T 2014-2015:</b> At least 40% of trainees are women	30 % of women participation reached.	High
<b>PI:</b> Number of activities with different partners ensuring participation of women and youth <b>T 2014-2015:</b> At least two activities implemented	4 already developed	High

### Achievement(s)

Efforts to bolster African capacities and skills in mathematics and physics have been pursued through cross-border platforms for training, research and cooperation set up with regional and international mathematics and physics organizations, such as ICTP, the International Union of Crystallography (IUCr), the International Society for Optics and Photonics (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. Very good progress has been made overall on this Africa Flagship Expected Result.

Collaboration has been pursued with the Centre International de Mathématiques Pures et Appliquées (CIMPA), which co-organized research schools in sub-Saharan Africa, namely in Cote d'Ivoire (March 2014), Senegal (June 2014) and Benin (July 2014). Around one hundred researchers have been gathered in these top-class mathematics schools. The UNESCO Chair in Mathematical-Physics of Cotonou, Benin has been instrumental in the implementation of different capacity-building activities in western Africa. These were additional opportunities for networking and for a greater inclusion of promising African mathematicians into the international community of scientists. A training programme in mathematics and physics has been launched within and in collaboration with the UNESCO Chair in Mathematical-Physics of Cotonou, Benin. In 2014, this training programme attracted six women students among 10 trainees, and for the 2015-2016 school-year more than 20 female students already applied to follow the training.

Through UNESCO's International Basic Sciences Programme (IBSP), more than 200 female mathematicians from Africa have already registered to be part of a new network dedicated to women in mathematics in Africa titled "African Women in Mathematics Association (AWMA)". The AWMA aims to bring together women from various countries within the continent to a platform where they can present their work, exchange experiences and discuss initiatives that promote Mathematics with the aim of addressing social change and creating sustainable livelihoods, and also to give to younger generation of girls in science and mathematics the opportunity to meet role models and other professional women who have successfully pursued scientific and mathematically-oriented careers. The AWMA brings together African women mathematicians from the continent to advance the association's agenda, of promoting mathematics and women mathematicians in Africa. The AWMA has been created with the support of the African Mathematical Union and the CIMPA, and will be officially launched by its first annual general meeting on 17-19 July 2015 in Naivasha, Kenya. More than 45 women mathematicians from 15 different African countries will participate to this main launch event. The project is still coordinated by IBSP but in a long run, it is planned that a UNESCO Chair on Women in Mathematics located in Africa takes the relay. Some discussion between IBSP, AMU and CIMPA are being held to get such a Chair located in Ouagadougou, Burkina Faso.

The IBSP Scientific Board members have been appointed by the Director-General; among them are four African high-level scientists, who will certainly also be role models for the younger generation of the continent.

In 2014, IBSP also supported the first edition of the "Young African Scientists Meeting" organized in collaboration with the Association pour la Promotion Scientifique de l'Afrique (APSA). The objectives of this Young African Scientists Meeting were to empower the younger generation of African scientists for the preparation of their future careers and to assist in the building of their scientific networks. These objectives were set in view of triggering the emergence of a "connected" new top-class science researchers and educators in Africa. The

Achievement(s)
<p>meeting was also an occasion to provide relevant information on the research and higher education systems in sub-Saharan Africa; on existing networks; and on capacity-building opportunities. More than 80 young African scientists, among them 30 % were women, actively participated to this conference.</p> <p>Under the Theresa McKay Funds for Fellowship scheme, it is planned to train at least 50 talented young students per year from different countries in Africa such as Benin, Cameroon, Cote d'Ivoire, Chad, Ethiopia, Gabon, Morocco, Senegal, Tanzania, Togo and Zambia starting this biennium. We defined with our partners, such as the UNESCO Chair in Mathematical-Physics of Cotonou, Benin, the format of the training courses and the selection process of trainees. A Ph.D. training programme in Science, Technology and innovation under the auspices of UNESCO, has been designed in Angola with the support of UNESCO's IBSP and the Yaoundé Office. The objective of this national programme is to train 140 Ph.D. students by 2020, therefore increasing the scientific capital of the country.</p> <p>The different research-oriented educational and training programmes implemented by UNESCO's IBSP during the 2014 International Year of Crystallography (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 Association of Crystallography, adding one more network to UNESCO's set of partners in 2014.</p> <p>A Massive Open Online Courses (MOOC) tool was produced with the support of the UNESCO Chair in Physics of Marrakech, Morocco. The synergy created triggered Rwanda to request the establishment of a category II centre in mathematics and physics, which will play the role of regional hub for mathematics and physics research and training programmes. The same applies to Nigeria, which saw, in 2014, the establishment of a UNESCO Chair within the national mathematics Centre in Abuja.</p> <p>In 2014, the West Africa Regional Multisectoral Bureau designed an updated STEM education curriculum based on best practices to promote the delivery of STEM education in the region. In collaboration with the Science Teachers Association of Nigeria (STAN) and Mathematical Association of Nigeria (MAN), some STEM educational resource materials are being developed in English and French.</p> <p>In Lesotho, 48 teachers and principals were trained, and six project schools (three primary and three secondary) became model schools for the gender-sensitive teaching and learning of mathematics and science. The total number of school children impacted in Lesotho was 3,240 - 1,800 primary school children and 1,440 secondary school children. In Kenya, the training of secondary school principals (30), 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 science and mathematics. The exposure to gender-sensitive pedagogies and approaches was an important step in the process of changing mind-sets and attitudes. The Lesotho Science and Mathematics Teachers Association (LSMTA), with over 200 active members, has been transformed into a community of practice and strengthened to support the school-based in-service training and professional development of teachers of science and mathematics, which is a direct result of the project.</p> <p>The Mathematics Section at ICTP plays an important role in fostering mathematics research and education in developing countries. Research is carried out in various fields of</p>

### Achievement(s)

mathematics by senior staff, postdocs, and graduate students, as well as by scientific visitors from all over the world. The section organizes from 5 to 10 focused activities a year involving an average of 100 participants. These activities are the core of the section's activities and are crucial for disseminating current mathematics knowledge of the highest level as widely as possible. In addition the Mathematics Section participates in the Diploma Program. Since 2011 Diploma students can apply to stay on to work on a PhD in Mathematics in a joint program. The Mathematics Section collaborates with the International Mathematical Union (IMU) in connection with its efforts for the promotion of mathematics in developing countries, especially in Africa.

TWAS, which aims to build scientific capacity in the developing world, used its grants scheme for Young Scientists to support 63 students as follows: 27 in biology, 22 in chemistry, 4 in mathematics and 10 in physics. TWAS research grants were assigned to 31 projects (10 in biology, 13 in chemistry, 2 in mathematics and 6 in physics). Among these one third were assigned to African researchers.

In 2014, the UNESCO/ANSTI-TWAS partnership research on gender in science, innovation, technology and engineering 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. UNESCO/ANSTI awarded 11 postgraduate scholarships for the 2014-2015 academic year out of which two Ph.D. scholarships were awarded to outstanding applicants from Lesotho and Zimbabwe.

#### **Challenges, corrective actions and Lesson learnt:**

Challenges during these twelve months have been largely related to the reduced levels of funding for the activities under this Africa Flagship, despite the diversity and the importance of the activities. As a lesson learnt, we experienced the fact that close collaboration with scientific partners ensures an efficient and continued implementation of UNESCO's activities. It was quite difficult at the beginning to set up the AWMA as all the main players were disseminated in Africa sometime with a low access to internet, but this difficulty has been overcome thanks to the strong willingness of most of the African women mathematicians involved in this fascinating project.

#### **Contribution to C4 and C/5:**

Particularly, these workshops position UNESCO closer to the field, as they take place within the host countries and work directly with the people that the projects are targeting; as well as enlarging UNESCO partnerships with scientific institutions and organizations.

This activity also contributes to the specific targeted action in favor of Youth, as reflected in UNESCO Operational Strategy on youth for 2014-2021 as most of the activities focussed on younger generations of African scientists, which we hope will become a driving force toward the sustainable development of the continent.

#### **Cost-effectiveness/efficiency measures:**

The entire costs of these workshops were a reflection of the benefits gained. The workshops were successful and the investment will enable countries to advance with Science,

Achievement(s)
Technology and Innovation (STI) and Sustainable Development, through the skills gained by women young scientists through the aforementioned programmes, workshops, hubs and platforms set African young talent with an emphasis on women scientists.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Challenges during these twelve months have been largely related to the reduced levels of funding for the activities under this Africa Flagship, despite the diversity and the importance of the activities. As a lesson learnt, we experienced the fact that close collaboration with scientific partners ensures an efficient and continued implementation of UNESCO's activities. It was quite difficult at the beginning to set up the AWMA as all the main players were disseminated in Africa sometime with a low access to internet, but this difficulty has been overcome thanks to the strong willingness of most of the African women mathematicians involved in this fascinating project.	Several activities under this flagship Africa ER benefitted from Additional Appropriations and Extra-budgetary findings from partners. Better coordination with Field Offices, UNESCO's network and Partners allowed a more efficient implementation of workplans

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Flagship 3, ER 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources (through the contribution of MP II)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of science parks and technology business incubators (TBI) provided with technical assistance <b>T 2014-2015:</b> At least 2 science parks or TBIs provided with technical assistance	1 technical assistance provided .	Medium
<b>PI:</b> Number of training workshops organized <b>T 2014-2015:</b> At least 2 initiatives	2 training workshops and global innovation forum organized.	High

Achievement(s)
1. Daejeon Global Innovation Forum

### Achievement(s)

UNESCO in close collaboration with the World Technopolis Association, the Daejeon Metropolitan City Government and INNOBIZ Association, organized the first Daejeon Global Innovation Forum (DGIF) in Daejeon (Republic of Korea) from 11 to 14 November 2014. DGIF explored the possibility of moving to the 4th generation of the innovation paradigm (Innovation 4.0). To this end, the Forum was organized. There were two keynote speakers: Peter Vessenes, Founder & CEO of CoinLab and Chairman of Bitcoin Foundation who talked about Connecting the creative economy and money; and Richard A. Levao, President of Bloomfield College (USA), who addressed Technology development through collaboration in a socially-just ecosystem for innovation. The Forum was attended by more than 1300 participants from 41 countries, including 35 African participants. Among of the African speakers were Dr Umar Bindir (Nigeria), Dr Mustafa El Tayeb (Sudan), Ms Nkendilim (Nigeria) and Dr Essam Khamis (Egypt). Based on the successful of the first DGIF, UNESCO and partners organize the second DGIF, which will take place in September 2015 in Daejeon. We expect to have increasing numbers of African participants both as resources persons and in attendance.

#### ***2. UNESCO-WTA Training Workshop on Universities and Development of Science City/Science Parks***

In conjunction with the 2014 DGIF, UNESCO and WTA organized a training workshop on Science Park and Technology Business Incubator Governance. This training workshop has been organized annually since 2005. The 2014 training workshop focused on "Universities and development of science cities/science parks". The workshop objectives are: (i) to upgrade the knowledge of managers or future managers of technology business incubators (TBI) on TBI governance; (ii) to establish an international network of TBI. The training highly successful workshop was attended by 224 participants from developing countries, including 34 from Africa. A similar workshop will be organized in conjunction with 2015 DGIF.

#### ***3. Atelier sur « Promouvoir la culture scientifique et technique en Afrique francophone : Un levier pour renforcer le rôle des femmes et des jeunes », Dakar, Sénégal, les 9 et 10 octobre 2014.***

En coopération avec l'Agence Nationale de la Recherche Scientifique Appliquée (ANRSA), Universcience, ICOM et l'Association des centres scientifiques et technologiques, l'UNESCO a organisé un atelier intitulé « Promouvoir la culture scientifique et technique en Afrique francophone : Un levier pour renforcer le rôle des femmes et des jeunes », à Dakar, Sénégal, les 9 et 10 octobre 2014. L'atelier s'adresse décideurs, universitaires, enseignants, ONG spécialisées dans l'éducation, professionnels de la communication scientifique, etc., lesquels représentent non seulement les acteurs de la promotion de la culture scientifique et technique en Afrique subsaharienne francophone mais aussi les initiateurs et partenaires potentiels pour la création et le développement de futurs centres de sciences en Afrique francophone. Presque 200 personnes ont participé à cet atelier.

Cet atelier cherche à développer une stratégie de communication scientifique et technique efficace pour rapprocher la science de la société, ce qui constitue le point clé pour résoudre les problèmes liés au développement durable, particulièrement en Afrique francophone. L'atelier a abordé également l'importance de l'éducation scientifique informelle en soutien aux politiques de développement culturel et d'innovation. Les centres de science sont des lieux de mobilisation privilégiés sur la question du genre et de l'égalité d'accès aux sciences et aux techniques pour les jeunes filles et jeunes garçons. L'objectif de cet atelier est d'établir une feuille de route pour promouvoir la culture scientifique et technique dans les pays d'Afrique francophone et en particulier de formuler des recommandations politiques pour renforcer le rôle de femmes et des jeunes en science, technologie et innovation, notamment dans la communication scientifique et technologique.

Achievement(s)
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**4. International Training Workshop on Reinforcing National Capacity on STI Assessment, in Beijing (P.R. China) from 4 to 21 November 2014**

In close cooperation with the International Centre for Science and Technology Strategy, UNESCO organized the annual International Training Workshop on Reinforcing National Capacity on STI Assessment, in Beijing. The overall objectives of the activity are, to reinforce national capacity in STI assessment, encourage and assist the participating countries in establishing a national STI assessment and monitoring system; to develop capacities in data and information analysis and provide decision makers with STI policy advice; and to assist the participating countries in conducting the STI assessment and in elaborating their "National STI Country Report". To achieve these objectives, the training workshop was organized around three main parts: lectures from professional on STI policy and on STI statistics and indicators, visits to research centres to learn STI assessment methodology and working group discussion to elaborate STI assessment methodology in respective countries of the training participants.

The 2014 training workshop was attended by 18 participants, including a few from Namibia and Sudan. To ensure the effectiveness of the training workshop the trainees was selected in cooperation with UNESCO's professional staff in the concerned field offices. It was expected that two participants from Ghana would also attend the training workshop, but unfortunately they did not succeed to obtain visas from the Chinese Government due to the Ebola pandemic. The 2015 training workshop will take place from 19 October to 6 November 2015. Three countries from Africa (Ethiopia, Ghana and Morocco) will send trainees.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of financial and human resources to meet all requests received.	Jointly organized activities with partners such as Deajeon Metropolitan City Government, the Chinese Government, World Technopolis Association and Innobiz Association.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of countries participating in and contributing to the review of the Global Ocean Science Report proposal <b>T 2014-2015:</b> At least four African countries participating in the review	two (Nigeria and South Africa)	Medium
<b>PI:</b> Percentage of marine scientists in each member state from the region <b>T 2014-2015:</b> 2% increase	this is difficult to assess	Medium
<b>PI:</b> Percentage of scientists using expertise acquired through Ocean Teacher in their work <b>T 2014-2015:</b> 10% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work	more than 10% - see details below.	High

#### Achievement(s)

(1) Experts who were trained in the Ocean Teacher Academy programme utilised the skills acquired as follows: four of them were trainers in a Marine Spatial Planning training workshop organized by the South African OTGA Regional Training Centre in Cape Town from April 2015 and attended by 25 students (18 of them from Africa); the ODINAFRICA regional node for the Ocean Data portal was established at the Kenya Marine and Fisheries Research Institute using experts trained in the OTGA programme, the development of coastal and marine atlases in 15 countries.

(2) The results of the capacity survey for marine sciences in Africa was submitted to the 3rd session of the IOC Sub Commission for Africa and the Adjacent States (IOCAFRICA-3). The survey revealed that capacities are now available in a wide range of fields. The experts in the fields of biological oceanography, fisheries and aquaculture were the highest in numbers. However the responses to the question on capacity development requirements indicate that these fields are also the priority for most of the institutions responding to the survey. The physical sciences, especially operational oceanography, marine geology, coastal engineering and ocean technology have few experts. Female experts are relatively fewer. Equipment

Achievement(s)
<p>and facilities are limited, and few of the countries have ocean-going research vessels. Fourteen member states participated in this survey. The results of the survey will contribute to GOSR.</p> <p>(3) A mission was undertaken to Mauritius to provide technical advice and guidance on the requirements and process for the establishment of a UNESCO Category 2 Regional Centre for Ocean Sciences and Innovation in Mauritius.</p> <p>(4) the China-Africa forum on marine science and technology identified priority capacity gaps in marine sciences that will be addressed jointly. A joint coordination committee will be set-up to finalize the detailed work plan.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Limited access to information on available fellowships and training opportunities.	Establishment of a capacity development portal, providing information on fellowships and training opportunities.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Flagship 4, ER 2: Capacity in Africa improved to manage geological resources (through the contribution of MP II)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> At least 10 more African earth science institutions set up.</p>	more than 20 institutions involved post-graduate student and researcher mobility and environmental research	High
<p><b>PI:</b> Number of Member States engaged in societal use of Earth sciences knowledge as a tool for sustainable development, including geological heritage</p> <p><b>T 2014-2015:</b> two</p>	one country has already established a geopark and one other is in the process.	High

### Achievement(s)

Capacity building in Earth sciences has made an important step forward at both institutional and expert levels. At institutional level, the African Network of Earth Science Institutions (ANESI) is at an implementation phase thanks to a four-year (2014-2017) funding received from Sweden. The ANESI mobility programme has supported 17 African scientists moving from their home institution to another African university to follow short courses or to conduct research. The visiting Fellowship to promote female scientists has started with one awardee. An important survey is currently ongoing to map the potentials of institutions (programmes, infrastructures, best practices so as to raise the profile on institutions; this is important for African students looking for research or training opportunities within Africa. At the same time, progress has been made on the development of the project on Geoscientific Knowledge and Skills in African Geological Survey, an initiative of EuroGeosurvey (EGS) and the Organisation of African Geological Surveys (OAGS), where UNESCO will play an important role as member of the Steering Committee and as an implementation partner in activities regarding training. UNESCO Office in Dakar in partnerships with Institut de Recherche pour le Développement (IRD), France is also progressing with the design of the Geology On-line Courses – West Africa (GEOLOOC-WA) in term of raising additional partnerships to implement the project.

At expert level, two IGCP projects are currently led by Africans, which shows progress as a result of recent skill capacity building workshops set up by UNESCO to promote the programme in Africa. The focus on supporting scientist's networks in Africa has gain a new vitality with the UNESCO-Sida project on Environmental and Health Impacts of Mining Activities. Twenty-one teams are now being supported in 14 countries (Burkina Faso, Cameroon, Congo DR, Côte d'Ivoire, Kenya, Mali, Namibia, Niger, Nigeria, Senegal, South Africa, Tanzania, Zambia, and Zimbabwe). The project is also addressing the crucial issue of Artisanal and Small-Scale Mining (ASM), considering numerous environmental, health, social and economic challenges posed by this growing sector in the continent. In this regard, a capacity building workshop is being organized with a focus on formalisation of ASM. Representatives of governments, associations of small-scale miners, academia will reflect on lessons learnt and experiences in formalising ASM in various countries so as to find ways to moving ASM from illegal to formal economy and to reduce the related harmful impacts on environment and communities. Sixteen countries (Burundi, Congo DR, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, South Africa, Sudan, Tanzania, Uganda, Zambia, and Zimbabwe) will be represented, bringing a total number of countries involved in this project to 23. We are also developing new partnerships to implement the project; as a follow-up of a visit undertaken in September 2014 at the Murdoch University in West Australia, a component on "Managing Mines Closure in Africa" has been included in a bid prepared by the Murdoch University and submitted to the Australian Government. The bid has been successful; it will be a great capacity building opportunity for staff of various geological surveys in the region on issues of mine closing.

Regarding the promotion of Earth science in African schools, despites the success of the workshop organized in Port Elizabeth in January 2014, we had to review our collaboration with EGU and focus on countries expressing the need to see the curricula evolved towards more Earth sciences. This is the case with Uganda and Kenya where UNESCO is involved in the discussions.

Finally, continued capacity building though technical assistance and advocacy for the geopark initiative is also benefiting many countries in Africa. After the first Global Geopark in Morocco (M'Goun Geopark), many others are working towards its establishment (Tanzania, Kenya, Ethiopia and South Africa). UNESCO is committed to assist these countries by

Achievement(s)
<p>sending Global Geopark Network experts to visit and advise.</p> <p><u>Results</u></p> <ol style="list-style-type: none"> <li>1. 17 African Earth scientists have been awarded funding in the framework of ANESI mobility programmes; this mobility programme shows the high potential co-authored papers that are expected from scientists from different countries;</li> <li>2. 21 scientists from 14 African countries are currently implementing activities to address the environmental and health impacts of mining activities. A component on ASM has been introduced, bringing the total number on countries involved in the project to 23;</li> <li>3. 2 new IGCP projects were approved with African as project leaders.</li> </ol>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The main challenges to reach the ER-2 of this Flagship-4 were funding. The two above Sida projects cover most of the objectives of the Expected Results; therefore, open many avenues for the full attainment of the objective of the ER. Although few countries in Africa are moving forward with geopark initiative, there is an important need advice and capacity building. It is expected that the proposed full integration of geopark into UNESCO programme will have a catalytic role.</p>	<p>Raising partnerships will remain an important target since this is crucial for implementing of various projects and involving as many as possible Member States. Those finalized or under negotiation (such that with EuroGeosurveys and with the Murdoch University) have potential to bring more funding and to expand the scope of the flagship.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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>T 2014-2015:</b> At least 15 sites	Six BR ( Tanzania, Ghana, Nigeria, Cameroun and Congo, Principe).	Medium
<b>PI:</b> Number of African countries taking steps to create and jointly manage transboundary BRs and natural World Heritage sites <b>T 2014-2015:</b> At least three countries	N/A yet. Lake Chad Project has not started yet.	High
<b>PI:</b> Number of transboundary river basins involved in the Water for Peace in Africa Programme <b>T 2014-2015:</b> at least five transboundary river basins in Africa	Nothing to report on.	Low

#### Achievement(s)

Following debates on the draft MAB Strategy developed by the MAB Strategy Group (MSG), the 34 members of the MAB International Coordinating Council (MAB-ICC), including the following African countries: South Africa, Algeria, Burkina Faso, Cameroon, Côte d'Ivoire, Egypt, and Ghana, approved MAB strategy (2015-2025) at its 27th session in June 2015. Kenya and Ghana are members of the MSG which has been entrusted by the MAB-ICC to draft the related Action Plan (2016-2025) which will be examined at its 28th session in Lima, Peru in 2016. It is foreseen that after its approval, the Action Plan be contextualised by region, including in Africa. **The MAB Council approved three new biosphere reserves in Africa.** Magaliesberg and Gouritz Cluster BR in South Africa and Lake Tana in Ethiopia, increasing the total to 68 BR in 28 countries in Africa.

Achievement(s)
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**Several new initiatives to promote MAB programme and to expand the BR network have started:**

UNESCO Addis Office has organized excursions to various UNESCO sites in Ethiopia. Cooperation meeting between the three existing BR in Ethiopia and MAB national committee and other relevant stakeholders have been organized throughout the reporting period to build institutional national capacity on MAB.

UNESCO Dar es Salam Office is supporting the nomination of two new BR in Tanzania and UNESCO Nairobi Office the nomination of one new BR in Kenya.

UNESCO Harare Office and Maputo Office are promoting the MAB programme through organisation of sub regional/national workshops.

Following a request from the 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. The expected output of this project is a new BR in Rwanda.

**The initiative to establish a transboundary BR and World Heritage site in the Lake Chad basin** started last biennium and UNESCO pursues its action to this end. During a joint mission UNESCO presented the project to African Development Bank (AfDB) in Tunis in March 2014. UNESCO BR and WH project was proposed to be included in PRESIBALT (R  habilitation et renforcement de la r  silience des syst  mes socio-  cologiques du bassin du lac Tchad) and consequently, UNESCO participated in the evaluation process of the PRESIBALT. PRESIBALT, and thus the UNESCO component, has been approved by AfDB board in December 2014. The project has not started yet due to delays in financial procedures within AfDB.

**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 BR (Tanzania, Ghana, and Nigeria). In-country project progress review meetings for the GEBR project were held in June, July and August for Ghana, Tanzania and Nigeria respectively. For the last 18 months, all three beneficiary countries have successfully concluded the implementation of the following activities: stakeholder mapping and consultation, socio-economic studies and needs assessment, biodiversity inventory studies and market studies, training of beneficiaries on selected livelihoods options. It is worth noting that training modules were successfully translated into the local dialects. However, Nigeria has not completed all its training activities for selected beneficiaries. Various reports were produced for these implemented activities and these have been shared with the Donor.

In Ghana, the project, funded by Spain, supporting the nomination of Lake Bosomtwe as a biosphere reserve is operationally completed. With the support of UNESCO which carried a feasibility study on, Rwanda is in the process of nominating a new BR. promotion of MAB Programme in Southern Africa has been successful with the organization of workshops in Namibia and in South Africa. In Senegal, a census of mammals, remapping and re-zoning of the Niokolo-Koba, and the reorganization of the community management mechanism were undertaken. These were all geared towards improving the management of the Niokolo-Koba Biosphere Reserve and enhancing the human-ecosystem interactions. On the promotion of the green economy, Yaound   Office supported the Secretariat for Environmental Assessment in Central Africa comprises the various national associations of experts in charge of environmental and social impact assessment (ESIA) of countries in the ECCAS for the integration of green economy concept in the ESIA process. For this purpose, a special two day UNESCO session on "Integration Issues related to the green economy in the Environmental Assessment: methodology, tools, indicators and practical guide" was held in **Buea** in

### Achievement(s)

November 2014 during the holding of the annual meeting of SEEAC. Forty participants including several civil society and parliamentary took part. A project for payment of ecosystem services and green economy, focusing on women activities has recently started in Benoué (Cameroun) and Odzala (Congo) BR.

**ERAIFT** (Regional School for Integrated Management of forests and tropical Territories), established in 1999 under the MAB Programme, is a higher education and academic institute with the vocation to train new types of natural resources managers. In 2014-2016, 33 masters and 23 PhD from 23 African countries are being trained at ERAIFT. The school is now fully recognized at regional level and has dramatically expanded its partnership and network. This programme remains one of the best success stories at UNESCO. Democratic Republic of Congo requested to transform ERAIFT into a category 2 centre under the auspices of UNESCO. From May to June 2015 UNESCO MAB undertook a feasibility study to evaluate the proposal in view of 197 EX. A memorandum of understanding has been signed between ERAIFT and UNESCO Category 2 Centre International Center on Space Technologies for Cultural and Natural Heritage to monitor tropical forests, especially in central Africa.

**Communication/Publications**, 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. Germany in collaboration with AfriMAB and ArabMab and technical support of the MAB Secretariat published a "Management manual for African biosphere reserves in Africa". A joint study Report produced by the SC and SHS sectors in Dakar on the challenges to management and women's livelihoods due to the flooding within communities in the Saloum Delta BR in Senegal and the Niuni in the Gambia is available. The Report is now helping UNESCO and partners in planning future activities to promote sustainable capacity development for the management of disasters in the area and in the Education for Sustainable Development work of the Education Sector. Two reports on "Evaluation of ecosystem services" in Benoué BR and Odzala BR (Congo) are available.

#### **Cost effectiveness /efficiency measures**

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. Intersectoriality of some of the activities ensured that funds could support activities further than one sector alone would have gone; this has been experienced by SC and SHS sectors in UNESCO Dakar Office. Getting experts to do the work from the region proved to be effective in many cases. Member States are contributing to RP activities through Additional appropriation or direct implementation of part of the activity.

**This ER contributes directly to MP II MLA 5. ER 9** by using BR as learning sites for sustainable development through inter alia research, capacity building and community based benefiting activities. It contributes to increase the knowledge base for the management of natural resources in Africa and South South cooperation.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Shortage of human and financial resources remain the main challenges. It has been especially the case in Harare Office where the Programme Officer in charge of MAB left in February 2014.	Intersectorality of some of the activities (SC + SHS & SC + CLT) ensured that funds could support activities further than the SC sector alone would have gone. SC and SHS sectors in pooling funds and getting experts to do the work. Use of experts within the region contributed to cost effectiveness in many cases (Dakar Office).

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of African Member States that have used new tools, standards, or guidelines for addressing global change, water, DRR, and Related challenges <b>T 2014-2015:</b> At least 5 countries	Africa drought monitor has been used as complementary tool for monitoring rainy seasons in West Africa by AGRHYMET and in Eastern Africa by ICPAC. The new tool on floods seasonal forecast was used by ICPAC during GHACOF38. The three countries sharing Stampriet have benefited of detailed methodology of transboundary aquifer assessment and Methodology for transboundary aquifer assessment has been shared with all Sub-Saharan African and Namibia has been using G-WADI Geoserver data for floods and drought monitoring	High
<b>PI:</b> Number of countries involved in the Africa Water Capacity Building Programme <b>T 2014-2015:</b> at least 5	Nine countries has been involved in the programme. Seven baseline needs assessment and national programme elements have finalized for Guinea, Nigeria, DRC, Kenya, Namibia, Tanzania and Sudan. Two other assessments are ongoing for Uganda and Rwanda	High

### Achievement(s)

As agreed with ICPAC and in partnership with AGRHYMET, the first training workshop on the seasonal forecast of floods within the IGAD region at ICPAC was co-organized with ICPAC for the national hydrological experts with the support of a hydrologist expert from AGRHYMET. The methodology used in West Africa since 1999 was adapted to the Horn of Africa countries. In total 15 experts from Ethiopia, Djibouti, Uganda, Sudan, South Sudan, Kenya, Somalia, Burundi and Rwanda participated actively in the training. Based on the hydrological data brought by participants, they were able to produce discharge seasonal forecast models for various gauges for the period September to November 2014. The consolidation of the different models led to the production of the first seasonal floods forecast in the region. The experts were supported to participate in the thirty-eighth Greater Horn of Africa Climate Outlook Forum held in Addis Ababa 25-26 August 2014. The preliminary results of the first floods seasonal forecast for the sub-region were presented and disseminated during the forum.

The inception workshop of the Sida Sweden project on the expansion of Africa Drought Monitor for southern African countries has been held from 20-21 May 2015 in Windhoek, Namibia where the drought monitor tool was presented by Princeton University and a comprehensive roadmap for the implementation of the project was approved.

In Kenya, women's groups trained in Makweni County have already been given support to establish greenhouses to facilitate drip irrigation from the harvested rain water for food production. Due to the success of the Makueni intervention, similar support has been provided to a women's group in Kajiado County.

Within the framework of the TWAP transboundary groundwater component, workshops were held for SADAC and IGAD regions in Nairobi in March 2014 and for ECOWAS and ECCAS regions in July 2014 in Dakar. The meetings were attended by national hydrogeologist experts, the methodology for characterization and assessment of shared aquifers through a series of indicators was discussed and adopted by all the countries for the characterization of their selected shared aquifers.

A technical meeting was held in May 2014 in Namibia, aimed at improving the scientific knowledge on the Strampriet shared aquifer, and to facilitate transboundary cooperation towards its joint management. Approximately 25 experts from major governmental water stakeholders from Botswana, Namibia and South Africa attended the meeting and led the discussions on strengthening cross-border dialogue and cooperation, developing shared management tools; and facilitating governance reforms focused on improving livelihoods, economic development and environmental sustainability.

Experts of Sahel countries benefited from methods of estimating groundwater recharge and techniques of managed aquifer recharged in arid and semi-arid areas following a sub-regional workshop held in Bamako for 22 water managers and academia.

Regarding the Africa Capacity Building Programme, seven national capacity needs assessment have been completed for Nigeria, Guinea, Democratic Republic of the Congo, Namibia, Tanzania, Kenya, Sudan. The study was led by the UNESCO category 2 centre on Integrated River Basin Management and the Nigeria National Water Resources Institute in Kaduna.

<b>Achievement(s)</b>
<p>Awareness was raised on addressing water security challenges in Africa and countries and partners have been encouraged to adopt science based tools and guidelines for sustainable water resources management during various events including the 5th Africa water week (26-30 May 2014 in Dakar), 5th Africa IHP committee regional meeting (5-7 June, Kinshasa), the Africa Water Forum in preparation of 7th World Water Forum (12-14 June 2014, Ouagadougou), Kenya National Water Summit (9-10 October 2014), 1st IGAD water dialogue (8-10 December 2014, Nairobi) and during the high level roundtable on water for sustainable development held on the occasion of the launching of world water development report 2015 in Nairobi on 20th March.</p> <p>Cost-effectiveness</p> <p>The transfer of the tool on flood seasonal forecasts was possible with the partnership with AGRHYMET and ICPAC with an expert sent by AGRHYMET and air tickets of the participants for the pre-forum covered by ICPAC. This was very cost-effective. 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 the mobilization of national experts in the different countries. Also strategic partnerships with regional key players on water in Africa is important to raise the visibility of IHP activities in Africa. This is the case with our strategic cooperation with 2iE for the organization of the Africa Water Forum and also the partnership with AMCOW and some UN agencies during the organization of the 5th Africa Water Week in Dakar.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Limited funding	establishing strategic partnership with key regional stakeholders for joint interventions to have a strong communication for fundraising regarding regional programmes initiated

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Harmonized and standardized tsunami monitoring systems cover North West African coasts. <b>T 2014-2015:</b> One	One NTWC was established (Italy) able to provide tsunami alerts for the Mediterranean for other countries.	High
<b>PI:</b> Number of supported countries with enhanced resilience and increased capacity in disaster risk reduction through knowledge generation/ dissemination, training, tools and advocacy <b>T 2014-2015:</b> At least four	Twenty (20) countries benefited from training; additionally, contacts have been established to prepare a technical visit in Rabat before the end of 2015.	High

#### Achievement(s)

##### Progress Assessment:

The progress achieved thus far:

**Members States assisted:** 20 countries registered for NEAMWave14, 15 of them registered also for phase B, and 8 of them registered also for phase C. NEAMWave14 was successful in testing the tsunami alert message development and dissemination by the CTSPs.

##### Raising Awareness:

1. Production of environmental film series in Africa: A Contract between Ethiopian film-maker and UNESCO and a partnership between UNESCO and faculty of geology of Addis Ababa University have been established. A film-script, has already been developed, reviewed, revised, and agreed by all partners. Field-work to collect relevant footage ended in April 2015. The first draft of the film is expected in August 2015.
2. Environment Assessment experts network in ECCAS countries (Secretariat à l'Evaluation Environnementale en Afrique Centrale - SEEAC) trained to include climate change,

### Achievement(s)

green economy and emerging challenges, issues and risks in the usual process for 'Assessment of Environment and Social Impacts' in October 2014 and October 2015 (forthcoming session);

3. Within the NEAMWave14 activity, Civil Protection Agencies from 20 Member States performed a wide range of exercises including light functional exercises. Awareness raising events and workshops were undertaken in some countries, which helped in promoting the dialogue among stakeholders involved in tsunami risk management at national level.

#### **Hazard Assessment and tools:**

1. A joint study Report produced by the SC and SHS sectors in Dakar on the challenges to management and women livelihoods due to the flooding disaster within communities in the Saloum Delta in Senegal and the Niuni in the Gambia is available. The Report is now helping UNESCO and partners in planning future activities to promote sustainable capacity development for the management of disasters in the area and in the Education for Sustainable Development work of the Education Sector.
2. *"Seismotectonic Map of Africa" (SeTMA):*
  - o The Seismotectonic Map of Africa (1/5 000 000 scale) will be hand over to CGMW for publication in summer 2015;
  - o An harmonized and homogenized database for the seismicity, earthquake focal mechanisms, the digitized fault zones and active volcanic structures and its GIS presentation is now accessible (<http://bit.ly/18aX8Yc> (login: magda11 , password: maggie1));
  - o An article summarizing the main results of the IGCP-601 project has been submitted to EPISODES early April 2015.
  - o A poster to increase the visibility of the project du meeting has been produced.
3. *Mapping application and assessment and monitoring tools in Namibia:* The data was collected and analysed. A paper was edited for publication. UNESCO Windhoek Office is finalizing the project in partnership with KMI/CIO section, which has received all collected data so that they can create a new specific platform on sanitation in the schools linked to the UNESCO Transparency Portal.
4. A Tsunami Early Warning system was established in Italy that avails services to other Mediterranean countries.

#### **Cost effectiveness**

The involvement of key personnel / partners has been beneficial. Combined efforts of the SC and SHS sectors in pooling funds and getting experts to do the work has further support cost effectiveness of the activities.

Thus, intersectoriality and working jointly at two or more sub-regions is important to meet issues of under funding or weak funding allocation.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Access to available data can be limited.	Having numerous geoscience meetings that bring together various experts have helped overcome the issue of access to data.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of SIDS countries with climate adaptation STI policies for sustainability <b>T 2014-2015:</b> At least two SIDS countries	Comoros, Madagascar Seychelles with draft STI policy and Mauritius with STI Policy and Maurice Ile Durable	High
<b>PI:</b> Number of indigenous pastoralist communities able to document and share their knowledge related to climate change adaptation <b>T 2014-2015:</b> 2 communities selected and initial training provided	The Call for interested project proponents from pastoral communities has been launched with a good response rate. Selection is underway. Once the project partners are identified then preparations will begin for the planned year-end workshop.	High

#### Achievement(s)

##### Science policies in climate vulnerable countries including African SIDS

To enhance capacity of SIDS to respond to climate change resilience post 2015, Science and Technology Ministers and senior experts from Comoros, Madagascar, Mauritius and Seychelles were trained in mapping STI policy system to identify challenges and opportunities to use STI for sustainable development of the island states so as to develop governance strategies for harnessing the full potential of STI for socio-economic and environmental sustainability of the islands.

At the end of the three-day workshop Ministers pledged to:

- i) new cooperation among Indian Ocean SIDS and facilitate networking, information sharing and greater collaboration and technical cooperation in programmes related to Blue/Green economy;
- ii) strengthen human capacity in STI for their countries in order to achieve socio-economic development and to tap into local knowledge, utilize and develop environmentally sound technologies;
- iii) Adopt the STI-for-SIDS Sustainability branding as a guiding principle. Ministers and experts in STI, having deliberated on the challenges and the opportunities related to sustainable development and on the need for capacity building initiatives in the perspectives of harnessing STI in the context of SIDS made a commitment to enhance STI-for SIDS Sustainability in a Ministerial Declaration. Key among the action points was a request to UNESCO for the establishment of the first UNESCO Regional Institute for Sustainable Development and Climate Change Adaptation and Mitigation for SIDS with emphasis on: i) ocean sciences and innovation for capacity development and research; ii) data and information management and

Achievement(s)
<p>sharing; and iii) oil and gas studies;</p> <p><b>Promoting indigenous knowledge and enhancing the interface between different knowledge systems to ensure local-level resilience</b></p> <p>Three activities contribute directly to progress on this Expected Result's second performance indicator (i.e. the number of indigenous pastoralist communities able to document and share their knowledge related to climate change adaptation). Under these activities significant progress within the domains of the three projects have been made towards increasing the engagement between pastoralist communities and climate change scientists. Highlights include: the establishment of an extrabudgetary project for the promotion of transdisciplinary research on climate change in Africa (9149), the launch of a call for proposals targeting African LDCS that generated active responses from indigenous pastoralists and African experts working on pastoralist issues and preparations towards the organization of a conference on indigenous knowledge and climate change adaptation to be held at the end of the year, in conjunction with the UNFCCC COP 21.</p> <p><b>Other aspects including promoting transdisciplinarity and science among vulnerable groups to increase their inclusion and capacity to meet the challenges of global climate change</b></p> <p>Two activities support programmes that promote transdisciplinary initiatives such as Future Earth at the global level and the ERAIFT school at the Africa regional level. These are increasing the pool of African experts trained in holistic approaches to addressing issues such as global climate change. Outreach initiatives including building capacity of educators, scientists and experts in mobile math education in Chad and Cameroon, the promotion of an ecohydrology center in Ethiopia, increasing capacity of community stakeholders to participate in discussions in intangible cultural heritage in four countries in West Africa/Sahel. All these are anchored by Africa Department activities in the region.</p> <p>Results</p> <p>The activities are building the base to increase i) the number of SIDS countries with climate change adaptation STI policies for sustainability and ii) indigenous pastoralist communities who can provide input into national climate change adaptation processes. Four SIDS countries are in various stages of having STI policies. To enhance the inclusion of indigenous pastoralist communities on policy making in adaptation, the call for proposals and year-end conference are key paths to increasing the capacity building and awareness among target groups that include indigenous pastoralists, scientific experts on climate change in Africa and national adaptation bodies.</p> <p>Cost-effectiveness/efficiency measures:</p> <p>Partnerships with SIDS member states and indigenous organizations are key cost effective means of ensuring buy-in from all stakeholders.</p> <p>Contribution to C/5 results</p> <p>In addition to Priority Africa, this work contributes to MLA 1,2,3 of MP II</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. The movement of certain individuals within both WMO and ACMAD necessitated a rebuilding and representation of the partnership in order to secure buy-in. 2. To further increase the long-term success and sustainability of the project, the first and second quarters of 2014 were focused on securing a complementary source of funds. 3. The early period of this project has focused on ensuring its longer term sustainability, through the creation and confirmation of new partnerships, review of the knowledge base and confirmation of complementary funds. This has led to a slight readjustment of the timeline while continuing to respect the budgetary arrangements in the project agreement, especially to ensure the inclusivity of all partners in the implementation process. Change in Government has hampered the establishment of the Centre of Excellence for Ocean Science and Innovation</p>	<p>1. Partners meetings in first half 2015 have allowed for the identification and renewal of contacts with WMO counterparts. 2. Additional funding was secured to reinforce the outcomes and increase sustainability. 3. It is expected that the additional investment in laying a solid foundation for the project will pay off in the long-term outcomes. With a UNESCO Laureate as President of Mauritius it is expected to reignite the establishment of the Centre</p>

## Global Priority Gender Equality

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	●
ER 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs	●
ER 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken	●
ER 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted	●

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: ■: Not on track; ▲: Partly on track; ●: On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	●

<sup>(1)</sup> Note: ■: Not on track; ▲: Partly on track; ●: On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of female students and young scientists receiving mentoring as a result of UNESCO activities	More than 400 students have been mentored.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> At least 250</p>		
<p><b>Achievement(s)</b></p>		
<p>The two main prizes that aim to increase the number of women in science have continued their outstanding efforts: Both <b>the L'Oréal-UNESCO For Women in Science (FWS)</b> partnership and the <b>Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World</b>, managed by the <b>Organisation for Women in Science for the Developing World (OWSD)</b> awarded 10 prizes over 2014-15. It is worth noting that an earlier FWS prize winner has just become president of her country, thus becoming even stronger of a role model to girls: as a scientist, a politician and a leader. Efforts began to include FWS laureates in relevant, high-level events organized by UNESCO related to the sustainable development agenda among others.</p> <p>During the reporting period FWS has provided 30 global fellowships, and 230 national or regional fellowships to young women, while OWSD has awarded 52 fellowship awards, 43 postgraduate fellows benefitted from the Sida Career Development opportunity as well as four fellowships to attend short courses in the USA and South Africa. Agreements have been signed with <b>The University of the Chinese Academy of Sciences</b> signed an agreement with OWSD to provide 15 fellowships to young women scientists per year, while discussions are on-going with ICTP to facilitate study visits by young women scientists. Additional co-sponsors are under evaluation to expand OWSD's support to young women in science. Eleven men and women received DAAD (<b>German Academic Exchange Service</b>) fellowships through the <b>ANSTI</b> programme but only three were identified by sex, onf which one was a woman. One old fellowship was reactivated and should in future also contribute to supporting young women in science, namely the <b>UNESCO Theresa McKay Memorial Funds</b>.</p> <p>UNESCO in partnership with Jomo Kenyatta University of Agriculture and Technology trained 30 young women engineers. Activities to mentor girls in STEM have been organized in Kenya through the <b>Scientific Camp of Excellence</b>, which mentored over 400 girls, and Africa Engineering week. Other mentoring activities have been organized as part of launching the Africa Engineering week in Ethiopia, Nigeria, South Africa and Zambia. These events have given visibility to UNESCO's focus on enhancing girls' participation in science education. Partnerships for enhancing women's participation in STEM have also been established at national level with relevant ministries, government institutions, the private sector such as CISCO, Intel, and science-focused Industries. In February 2015 Intel and UNESCO launched the <b>Young Women in Engineering in Arica Acceleration Programme</b>, with a Girls in Engineering Scholarship in Africa Programme.</p> <p>Further networks have been established at country level within the context of UN Joint Programmes for Gender Equality and Women's Empowerment with a view to supporting UNESCO's programmes on science education for girls and enhanced participation in STEM. A policy brief, <i>Mainstreaming Gender in the National Science, Technology and Innovation (STI) Policy of Kenya</i> was produced in November 2014. Advocacy for equal participation in other science activities is evident in invitations for selection/nomination of participants to workshops, such as MAB stakeholder workshops and capacity building workshops on Gender in Biosphere Reserve Management.</p>		

Achievement(s)
No specific activities were undertaken with UNESCO Goodwill Ambassadors in support of women in science during the reporting period.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The FWS partnership requires additional staff time within UNESCO to manage it to full potential. A decade ago there was one FT staff to manage it; now there is not even the equivalent to one FTE (three people spend part of their time), leading to unsustainable working hours.	consultation should be undertaken to find ways to fund a consultant or Programme Appointment to work exclusively for SC on FWS. Interns have been sought to revise all the pages on gender and science on the SC website in order to improve visibility.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of existing networks of women in science strengthened T 2014-2015: at least 4	4	High
PI: Number of new networks working on women in science T 2014-2015: at least 1	3	High

Achievement(s)
The newest UNESCO-created network is the <b>African Women in Mathematics Association (AWMA)</b> aims to bring together women from various countries within the continent to a platform where they can present their work, exchange experiences and discuss initiatives that promote mathematics with the aim of addressing social change and creating sustainable livelihoods, and also to give to girls in science and mathematics the opportunity to meet role models and other professional women who have successfully pursued scientific and mathematically-oriented careers. The AWMA brings together African women mathematicians from the continent to advance the Association's agenda, of promoting mathematics and women mathematicians in Africa. As a concept born within UNESCO's IBSP, the AWMA has been created with the support of the African Mathematical Union and the CIMPA. The project is still coordinated from IBSP but in a long run, it is planned that a UNESCO Chair on Women in Mathematics located in Africa will take over its coordination. Initial discussion

### Achievement(s)

between IBSP, AMU and CIMPA have been held so that such a Chair might be located in Ouagadougou, Burkina Faso.

Also created during the reporting period is the **World Water Assessment Programme's (WWAP) Working Group on Gender-Disaggregated Indicators**, which is a network of experts concerned with water and gender who are working with WWAP to identify the best methodologies on sex-disaggregated data and indicators relevant for the water sector (See GE ER 3). For the international conference on the Gender Dimensions of Weather and Climate Services held at WMO Headquarters in November 2014 conference planners (including UNESCO) and participants are now linked in a network hosted by WMO on **Gender Equality and Empowerment of Women** in climate-relevant science. Members are actively following-up on pledges made at the Conference to increase the participation of women in climate science and policy making, as well as to ensure that men and women alike have access to needed climate information for adaptation.

UNESCO Chairs have contributed to the advancement of existing activities as well as to the development and implementation of new activities in specific regions. In the first case a meeting of the five **UNESCO Chairs on Water and Gender** was organized at the IGlobal, Dominican Republic, in December 2014 to increase capacities for gender mainstreaming in the water sector. In the second case the cooperation with the UNESCO Chair on Women in Science and Technology was enhanced for the promotion of a network of women in engineering in Latin America. Montevideo Office co-organized the pre-congress seminar on "**Women in Engineering**" at "Ingeniería 2014. Congreso y Exposición", Centro Argentino de Ingenieros, Buenos Aires, Argentina, in November 2014. Another existing network supported by UNESCO is the **Organization for Women in Science for the Developing World (OWSD)**, which has over 4,000 members. Funds provided by the Swedish International Development Cooperation Agency (Sida) were used to leverage new partnerships and to increase women's representation in workshops which typically have a gender imbalance. The Sida project also provided funding for the organization of a workshop in Pretoria (August 2014) where awardees from each of the OWSD regions (African Region, Arab Region, Asia & the Pacific Region, and Latin America & the Caribbean Region) were invited to attend a regional workshop in career development and science writing skills. The new OWSD website has just been launched, which will strengthen this outstanding network. The regional networks of the L'Oreal-UNESCO **For Women in Science** partnership have continued to expand although funding at the regional level was reduced. The **African Association of Women in Geosciences** was further reinforced, through its collaboration with ANESI, which is providing funding for young women scientist's research travel.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Supporting networks requires updated and pertinent IT tools, including websites and newsletters. SC has been understaffed in this area and updating extant websites has not been possible.	SC routinely now seeks qualified interns to assist with IT tools for gender networking, and individual networks have been successful in obtaining extrabudgetary funding.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Inventory and gap analysis of STEM policy instruments and gender indicators T 2014-2015: one	in progress	High
PI: Number of Member States which undertake surveys on STEM policy instruments to promote gender equality T 2014-2015: 8 countries (pilot)	in progress	High

#### Achievement(s)

A significant step was taken to achieve this ER through the approval and start of implementation of the Project “Improved Measurement of Gender Equality in Science and Engineering”, also known as **SAGA (STEM And Gender Advancement)**, which began its implementation in the first quarter of 2015, with funding from Sida (Sweden). It is expected that the results of this project will be central to the achievement of ER 3.

In terms of **establishing an inventory of STI policy instruments that affect gender equality** in science, activities in LAC and Africa have advanced significantly. In **LAC**, STEM policy instruments to promote gender equality are being surveyed by UNESCO Montevideo through a region-wide inventory specifically targeting gender equality STI policy instruments. These instruments are incorporated into the SPIN database, as a regional inventory of STI policy instruments in LAC. In **Africa**, GO-SPIN surveys have been completed in numerous countries (e.g. Burkina Faso, Cote d’Ivoire, Gabon, Niger, Mozambique, Senegal, Zambia, Rwanda) or are being launched (Congo, Equatorial Guinea). These surveys collect overall STI policy instruments, including those to promote gender equality, and the results feed into the global GO-SPIN database. Also in **Africa**, ANSTI raised funds to conduct a study on Mapping Gender issues in STEM to inform STI policy design and strategies in Africa.

**Sex-disaggregated data are determined, measured and assessed** mainly by UIS, through their **worldwide** data collection activities. Capacity building activities related to collecting these indicators were carried out in various regions including Central Africa and the Caribbean, in cooperation between UIS and relevant field offices. UIS has published an award-winning feature on Women in Science, allowing for exploration of the available data for countries worldwide: (see <http://www.uis.unesco.org/ScienceTechnology/Pages/women-in-science-leaky->

Achievement(s)
<p>pipeline-data-viz.aspx)</p> <p>There is, however, need for further development of gender indicators in science. This discussion has been launched through SAGA and will be continued throughout the next biennium.</p> <p>OWSD has been using data on female participation in international science conferences, and the Interacademy Panel (IAP) uses data on numbers of female academy members. All these may also feed into the SAGA discussions, as information sharing has started between the two teams. A report prepared by IAP commissioned by the Academy of Science of South Africa will present findings on women in Science Academies.</p> <p>In terms of sex disaggregated indicators related to water, the World Water Assessment Programme's Working Group has completed the draft <i>Sex-disaggregated indicators for water assessment monitoring and reporting</i>, as the first part of the Gender Toolkit under the project on Gender Sensitive Water Monitoring, Assessment and Reporting.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
While a number of gender disaggregated indicators have been collected, developing new ones that are relevant to policy making requires important resources. In terms of STI policy instruments, the collection of such instruments is intimately linked to the GO-SPIN project.	Significant extra-budgetary resources have been raised, and are available since the beginning of 2015 through the SAGA project. SAGA will produce its main outcomes in 2016 and 2017. GO-SPIN has also raised funds.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Percentage of women participants in UNESCO-led scientific conferences, and high-level meetings on the science agenda and science policy	39% in events that did disaggregate by sex.	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
T 2014-2015: 35%		
PI: Percentage of women named by UNESCO to high level scientific committees T 2014-2015: 35%	40.5%	High

<b>Achievement(s)</b>
<p>The UN Secretary-General's Scientific Advisory Board sent an excellent signal by naming 46% women members. The first IPBES process managed by UNESCO, the task force on Indigenous and Local Knowledge, has 35% women experts. TWAS Fellows have increased from 10% overall to 22% women in the 2014 cohort, an impressive achievement in context, as TWAS fellows must belong to national science academies which have had low (below 12%) numbers of women. In 2015, however, the percentage of women fellows is 10.3%. The <b>TWAS-OWSD Advisory Panel for Women in Science</b> is working on interventions to ensure that women are better represented on all TWAS membership selection committees and in all other critical areas of TWAS.</p> <p>Activities continued to make progress to ensure greater numbers of women will participate in high level science processes in the future. For example, UNESCO is supporting 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. The joint UNESCO/ANSTI-TWAS partnership for research on gender in science, innovation, technology and engineering (<b>GenderInSITE</b>) has collaborated with SciDev.net to increase the awareness of science journalists to the issue of women's representation in science and is working with UNESCO to mainstream gender considerations into the implementation of the upcoming SDGs. ANSTI participated in the Gender and Science for Sustainable Africa summit held in spring 2015, helping to bring women's knowledge to bear for sustainability.</p> <p>The international conference co-sponsored by UNESCO and held in November 2014 in Geneva, <b>The Gender Dimensions of Weather and Climate Services</b>, produced a declaration and recommendations for increased gender equality in water management, disaster risk reduction, agriculture and food security, health and in the core sciences underpinning climate change, as well as in the policy processes and management related to these topics. Follow-up so far in 2015 has brought these messages to third World Conference on Disaster Risk Reduction for inclusion into UNFCCC COP 20 (Lima), the Sendai Framework for Disaster Risk Reduction 2015-2030; to the fifty-ninth session of the Commission on the Status of Women (Beijing+20); and to the French Senate's round table on Women and the Fight Against Climate Change in June 2015.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
It remains a challenge (although improvements have been made since last reporting period)	SC Gender Equality Focal Points attended a workshop in January 2015 and were asked to

Key challenges	Remedial actions
to ensure that UNESCO scientific conferences and meetings do capture and report sex-disaggregated data in SISTER. Often the information on participants is gender-blind. For example, one high-level science policy event, the High-Level Experts Forum on STI for Africa's Sustainability and Economic Transformation post-2015, provided no data by sex on the 300 participants, or those sponsored by UNESCO. Activities that have reported the gender of participants has averaged 39% women, but there are many activities that have not reported this way, even though they selected this specific GE ER.	review all SC activities from a gender perspective before the June reporting period. Only one division completed the assignment on time, but the other two should have completed this by August. This will be addressed as the SC retreat and a dedicated intern will be sought to address the first challenge noted.
Some science areas still report that they are "male dominated thematic areas".	The gender equality focal points have shared new publications and information on specific science areas to break such stereotypes. IOC, for example, has a website to advertise their Initiative for Women Marine Scientists.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Sustainable development enhanced through water education and training, primarily in developing countries	
ER 2: Research capacity in the water sector increased, focusing on MDG-related/post-2015 development agenda topics and primarily aimed at solving problems in developing countries	
ER 3: Capacity to support local water-related organizations increased	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Sustainable development enhanced through water education and training, primarily in developing countries	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of professionals trained <b>T 2014-2015:</b> 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 <b>T CAP 2014-2015:</b>	In 2015, 221 participants have successfully completed their MSc level studies and 390 have completed a short course out of which 250 were women	High
<b>PI:</b> Number of university partnerships established with universities in the South <b>T 2014-2015:</b> more than 7 partner universities in the South delivering joint MSc programmes with UNESCO-IHE <b>T CAP 2014-2015:</b>	Currently 9 partner universities in the South are delivering joint M.S.c programmes with UNESCO-IHE	High

Achievement(s)
<p>The institutional audit conducted by the Dutch-Flemish Accreditation Organisation (NVAO) has been fully and successfully completed. NVAO confirmed to have 'granted' the Institutional Audit to UNESCO-IHE Institute for Water Education. The decision was based on the positive assessment report by the audit committee that visited UNESCO-IHE in January 2015. The validity of this Institutional Audit is until 7 April 2020. Having successfully passed the audit allows UNESCO-IHE to request for a three-year extension of the NVAO accreditation of its MSc programmes, until 31 December 2019.</p> <p>The Institute has recently established of a new joint MSc programme with the University of Peace (Costa Rica) and Oregon State University (USA) which will be the 10th joint programme.</p> <p>Under the framework of its long term strategy, the Institute has started carrying out a feasibility study in order to decide whether to change its 18 month M.S.c programme into 1) a 12 month water and sustainability programme and a 2) 24 months research masters. The focus of the feasibility study is on academic feasibility and desirability of a 12 month programme for the current traditional target group of students as well as the link/overlap between the two proposed programmes.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Under the proposed new M.S.c programme setup whereby the current 18 month programme would be replaced with a one year programme and a two year research programme, the Institute faces the challenges of revising entry requirements and maintaining a high quality of education in both programmes.	Feasibility studies have started in Institutions in the UK and in the U.S.A. that have faced similar transitions.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Research capacity in the water sector increased, focusing on MDG-related/post-2015 development agenda topics and primarily aimed at solving problems in developing countries	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of research degrees completed and peer-reviewed publications with particular relevance to developing countries</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	- 221 M.S.c theses were completed in 2015 13 PhD theses completed by research fellows at UNESCO-IHE in 2015, all addressing water issues relevant for development - 85 scientific publications in 2015 peer-reviewed journals of which approximately 25% are written by female academic staff members	High

Achievement(s)
<p>Among the new research and development projects secured, a few highlights are:</p> <ul style="list-style-type: none"> <li>- A new professorial chair in Climate Change Impacts and Coastal Risks was established in January 2014 is now fully operational. The four-year Mau Mara Serengeti Sustainable Water Initiative (MaMaSe) project (8 million Euros) started in January is also being implemented successfully.</li> <li>- The emergency Sanitation Operation System (eSOS) smart toilet, developed by UNESCO-IHE, received the Africa Water Leadership Award 2014 for the Most Innovative New</li> </ul>

Achievement(s)
<p>Technology of the Year, and was selected as Crossover Innovation with an Impact 2014 by the Federation of Dutch Creative Industries. It provides a sustainable, holistic and affordable sanitation solution during the aftermath of a disaster.</p> <p>- A Hydroinformatics Lab was established to support mathematical modelling, high-performance computing, data management and spatial data infrastructure. The Lab provides a contribution to the Institute's research and education activities.</p> <p>Under the framework of its long term research and innovation strategy, UNESCO-IHE is geared to five key elements of sustainability – meeting basic needs, protecting the integrity of the resource base, ensuring equity and reducing conflict, mitigating risks and building resilience, and enabling economic development – and will retain its focus on excellence. To that end, the UNESCO-IHE PhD Graduate School for Water and Development has been officially launched in 2015 and is operating as a single-entry PhD training and research point in water and development with multiple degree providers (international top-level universities). The Institute has continued to work around six research themes which are well connected to relevant international programmes including those of the International Hydrological Programme (IHP):</p> <ol style="list-style-type: none"> <li>1.Safe Drinking Water and Sanitation</li> <li>2.Water-Related Hazards and Climate Change</li> <li>3.Water and Ecosystems Quality</li> <li>4.Water Management and Governance</li> <li>5.Water, Food, and Energy Security</li> <li>6.Information and Knowledge Systems</li> </ol> <p>Achievements under scientific publications worth noting are three from UNESCO-IHE alumni:</p> <p>- Alumnus Dr Durgal L. Shrestha was awarded the Engineer Australia GN Alexander Medal for Hydrology and Water Resources for the paper on 'Evaluation of Numerical Weather Prediction Model Rainfall Forecasts for Streamflow Forecasting'.</p> <p>- Alumnus Hans Komakech won the JRBM Best Paper Award. He received this award for his paper entitled 'Formalization of water allocation systems and impacts on local practices in the Hingilili sub-catchment, Tanzania', which was published in the International Journal of River Basin Management.</p> <p>- Alumnus Ms. Mussá's paper, on the study of trends in dry extremes of precipitation and discharge that was conducted in the Crocodile River catchment, a subcatchment of the Incomati basin located in South Africa, won first prize for her work in the Hydrology category and was the runner-up against all the research papers presented at the 14th Waternet Symposium held in Tanzania.</p> <p>The majority of the PhD fellows and graduate students, as well as the partners with whom UNESCO-IHE carries out most of the research projects, are from developing countries and</p>

Achievement(s)
countries in transition.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Under the context of its long term strategy, the Institute is struggling to find a balance between covering research themes that are demand driven versus covering those that are more donor(funding) driven.	Recommendations from the UNESCO-IHE Governing Boards, the alumni community and other stakeholders are being gathered and analysed for the implementation plan of the strategy.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Capacity to support local water-related organizations increased	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> UNESCO-IHE works with collaborating partners in different regions and a network of local knowledge partners</p> <p><b>T 2014-2015:</b> - At least one new regional capacity development networks supported - At least ten education projects established with partner universities in the South</p> <p><b>T CAP 2014-2015:</b></p>	- One network setup in order to enhance knowledge network for Deltas in the world - 18 running education projects in a consortium with partner institutions in developing countries or countries in transition	High

Achievement(s)
UNESCO-IHE has continued to engage in institutional strengthening projects and providing advisory and consultancy services to knowledge institutes, water sector organizations, knowledge networks and UNESCO member states.
Some highlights during this reporting period are:

Achievement(s)
<p>- The Institute has implemented a number of tailor-made training funded by a variety of donors, including the development banks and the Dutch Ministry of Foreign Affairs. In 2014 there were approximately 260 participants in these tailor-made training courses and 6 new tailor made training have been awarded for 2015 and will be implemented by the end of the year.</p> <p>- The cooperation between UNESCO-IHE and the Dutch Ministry for Infrastructure and Environment has been renewed for another 4 years starting 1 July 2015 where the specific objectives are: a) supporting policy and governance for climate adaptation strategies of deltas within river basins, b) contributing to the innovation programme of the Ministry regarding delta technology, water technology and port development and c) support the sustainable economic cooperation agenda of the Dutch government.</p> <p>- UNESCO-IHE has coordinated a number of high-level meetings such as the round table and expert workshop to discuss a National Strategy for Capacity Development in the Water Sector in Colombia aimed at facilitating a dialogue between water sector stakeholders on capacity development. Similarly, the Institute coordinated the 3rd Asia-Netherlands Water Learning Week which brought together leaders in dialogues and knowledge sharing on 'Green Growth and Water Security' and was attended by project teams from Afghanistan, Bangladesh, Bhutan, Myanmar, Mongolia, Nepal, Indonesia, Sri Lanka and Vietnam.</p> <p>- The Institute continues to be very succesful in attracting new institutional strengthening type projects. One examaple is the World Bank-funded project on preparing IWRM guidelines and tools as well as training and capacity building for the Philippines, in close collaboration with government agencies and educational institutes in the Philippines.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
No challenges identified	No remedial actions required

## Abdus Salam International Centre for Theoretical Physics (ICTP)

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	
ER 2: Capacity in basic sciences, in particular physics and mathematics, enhanced in developing countries through education and training of scientists	
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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> New long-term staff members hired in new research fields. <b>T 2014-2015:</b> Six long-term staff in new research fields hired.	4 staff members, 2 senior postdocs, 2 postdocs, 2 SSAs	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> Performance Indicators (PI) and Targets (T)</p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> as at 30/06/2015</p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Workshops and Schools in new research fields organized. <b>T 2014-2015:</b> Nine activities per year. <b>T CAP 2014-2015:</b></p>	<p>29 activities in the reporting period</p>	<p>High</p>
<p><b>PI:</b> Interdisciplinary activities organized. <b>T 2014-2015:</b> 10% <b>T CAP 2014-2015:</b></p>	<p>19 activities in the reporting period, out of a total of 110 (17%)</p>	<p>High</p>

#### Achievement(s)

##### **Progress Assessment:**

The implementation strategy remains unchanged. After brainstorming sessions with all the scientific staff, a new Strategic Plan for 2014-2019 was prepared and launched during the 50th anniversary conference in October 2014.

##### Renewable Energy:

Activities in the field of renewable energies are currently conducted as a special initiative within the Condensed Matter and Statistical Physics section. The team includes one staff member, one senior post-doc and one post-doc. Two international conferences on the development of advanced materials for solar fuels and energy storage were organized at the ICTP. During the reporting period the team published five papers in international journals, one of which [Nguyen, M.-T.; Seriani, N.; Gebauer R. 2014. Defective  $\alpha$ -Fe<sub>2</sub>O<sub>3</sub>(0001): an ab-initio study. *ChemPhysChem* **15**, 2930-5], was featured in the cover of the journal ChemPhysChem.

The renewable energy theme was also addressed during the 50th Anniversary conference. Prof. Sariciftci of the University of Linz and a collaborator of ICTP, gave a talk titled "Solar Energy For World Peace". He asked for a "global solar marshal plan": the next decades may see a convergence of multiple crisis conditions, which will include energy, climate and economic crises, and advances in solar technologies might help us be better prepared to face these challenges. Prof. Thamyongkit, the 2013 ICTP Prize winner touched upon one such technological advance: porphyrin-based solar cells.

##### Quantitative Life Sciences:

Activities in this field are now carried out within a newly created research section named "Quantitative Life Sciences" (QLS), starting from October 2014. The section includes two staff members, one senior post-doc, one post doc, four staff associates. Fifteen Associates make reference to QLS. QLS staff supervises seven students (enrolled in different Joint degree programs). In its first months of life the QLS section has generated a vibrant research activity with an intense visiting programme involving so far ten visits of Associates and staff Associates, 15 seminars and 15 visits of researchers from other institutions. The research subjects covered by QLS are: 1) physics of behavior: sensing, navigation, foraging,

### Achievement(s)

locomotion; 2) collective phenomena and high-dimensional inference.

Two recurrent activities take place every year: the Spring College on the Physics of Complex Systems and the Winter School in Quantitative Systems Biology. In addition, two to three workshops/conferences are organized each year. A series of seminars in Quantitative Life Sciences has been set in place.

ICTP Staff Associate Yasser Roudi has been awarded the 2015 Eric Kandel Young Neuroscientists Prize for important contributions to the applications of statistical physics to network reconstruction and the understanding of information processing.

The plan for the next five years foresees three new openings in the domains of Systems Neuroscience, Molecular Systems Biology, and Theoretical Ecology. The first hiring should take place in 2015.

With the contribution of staff members and the help of collaborators from within ICTP and from SISSA, ICGEB and OGS, we envision the birth of a new Diploma programme in Quantitative Life Sciences in the next five years. The QLS Unit actively seeks support from external funding agencies (AXA, Gates foundation, EU).

#### High Performance Computing:

The HPC team includes one staff member and two SSAs. The team also hosted one collaborator sponsored by the ICTP TRIL program from June 2014 to June 2015. The HPC team has organized and led several workshops and training activities, including:

-Workshop on Advanced Techniques for Scientific Programming Management of Open Source Software Packages, 50 participants

-LAMMPS Users and Developers Workshop and Symposium, 30 participants

-School on Parallel Programming and Parallel Architecture for HPC and Developer School for HPC applications in Earth Sciences, 60 participants

-Symposium on HPC and Data-intensive Applications in Earth Sciences, Challenges and Opportunities, 80 participants

-Advanced Quantum ESPRESSO Developers' Training, 20 participants

- Workshop on Advanced Techniques for Scientific Programming and Management of Open Source Software Packages followed by the MCnet School on Event Generators, San Paolo, Brazil, 50 participants

- Workshop on Accelerated High-Performance Computing in Computational Sciences, 40 participants

-ICTP-SISSA MHPC pre-lectures

-ICTP-SISSA Master in HPC Programme 2014/2015, 12 students.

-ICTP-SISSA Master in HPC 2015/2016 (preparation phase)

-Workshop HPC Parallel Computing, at IISER, Pune, India

-Workshop HPC System Administration Best Practices CHPC, South Africa, 30 participants.

The HPC team is co-proposer and partner of the MAterials design at the eXascale (MaX) project. The project receives support from the H2020 program and aims at building a European Centre of Excellence (CoE) in materials modelling, simulations, and design. ICTP's main contribution to the project is to enhance the impact of the Centre by reaching out to scientists from developing countries through extended training and dissemination activities.

Achievement(s)
<p>A new high-end computing facility opened at the ICTP Campus on 24 September 2014. Under a joint-venture between SISSA and ICTP, one of the largest computing centres in Italy has been created. The opening also marked the official start of the new joint master's programme in high-performance computing. For ICTP, the new facility expands opportunities not only for its staff researchers but also for the thousands of scientists from developing countries doing collaborative research with the Centre. "These scientists will be able to enhance their experiences and capabilities, thereby closing the gap that still separates their countries from the advances ones", says ICTP Director Fernando Quevedo.</p> <p><u>Core research areas:</u></p> <p>The "classic" research areas at ICTP remain vital. During the 50th Anniversary celebration, they all had important sessions. String theory was in focus when on the final day of the celebrations the 2014 Dirac Medal ceremony took place. Ashoke Sen, Andrew Strominger, Gabriele Veneziano, three physicists who have made crucial contributions to the origin, development and further understanding of the string theory, were awarded the Dirac Medal. Leading Climate Experts shared their perspectives during the 2nd day. The Secretary General of the World Meteorological Organization (WMO) Michel Jarraud, the Vice-Chair of the Intergovernmental Panel on Climate Change (IPCC) Jean-Pascal van Ypersele and Filippo Giorgi from ICTP spoke about the challenges of climate change and how scientists and policymakers must work together to overcome them. Jarraud invited everyone to join the "global framework for climate services". In appropriate commemoration of the International Year of Light 2015, for which ICTP is serving as the Global Secretariat, and the 2014 Nobel Prize in Physics, which was awarded to the developers of blue light-emitting diodes, ICTP's 50th anniversary celebrations continued on the third day with a roundtable on the history and future of optics. From the technology that fuels cell phones to understanding the mechanics behind the flight of a bat, mathematics is deeply embedded in our world, but we often fail to see it. Mathematician Cédric Villani, director of Institut Henri Poincaré, Paris, and 2010 Field's medallist, spoke during the mathematics session at ICTP's 50th Anniversary and put the spotlight on mathematics and the fascinating ways in which it forms the basis of scientific and logical methods.</p> <p>The HECAP section appointed two new research staff members: Atish Dabholkar and Sergei Dubovsky. Dabholkar's research work focusses on string theory, quantum gravity, black hole entropy and unification, while Dubovsky's main areas of research are the interface between particle physics, cosmology and string theory, quantum field theory, and gravity. About ICTP, Dabholkar says :"<b>What has been achieved here is a very non-trivial thing: to have world-class infrastructure but at the same time be cognizant of the challenges facing science in the developing world.</b>"</p> <p>The Mathematics section has appointed Don Zagier, one of the directors of the Max Planck Institute for Mathematics in Bonn, Germany, as an ICTP Distinguished Staff Associate. About ICTP, he says: "<b>Mathematically, this is a very interesting place. Mathematics here is becoming very strong, physics has been strong for decades, and there's beginning to be more and more interaction. That does not happen everywhere. Here, it's automatic because we're all in the same place.</b>"</p> <p>ICTP's Earth System Physics section donated and sent GPS instruments to Nepal that can monitor Nepal's post-seismic deformation. The region has been the focus of ongoing, collaborative research between ICTP and the Tribhuvan University. The equipment arrived just 4 days after the 25 April 2015 earthquake. In June 2015 ICTP organized in Kathmandu</p>

<b>Achievement(s)</b>
<p>an international workshop on the Nepal 2015 earthquake. ICTP has mentored five Nepalese students through the Diploma Programme. All of them are now enrolled in top universities pursuing their PhDs.</p> <p><u>The quality of the research</u>, as expressed by the number of publications in peer reviewed journals and the number of citations of ICTP papers, remains at world class level. 348 articles by ICTP affiliated scientists were published during 2014 in peer reviewed journals and 156 during the first six months of 2015. ICTP papers (published between 1945-2014) had 15.327 citations in 2014. ICTP papers published between 2001-2014 had 12.819 citations, both well above the benchmark. For the first six months of 2015, the numbers were 7.367 and 6.268, respectively.</p> <p>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 2014 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.</p> <p><u>Cost-effectiveness/efficiency measures</u></p> <p>No specific cost-effectiveness measures undertaken.</p> <p><u>Contribution to C/4 results</u></p> <p>ICTP and its scientists conduct research at the highest international standards and maintain a conducive environment of scientific inquiry for the entire ICTP community. The research activities of ICTP contribute to Strategic Objective 4 (Strengthening science, technology and innovation systems and policies - nationally, regionally and globally) by providing scientists from all over the world, and in particular from developing countries, with the continuing advanced education and skills that they need to enjoy long and productive careers. They also contribute to Strategic Objective 5 (Promoting international scientific cooperation on critical challenges to sustainable development) by providing the global scientific community with key expertise and networking opportunities in the areas of renewable energies, climate change, and natural hazards.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
It is a challenge for ICTP to attract and to keep scientists at the highest international	ICTP has appointed a gender focal point. Each year is organized a workshop on career

Key challenges	Remedial actions
standards, in particular women scientists.	development for women scientists.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Capacity in basic sciences, in particular physics and mathematics, enhanced in developing countries through education and training of scientists	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of PhD students enrolled in joint ICTP PhD programmes. T 2014-2015: 8 T CAP 2014-2015:	20	High
PI: Number of STEP and Diploma students at ICTP T 2014-2015: 30 STEP students and 40 Diploma students. T CAP 2014-2015:	In 2015, 28 STEP students and 36 Diploma students enrolled.	High

Achievement(s)
<p><u>Diploma and STEP programmes:</u></p> <p>The Diploma Programme continues to be very successful. Former students receive regularly prestigious honors. Of the 2013-2014 class, 39 out of 40 students passed the exams and received the Diploma. So far 17 were accepted at PhD studies and 2 in MSc studies thereafter.</p> <p>For the 2014-2015 class, 36 students were accepted.</p> <p>For the period Jan 2014 Jun 2015, the number of active STEP fellows (i.e. those who still have at least one visit available) is 39.</p> <p>The number of visits undertaken: 27.</p> <p><u>Scientific calendar:</u></p> <p>In 2015 per June, ICTP organized 40 scientific activities of which 28 were held at ICTP and 12 outside. In addition ICTP hosted 16 scientific activities. There were 2189 participants in total, 1707 at ICTP and 482 for the outside activities. Activities held at the ICTP Regional Centres are not included in the figures.</p> <p>In 2014, ICTP organized 89 scientific activities of which 65 were held at ICTP and 24 outside. ICTP hosted 35 scientific activities. There were 4188 participants, 3254 at ICTP and 934 for the outside activities.</p>

### Achievement(s)

The first six months of 2015, 60.0% of the participants to the ICTP scientific activities came from developing countries. For the activities held at ICTP, the percentage was 51.5% and for the regional activities 90.0%. In 2014 the overall figure was 41%.

In 2015, 25.1% of the participants were female while 23,5% in 2014.

#### Associates:

There are per June 2015 422 Associates. 123 visits by Associates took place during the first six months of 2015 and 288 over the 18 months period.

An article the autumn 2014 in "Nature" featured how ICTP has been helping build science foundations in every corner of the world for the last fifty years. In the article "Developing world: Far-flung physics", ICTP 's role in stemming brain drain from developing countries is highlighted. By taking a look at the life of condensed matter researcher Narayan Adhikari, a national of Nepal, the article gives an insight into how ICTP can positively impact science in developing countries. A former ICTP diploma student, Adhikari is now a professor at Tribhuvan University in Nepal and also a regular associate at ICTP. His association with ICTP has not only helped him in his research career but also helped build a stronger physics community at his university and in Nepal.

#### Master Programmes:

ICTP officially inaugurated its new Master's in Medical Physics degree programme at a ceremony on 5 February 2014 in its Main Lecture Hall.

The two-year Master's Programme, run jointly by ICTP and the University of Trieste and supported by the World Academy of Sciences (TWAS), is designed to provide graduates of physics or related fields (mainly from developing countries) with postgraduate theoretical and clinical training so that they may be recognised as clinical medical physicists in their home countries. The inaugural class attracted 13 students from 11 developing countries.

In October 2014, a new joint Master program in high-performance computing started complementing the strategic partnership between SISSA and ICTP. Set in the stimulating research environment of the two institutes, the program combines lectures with hands-on and applied projects to prepare future specialists in high-performance computing for academia and industry. For the academic year 2014/2015, a class of 13 students (selected from more than 160 applications) included three students from developing countries whose studies are fully supported by ICTP. The selection process for the academic year 2015/2016 is currently on-going. The same trend is expected in term of overall selected students as well as for those supported by ICTP. At two weeks from the application deadline about 160 applications were received.

#### Cost-effectiveness/efficiency measures.

The on-line application system introduced at ICTP the last few years has contributed to a more efficient application handling and selection of the participants. ICTP continue to use prepaid tickets to a large degree for its paid participants and considers to save both time and costs in this way.

Achievement(s)
<p><u>Contribution to C-5 results.</u></p> <p>ICTP is through the education and training activities contributing to achieving Major Programme II ER 2 of the 37 C/5. The basic sciences provide a lever for sustainable development and poverty eradication and underpin all technological innovation and engineering solutions needed to address challenges such as green growth and employment, environmental degradation and restoration, climate change adaptation, existing and emerging diseases, natural disasters and energy needs. ICTP has engaged in global science advocacy campaigns, such as the International Year of Crystallography (2014) and the International Year of Light (2015).</p> <p>ICTP is also promoting international scientific cooperation on critical challenges to sustainable development. Through its activities, ICTP also contributes to the other ER of Major Programme II. For example, it promotes scientific collaboration as a catalyst for dialogue and co-production of scientific knowledge in synergy with local and indigenous knowledge, science diplomacy and peace building, also with a focus on disaster vulnerability and risk reduction, the sustainable use of terrestrial, freshwater and ocean resources, climate resilience. The education and training activities contribute to international cooperation and partnerships especially South-South and North-South-South triangular cooperation. ICTP's education and training activities also contribute to the Global Priorities Africa and Gender Equality.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
A key challenge is to compose a cutting-edge scientific calendar and to attract leading lecturers in the various fields. Another challenge is to attract excellent participants to the various programmes.	ICTP makes great efforts to recruit highly competent scientists. Under implementation is a new, user friendly portal for dissemination and advertisement of the scientific activities.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Number of regional partnerships established <b>T 2014-2015:</b> 4 <b>T CAP 2014-2015:</b></p>	<p>5 countries have submitted formal applications to UNESCO seeking to become Category 2 Institutes</p>	<p align="center">High</p>

<p align="center"><b>Achievement(s)</b></p>
<p><u>Regional Institutes:</u></p> <p>Work is ongoing towards the establishment of regional partner institutes. Brazil, Mexico, China, Iran and Rwanda have submitted formal applications to the Director-General of UNESCO. Feasibility studies have been undertaken for Mexico and Brazil. In addition to the South American Institute for Fundamental Research inaugurated in 2011 in Sao Paulo, Brazil, two new regional partner institutes have been inaugurated in 2014, the Eurasian Centre for Advanced Research in Izmir, Turkey and the Mesoamerican Centre for Theoretical Physics in Tuxla Gutierrez, Mexico.</p> <p>The institutes that may become Category 2 Institutes are already organizing scientific activities.</p> <p>The ICTP - SAIFR in Sao Paolo Brazil organized 9 activities in 2015 and 18 in 2014,</p> <p>The ICTP - ECAR in Izmir, Turkey organized 1 activity in 2015 and 3 in 2014.</p> <p>The ICTP - MCTP, Mexico organized 4 activities in 2015 and 10 in 2014.</p> <p>In total over the 18 months period, 53 activities were organized by these institutes.</p> <p>Twenty-one regional activities with funding by local institutions took place 2014.</p> <p><u>50th Anniversary of ICTP:</u></p> <p>ICTP marked its 50th anniversary by a four day celebration 6-9 October 2014. The event opened with messages from heads of the United Nations as well as important local and international dignitaries. Talking on behalf of the Italian Government, Mario Giro, Undersecretary of State for the Italian Ministry of Foreign Affairs and International Cooperation said that Trieste is a very important centre for international science: "Here in Trieste you are nurturing a better and more peaceful future for us all". Rwandan President Paul Kagame said "ICTP and institutions like it enable scientists from Africa to make important contributions back home. Connecting our young people to the scientific mindset can help them be better citizens." H.R.H. Prince El Hassan bin Talal of Jordan highlighted the importance of SESAME - the Synchrotron-Light for Experimental Science and Applications in the Middle East - to the development of science in the Middle East and to the exchange of ideas. He spoke about the need to forge collaborations across boundaries and the ability of science to connect cultures.</p>

Achievement(s)
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An article in "Nature" autumn 2014 featured how ICTP has been helping build science foundations in every corner of the world for the last fifty years. In the article "Developing world: Far-flung physics", ICTP 's role in stemming brain drain from developing countries. By taking a look at the life of condensed matter researcher Narayan Adhikari, a national of Nepal, the article gives an insight into how ICTP can positively impact science in developing countries. As former ICTP diploma student, Adhikari is now a professor at Tribhuvan University in Nepal and also a regular associate at ICTP. His association with ICTP has not only helped him in his research career but also helped build a stronger physics community at his university and in Nepal.

ICTP was in 2014 conferred Honorary Citizenship of Trieste to recognise the Centre's continuing efforts in advancing scientific expertise, especially in the developing world. Over the past decades, the Centre has also been a model for the development of other scientific institutions in Trieste that has made the city a real "Science Park". Trieste's Mayor, Roberto Cosolini, said that it is thanks to the Centre and the foresight and tenacity of Abdus Salam and Paolo Budinich (who founded ICTP) that the Trieste System of scientific institutions took shape and ICTP has become "a source of pride for the whole city".

International Year of Light:

ICTP acts as Global Secretariat for the International Year of Light and Light-based Technologies (IYL) 2015. With UNESCO as lead agency, the IYL Global Secretariat at ICTP plays a central role in coordinating the actions of the international scientific community and stakeholders with the UNESCO International Basic Sciences Programme at UNESCO headquarters in Paris. More than 1000 participants converged in Paris for the Opening Ceremony 19-20 January.

Gender Equality:

25.1% of the scientific visitors during the period Jan 2014 - Jun 2015 were women.

During the 50th Anniversary celebration there were two panels on Gender and Science. In its new strategic plan, ICTP has committed to increase the number of women at ICTP in all roles. A gender focal point has been appointed. The anniversary sessions provided an important first step in developing a blueprint for reaching the Centre's gender goals. The first panel, led by Rohini Godbole, provided a variety of perspectives of scientists from Italy, Argentina, Brazil, the UK and the US who presented institutional barriers in education, culture and attitudes and suggested ways they might be fixed. Luciano Maiano, former Director General of CERN and chairman of the ICTP Scientific Council, related how he had tried to start a kindergarten at CERN and been denied by the unions. Chiara Nappi, an Italian physicist who teaches at Princeton, spoke about educational structural differences between the US and Italy that in her experience led to bottlenecks preventing American women from entering physics. Maranna Weissman, a physicist from Argentina and the first winner of the UNESCO L'Oreal Orize in her country said that women must be willing to step into the limelight and serve as role models. Martin Rees from University of Cambridge observed that it's embarrassing that of the 40 winners of ICTP's Dirac Prize there's only been one woman. The second panel, moderated by Shobhana Narasimhan, addressed the challenges facing women scientists in the developing world. In many cases it is easier for women to be scientists in developing countries. Belita Koiller of the Brazilian Physical Society said there aren't

### Achievement(s)

any special challenges to being a physicist in her country just because she was a woman, rather the lack of infrastructure is a burden. Ayse Erzan from Turkey, a country with many female physicists, credited the role of the government in creating an academic environment with many professorships that were open for women. TWAS Executive Director Romain Murenzi said that in Rwanda the gender gap had closed. Sujatha Ramdorai from India urged her country's leaders "to go beyond token" and improve the support structure for women. Francisca Nneka Okeke from Nigeria said she had to fight against cultural attitudes that science is a competitive, rough and masculine pursuit. "I had to be firm" she said but once the department saw the difference between men and women leaders, she won the next election for the position. 2013 ICTP Prize winner Patchanita Thamyongkit from Thailand said that cultural attitudes about women and the young were changing in her country: "now the opportunity is not bad in terms of gender", but cultural traditions remain strong and administrators continue to be overwhelmingly male.

In October 2013 ICTP organized the first workshop of Women in Physics. During the workshop, Zipporah Wanjiku Muthui from Kenya met the woman professor Arti Kashyap from Indian Institute of Technology Mandi and Tonya Blowers from The World Academy of Sciences (TWAS) and was informed about fellowship opportunities for developing country women through TWAS and the Organization for Women in Science for the Developing World (OWSD). Ms. Muthui kept in contact with professor Arti Kashyap after the ICTP workshop and she wrote a research proposal. She has in 2014 been awarded a fellowship from OWSD enabling her to start her PhD studies at the Indian Institute of Technology Mandi.

In March 2015, an article in Nature looks into how three outstanding female researchers made it to the top despite numerous challenges. There are the 2013 ICTP Prize winner Patchanita Thamyongkit, ICTP staff associate Rohini Godbole and ICTP visitor Rabia Salihu Sa'id.

#### Africa:

The Centre continues to be very active in Africa.

ICTP Director Fernando Quevedo together with the Executive Director of TWAS Romain Murenzi visited Rwanda in 2014 and met President Paul Kagame, who later paid ICTP a visit on the occasion of the 50th Anniversary. The to-be established ICTP partnership institute in Rwanda, the East Africa Institute for Fundamental Research, will open the country's first master's programme in physics. It will mirror ICTP's research and training areas and will host regional and international schools in partnership with ICTP.

Participants of an ICTP activity held in Rwanda have shown that Internet of Things (IoT) could make all the difference between a good and a great cup of tea. IoT refers to a network of small devices that are connected and can "talk" to each other and the internet. When asked to come up with practical applications for IoT, participants of the 1st East Africa Workshop on the Internet of Things, held in Kigali from 25 to 29 May, devised a clever, low-cost IoT-based solution to monitor humidity levels of plucked tea leaves. Tea is one of Rwanda's major exports, and its quality (and selling price) is largely determined by humidity and moisture levels. The methods currently in use to check and record these parameters are manual, time-consuming and prone to error.

The African Review of Physics is since 2007 the official journal of the African Physical Society, it is founded and published by ICTP. In 2014 it remained a widely listed scientific journal

### Achievement(s)

with over 45,000 visits to its website since 2007. Scientists from 155 countries accessed the website. During 2014, 106 selected papers were scrutinized under a peer review procedure out of which 63% were accepted for publication.

African Voices, a CNN programme highlighting "Africa's most engaging personalities" in March 2015 devoted three segments to ICTP scientific council member Francis Allotey, a mathematical physicist from Ghana who is a key figure in the African science scene.

#### Science dissemination

ICTP's Science Dissemination Unit (SDU) researches and develops innovative, low-cost information and communication technology solutions for developing countries, and disseminates science texts via electronic media. Ongoing SDU activities include the development and maintenance of the award-winning "Enhance your Audience", or EyA, system, which webcasts all physics and mathematics lectures given through ICTP's Diploma Programme, as well as selected ICTP conferences and workshops. ICTP.tv has per June 2015 some 124669 recorded hours of lectures from Physics and Mathematics Diploma Course. The lectures are available for free on-line at <http://ictp.tv>.

The total number of visits to the ICTP.tv site in 2014 was approximately 267.000. The number of unique visitors was approximately 69.000. The first six months of 2015, the number of unique visitors was 30.944.

On iTunes U is uploaded registrations and videos with a higher resolution than on the ICTP.tv. During 2014, there were 53842 downloads from iTunes U, the first six months of 2015 there were 17.177. It is estimated that 30% of the downloads were done from developing countries.

#### Mini Maker Faire

SDU organized in May 2015 on the ICTP Campus the second "Trieste Mini Maker Faire". Held over a weekend, it attracted more than 16.000 persons and was a huge success. The first event, in May 2014, was held on one day and attracted 7.000 persons. There were more than 100 projects presented at each of the events.

Maker Faire is a global movement aiming to inspire, educate and entertain curious and creative minds of all ages. The Trieste Mini Maker Faire has brought together and uncovered makers, inventors, scientists, crafters, artists and all other passionate creative enthusiasts from the Triveneto region of Italy as well as Slovenia, Croatia and beyond. Special attention has been given to ideas and projects of educational interest and aimed at developing countries.

#### Science Fabrication Laboratory

In August 2014, ICTP opened a work space encouraging "makers" - people who like to design and build technology-based products - to bring their creative ideas to life. The space, called the Scientific Fabrication Laboratory, or SciFabLab, offer modern and versatile computer controlled rapid prototyping tools such as 3D printers, 3D scanners, laser engraving and cutting machines. The SciFabLab aims to play a significant role as a hub to support the creative work of scientists and scholars, to make science tangible. It is open to ICTP's many scientific visitors but also to local interested makers.

Achievement(s)
<p><u>The Salam Distinguished Lectures</u> 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 Kuwait Foundation for Advancement of Sciences supports the series. 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. In 2015, Don Zagier from the Max Planck Institute for Mathematics talked about "The Magic of Modular Forms".</p>
<p><u>Physics without Frontiers roadshow</u>. Kate Shaw, a postdoctoral fellow in ICTP's HICAP section has been awarded the European Physical Society's 2015 Outreach Prize of the Society's High Energy and Particle Physics Division. Shaw was co-founder of Physics without Frontiers in 2012, a unique educational science roadshow sponsored by ICTP and CERN that brings physics to the far reaches of the developing world to inspire and engage young physics students.</p>
<p><u>Physware - teaching the teachers</u>. The latest Physware workshop took place at ICTP from 25 to 30 January 2015 and was co-sponsored by the International Commission on Physics Education and the European Physical Society. "The idea behind Physware is that teacher-participants share and work with prototypes of affordable, hands-on equipment that can be locally adapted for construction by teachers and their students throughout the developing world," says ICTP scientist Joseph Niemela, who has coordinated the activity since its inception in 2009. The 2015 edition of the workshop trained 24 attendees from 16 countries.</p>
<p><u>Cost-effectiveness/efficiency measures</u></p> <p>No specific cost-effectiveness or efficiency measures were undertaken. ICTP considers that its operations are cost-effective and efficient in most areas.</p>
<p><u>Contribution to C/5 results</u></p> <p>ICTP does capacity building by providing support to numerous activities throughout the developing world, including training programmes, networks, and the establishment of affiliate centres. The enhanced outreach activities, the creation of ICTP regional partner institutes, regional activities funded by local institutions, the development of improved internet-based techniques for scientific education and access to knowledge, all this lead to expanding the impact of ICTP and UNESCO.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
It is a challenge to select and limit the projects for which ICTP can engage its limited resources among the unlimited global needs for assistance.	ICTP seeks to engage only in projects or areas with a holistic dimension, engaging or involving different ICTP programmes, for in this way to be in a better position to follow through.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
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	
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	
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	
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	
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	
ER 6: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Improved interdisciplinary social science and humanities cooperation through a strengthened MOST programme</p> <p><b>T 2014-2015:</b> Established MOST Liaison Committees to cover at least 25 countries</p> <p><b>T CAP 2014-2015:</b> Research-policy formulation nexus strengthened in at least 2 countries</p>	Multiple research-oriented meetings have improved national embedding of MOST even in the absence of formal Liaison Committees, the general guidelines for which are in review following the June 2015 MOST IGC session. MOST has further been strengthened by the strategic approach validated by the IGC and by the successful organization of two Ministerial Forums (in Ecuador and in Kenya), both of which had stronger participation of researchers and officials than in the past.	High
<p><b>PI:</b> Innovative interdisciplinary research programming at national level in areas related to social transformations, social inclusion and intercultural dialogue</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> Additional strategic cooperations focusing on relevant studies</p>	Sustainability science paradigms have been promoted, in particular through follow-up to the 2013 World Social Science Report, a systematic pilot review has been undertaken of research programming in the area of intercultural dialogue, issues specific to the humanities are being addressed through the process to plan the 2017 World Humanities Conference, success has been achieved in embedding environmental humanities in sustainability science paradigms. However progress towards the specific benchmarks still requires considerable efforts to mobilize the interest of potential partners and to embed MOST in research communities at	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>established with institutions such as ISESCO, UNAOC or KAICCID</p>	<p>national and regional level.</p>	
<p><b>PI:</b> Inclusive international dialogue around alternative futures promoted through mobilization of foresight techniques, critical philosophical thinking and social innovation</p> <p><b>T 2014-2015:</b> At least two initiatives including the celebration of World Philosophy Day</p> <p><b>T CAP 2014-2015:</b> At least two initiatives developed.</p>	<p>World Philosophy Day was organized successfully in 2014 and ambitious are under way, with strong partners, to make the Day in 2015 an exceptional occasion. The second initiative concerns the 2017 World Humanities Conference, for which planning is well under way. In addition, extensive work has been done to mobilize foresight techniques and to build commitment to their further deployment.</p>	<p style="text-align: center;">High</p>

#### Achievement(s)

Efforts focused on enhancing the social science research-policy linkage and pursuing the strategic reflection on the MOST Programme to address social transformations and intercultural dialogue issues.

In pursuit of the **research-policy nexus in social policies**, UNESCO organized two Ministerial Forums under the aegis of the MOST Programme. The 1st Forum of Ministers of Social Development for East Africa (Nairobi, 24-26 February 2015) resulted in the "Nairobi Declaration on Social Justice" which outlined the challenges for the region in achieving social justice, and contained 17 policy recommendations. With a view to encouraging South-South learning, host countries of previous Ministerial Forums (Ecuador and Ghana) participated in this forum to share their experiences, highlighting the international scope of MOST.

The 10th Forum of Ministers of Social Development for Latin America (3-4 October 2014) adopted the Quito Declaration, which expressed 14 practical commitments, including the institutionalization of a network of officials in the Ministries in charge of the social development portfolio in each country, within the framework of the MOST Programme. The network will facilitate exchange of experiences and lessons learned and contribute to the design and construction of a virtual open platform pulling together data, information and knowledge along with mechanisms for cooperation, evaluations and research at the regional level. It was agreed to strengthen the links between universities, FLACSO, CLACSO, ECLAC and public decision makers which can increase the capacity of Governments to respond to the needs of their populations.

The Ministerial Forums, which focused on issues at the core of the post-2015 agenda, included dynamic exchanges between decision-makers and the researchers, with enhanced substantive knowledge and contributions that facilitated clear recommendations. Another positive element was the participation of regional bodies such as the AU, EAC, ECOWAS and ECLAC. The research findings which were presented at these occasions informed the preparation of the Ministerial Declarations adopted for adaptation and possible implementation at national level. This is a complex process given that the research-policy nexus is not linear, and it is difficult to anticipate how policy makers would concretely apply research findings in policymaking. Forthcoming Ministerial Forums should assess the impact of the process.

### Achievement(s)

With regard to **capacity-building**, three **MOST schools** were organized since the beginning of the biennium: Antigua, Guatemala (10-14 November 2014); MOST School for the Maghreb region, in the context of the World Human Rights Forum, Marrakech (26- 28 November 2014); and MOST School “Human rights, state and social inclusion”, in the context of the World Social Forum 2015, Tunis, (25-27 March 2015). The main results from the MOST Schools were the following:

- Dialogue facilitated among governmental officials with responsibility for social policies and young researchers and civil society representatives ;
- Successful training of young researchers, youth leaders of civil society organizations and youth policy makers through a series of seminars and workshops;
- Policy proposals produced, differentiated by institutional characteristics (academic institutions, MOST Programme, MOST Ministerial Fora, international organizations, and national institutions responsible for scientific policies);
- Facilitation of space for South-South dialogue among young participating in large international events.

**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, including through the 7th South-South Institute, co-organized by CLACSO, the Council for the Development of Social Science Research in Africa (CODESRIA), and the International Development Economic Associates (IDEAS), in Bangkok, 3-8 November 2014; and the preparation of a panel for the World Social Science Forum 2015 (Durban). UNESCO also supported the CLACSO-MOST Regional Conference on “Gender, Feminism and Critical Thinking in Latin American and Caribbean Social Sciences”, (San Jose, Costa Rica, 15-17 October 2014). SHS participated in a side-event organized during the event COP 21 in Lima, Peru (October 2014) and a coordination was established with the IOM in relation to a series of joint MOST-IOM activities in 2015.

UNESCO convened with the ATD Fourth World and the ISSC a roundtable “No one left behind? Extreme poverty in the post-2015 agenda” (14 October 2014, Paris). The event was organized in the context of the International Day for the Eradication of Poverty (17 October). It addressed the way in which poverty eradication, as a core strategic priority, has been framed within the UN-led discussions on post-2015 development, both as an indispensable requirement of sustainable development and as “a matter of basic justice and human rights”. This event contributed to the preparation of the Third World Social Science Forum, to be held in Durban, South Africa, in September 2015, and to the next edition of the World Social Science Report, to be published in 2016.

As a contribution to the preparations of COP21, SHS provided the following inputs:

- Organization of the 3rd “Assises du vivant” (9-10 February), jointly organized by SHS and SC, focusing on biodiversity and climate change. The Assises were the first UNESCO event to be labelled as “COP-21” by the French authorities and produced outcomes on options for positive social change that will be fed into subsequent COP-21 events as well as into other activities under MOST.
- Development of a concept note on climate resilience in the Caribbean, drafted jointly by HQ and the Kingston Office, with inputs from a range of Caribbean stakeholders, submitted to the UN Human Security Fund.

### Achievement(s)

- Finalization of French and Spanish editions of the 2013 World Social Science Report on “Changing Global Environments”.
- Engagement with and participation in the regional conference on sustainability science organized in Kuala Lumpur by the Jakarta office (4-5 March), which served to identify practical field activities contributing to the emerging agenda and to consider its key parameters, in close cooperation between SC and SHS.
- Organization of a conference on Environmental Change and Social Transformation in Poitiers (23-27 March), in collaboration with Sciences Po, and also labelled as an official COP-21 event.
- Participation in scoping workshop on “transformation to sustainability”, organized by the European Commission, the International Social Science Council (ISSC) and the NORFACE network of funding agencies, in Brussels, from 11 to 12 May 2015.
- Coordination with the Natural Science Sector and the Jakarta Office in relation to the preparation of the intersectorial activity “Broadening the Application of the Sustainability Science Approach” in the context of the collaboration between the Japan National Commission for UNESCO (JNCU) and UNESCO aimed at promoting sustainability science. The activity is supported by the government of Japan with extra budgetary resources of \$190,000 USD to cover activities during the period June 2015 to December 2017. The overall purpose of the activity is to foster dialogues and disseminate concrete policy messages that will assist Member States to introduce the approach of sustainability science when responding to global challenges in which science and other relevant knowledge has a critical role to play, in line with relevant strategic objectives of the current UNESCO Medium-term Strategy.

In order to contribute to global multi-stakeholder dialogues on justice and to assist Member States to incorporate a global justice perspective for addressing poverty eradication in the post-2015 development agenda, UNESCO organized two events in collaboration with other institutions. UNESCO and the International Social Sciences Council (ISSC) convened an expert group meeting (EGM) on “*Global justice, poverty and inequality in the post-2015 development agenda*”, from 28 to 29 April 2014 in Paris, France. A discussion paper on “*Global Justice as a Framework for Eliminating Poverty: A Preliminary Review of Issues and Debates*”, was prepared by UNESCO and 19 background documents were submitted by experts.

UNESCO will be highly visible at the World Social Science Forum “Changing Global Relations for a Just World”, 13-16 September, Durban, South Africa, and provide substance and advocacy-messages based on work in the biennium. The Director-General of UNESCO has been invited to deliver a keynote address during the opening plenary panel on 13 September. The Forum is organized under the auspices of UNESCO by the International Social Science Council, CODESRIA and Human Sciences Research Council, South Africa along with a consortium of academic and research institutions, African think tanks and related science policy organizations.

A number of joint international cooperation projects between social sciences and humanities networks were carried out on issues of the post-2015 development agenda, including foresight, using collaborative design and implementation. These include:

- Partnership with CLACSO for production of special issue of the International Social Sciences Journal (ISSJ) on “*Social Justice and post-2015 development agenda*”
- Cooperation with French authorities and French institutions for the organization of “COP-21” labelled events.

Achievement(s)
<ul style="list-style-type: none"> <li>• Partnership with UNDESA and UNRISD in the organization of a side-event during the 53rd session of the UN Commission for Social Development, on the theme "Reducing Inequalities: A Key to Social Development in the Contemporary World", (New York, 4-13 February 2015).</li> <li>• Collaboration with UNDESA in the organization of the UNDESA/MOST workshop on "Strengthening national capacities in integrating economic and environmental perspectives in social policy-making", (Paris, 3-4 June 2015).</li> </ul> <p><b>The contribution to developing a conceptual basis to foster a culture of peace and dialogue for sustainable inclusive societies and enhance local and global citizenship</b> conducive to rapprochement of cultures and people was attained through collaboration with scholars in Guatemala to produce new knowledge under the form of systematic review of national programmes on intercultural dialogue, which resulted in the production of a MOST Research Paper "Towards a Method for Interpretive Systematic Review of Intercultural Dialogue for Social Transformations in Guatemala", October 2014.</p> <p>In addition, UNESCO supported researchers from South Sudan in the preparation of an exploratory research submitted to UNESCO Office in South Sudan. The research report "Promotion of intercultural dialogue focused on "schools as a vehicle for peace-building" in South Sudan.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
While the MOST Programme has produced some results in some regions, a fresh perspective is needed to recast core activities, by and within regions, in line with the criteria of relevance to current challenges, efficiency and high-level visibility for enhanced and sustained impact.	A comprehensive draft strategy for the MOST Programme is under development.
Mobilization of national actors to achieve international MOST objectives agreed by the IGC remains difficult.	New approach to MOST National Liaison Committees as requested by IGC.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of initiatives undertaken, preferably addressing the challenges regarding the post- 2015 agenda</p> <p><b>T 2014-2015:</b> 3 initiatives in coordination with other Major Programmes</p> <p><b>T CAP 2014-2015:</b> 2 additional initiatives</p>	<p>Initiative to discuss inequalities and global justice materialized by process to plan the World Social Science Forum (September 2015) and World Social Science Report (end 2016). In thematic connection with these processes, the Inclusive Policy Lab constitutes an intersectoral initiative within the MOST programme to promote knowledge exchange, analysis and capacity-building on policy inclusiveness. ED and CLT have been actively involved in the first stage of development, which has produced inter alia a first version of a comprehensive analytical framework, and field-level piloting is under way with support from the Malaysian Funds in Trust. All activities undertaken under the umbrella of the International Decade for the Rapprochement of Cultures contribute to proposed Goal 16</p>	High
<p><b>PI:</b> Human rights mainstreamed across UNESCO programmes with priority given to programming in UNDAF rollout and PCPD countries</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>HRBA mainstreamed in the UCPD of Cuba and India; HRBA session offered within the framework of a capacity-building seminar for staff of the NET-MED Youth Programme (June 2014); human rights principles and standards were integrated into the national policy dialogue on social inclusion in East Timor (January 2015); training seminar on HRBA organized by UNESCO Brasilia (March 2015); contributed to the HRBA workshops within the forum Focusing on Human Rights organized by the Congress of Local and Regional Authorities of the Council of Europe, co-organized by the Land of Styria, the City of Graz, and the European Training and Research Centre for Human Rights and Democracy (ETC) in September 2014. UNESCO provided a consolidated report with inputs by CI, CLT,</p>	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
	ED and SHS to the UN Secretary-General's report on human rights and cultural diversity to be submitted to the next session of the United Nations General Assembly.	
<p><b>PI:</b> Coordination within UNESCO of contribution to the United Nations Development Group human rights mainstreaming mechanisms enhanced</p> <p><b>T 2014-2015:</b> 30 UPR analytical submissions to the High Commissioner of Human Rights</p> <p><b>T CAP 2014-2015:</b></p>	UNESCO contributed to the work of the UNGD Human Rights Working Group by providing input to the guidance note on The United Nations System and Human Rights: Guidelines and Information for the Resident Coordinator System which will be presented for approval to the UNGD in June 2015 UNESCO has submitted consolidated contributions on the 42 countries reviewed during three sessions of the UPR in this biennium.	High

<p align="center"><b>Achievement(s)</b></p>
<p><b>Global justice and extreme poverty</b></p> <p>The World Social Science Forum (September 2015) and World Social Science Report (to be published end 2016) constitute the major commitments that have mobilized the bulk of work during 2014-15 and will ensure delivery of the overall result within the context of the post-2015 development framework. The WSSF is a major global event, bringing together several thousand social scientists and civil society and policy actors from all regions to focus on inequality and global justice, with inter alia a number of high-level segments organized specifically by MOST. The headline event is an interregional Ministerial panel that will serve to share and political perspectives from the various regions on the nature of inequality and the responses to be provided within the post-2015 development framework.</p> <p>In preparation for these outputs, in order to strengthen global multi-stakeholder dialogues on justice and to assist Member States to incorporate a global justice perspective for addressing poverty eradication in the post-2015 development agenda, UNESCO organized three events in collaboration with other institutions:</p> <ul style="list-style-type: none"> <li>- UNESCO and the International Social Sciences Council (ISSC) convened an expert group meeting (EGM) on “<i>Global justice, poverty and inequality in the post-2015 development agenda</i>”, from 28 to 29 April 2014 in Paris, France. The EGM was attended by 10 experts from different regions of the world and by 2 observers. Staff members of UNESCO and the ISSC also attended the meeting. A discussion paper on “<i>Global Justice as a Framework for Eliminating Poverty: A Preliminary Review of Issues and Debates</i>”, was prepared by UNESCO as well as 19 background documents were submitted by experts.</li> <li>- UNESCO convened with ATD Fourth World and the ISSC a roundtable “No one left behind? Extreme poverty in the post-2015 agenda” (14 October 2014, Paris). The event was organized in the context of the International Day for the Eradication of Poverty (17 October).</li> <li>- On 1 July 2015, UNESCO organized jointly with the EU research project "NOPOOR" a roundtable in Paris on "Measuring Poverty", which sought to bring together technical concerns</li> </ul>

Achievement(s)
<p>about data and their interpretation with more political and sociological concerns about framing and problem construction. The collaboration with NOPOOR will continue with a view to developing shared perspectives on these issues.</p> <p>In addition, work has advanced significantly towards the Inclusive Policy Lab, as a new facility designed to improve the overall fit of social science research and policy making, to stimulate policy co-innovation, and to support the design inclusive policies. The major functional components of the Lab are: (i) inclusive policy clearinghouse; (ii) capacity building and technical advice space; (iii) crowdsourcing and co-innovation hub.</p> <p>The initial draft content of the Inclusive Policy Lab has been delivered. Future (short run) steps include the design and full operationalization of the online infrastructure of the facility.</p> <p>Besides its global component, the Lab is to have regional arms tasked with going deeper into regional analysis and with providing region and country-specific support. The first - South-East Asian - arm of the Lab is being currently developed within an intervention funded by the Government of Malaysia. Throughout this work, increased attention is being paid to strong inter-sectoral cooperation and engagement with the UNESCO's Education and Culture Sectors at both Headquarters and field levels, the World Heritage Centre, and the International Institute for Education Planning. Collaborative relations with OECD, World Bank and NESTA are being pursued and an application for funding to the EU Horizon 2020 programme has been submitted.</p> <p><b>Human Rights</b></p> <p>Human rights were mainstreamed in the workplans and SISTER templates of SHS. Furthermore inputs were provided to two UCPD documents (Cuba and India) to reinforce the human rights dimension while similar contributions were made to a number of meetings organized at HQ by SHS and other Sectors (for instance SC).</p> <p>UNESCO collaborated with OHCHR in the delivery of a two-day training workshop on human rights and HRBA for public prosecutors in Brazil (March 2015) and led a session on HRBA during the Forum "Focusing on Human Rights" organized by the Congress of Local and Regional Authorities of the Council of Europe (April 2015).</p> <p>SHS coordinated the UNESCO contribution to the UPR, submitting information on the implementation by the Member States (56 countries) under review of their obligations linked with the rights within UNESCO's areas of competence.</p> <p>UNESCO contributed to the work of the UNDG Human Rights Working Group providing input to the guidance note on "The United Nations System and Human Rights: Guidelines and Information for the Resident Coordinator System".</p> <p>UNESCO also provided a consolidated report (inputs by CI, CLT, ED and SHS) to the UN Secretary-General's report on human rights and cultural diversity to be submitted to the next session of the United Nations General Assembly.</p>

Achievement(s)
<p>UNESCO participated in an expert meeting (June 2015) for the development of a General Comment on the rights of adolescents convened by the Committee on the Rights of the Child and organized by UNICEF.</p> <p>Globally, both a HRBA and a gender equality dimension are systematically applied to all activities, such as UNESCO's participation in the work of the Global Migration Group and in the programme review led by ODI: "State of the Art on SHS actions to inform public policies pertaining to social inclusion and intercultural dialogue during the period of the 34 C/4 document (2008 - 2013)".</p> <p>The cost-effectiveness of the afore-mentioned interventions is noted given the fact that these require limited financial resources and depend significantly on technical advice and backstopping provided by UNESCO's staff.</p> <p><b>Intercultural dialogue</b></p> <p>Relevant steps to build a more structured approach to promoting intercultural competences respectful of human rights were taken in the context of the IDRC, with key issues addressed in this regard during the Expert Meeting held in March 2015. The Baku World Forum on Intercultural Dialogue (Baku, May 2015) and the Congress of Leaders of World and Traditional Religions in Astana (June 2015) offered relevant platforms to further exchange and enhance UNESCO's messages in this domain.</p> <p>A broader analysis of intercultural competences and their contextualization remains a major issue for ensuring effective methodologies and impact. Gap analysis, as well as exploratory work such as on indicators/index will be necessary for measurement initiatives related to intercultural dialogue. Cooperation with relevant partners such as the UNESCO Institute for Statistics is under way to explore relevant options in this regard. This will support a long term contribution to the work of UNESCO to promote intercultural dialogue and cultural literacy as a whole, while offering relevant tools and advice to Member States in particular concerning challenges related to multiculturalism and inter-culturality.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>HUMAN RIGHTS: -How to provide strategic leadership within UNESCO which would enable the Organization to increase coherence and reinforce its work on human rights within its competence and also to fulfill its role as a member of UN inter-agency initiatives such as the undg-hrwg. This requires strategic allocation of staff time and resources in order to guarantee impact, visibility and results. . - How to further optimize the value of the UPR</p>	<p>HUMAN RIGHTS: - Reaching out to Sectors for the celebration of international days (for instance Human Rights Day and the International Day for the elimination of Racial Discrimination) is one step towards a strengthened internal coordination. The holding of regular meetings with Sector representatives on topics and issues of a cross-cutting nature would be another approach. It will also be important to build synergies with relevant</p>

Key challenges	Remedial actions
process in the work of SHS and the organization	initiatives of Member States such as the Platform for Human Rights Education and Training. At the interagency level, in addition to attending regular virtual meetings, key events such as the upcoming undg-hrwg inter-agency workshop in October 2015 on the positioning of HR in the post-2015 agenda would provide an opportunity for consolidating UNESCO's role -SHS will convene an ad hoc working group to recommend a revised work plan for the UPR process within UNESCO, involving sector and field office colleagues
INTERCULTURAL DIALOGUE: The main challenge is to find the middle ground between the soft and flexible nature of dialogue and at the same time the need for more concrete outputs, impact and measurement of its agency	INTERCULTURAL DIALOGUE: Exploration of measurements linked to intercultural dialogue with the UIS, - move away from stand-alone events to more interactive processes that build on results.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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 competenc</p> <p><b>T 2014-2015:</b> State of the art study or publication of methodologies developed or adapted for measuring social inclusion to guide policy formulation done in collaboration with partners and in-kind contribution</p> <p><b>T CAP 2014-2015:</b> Additional state of the art study or publication of methodologies developed or adapted</p>	State of the art study developed in collaboration with ODI for broad diffusion	High

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> Social policies assessment and review carried out, applying foresight, in at least 5 additional countries at national or municipal level</p>	<p>Social policies reviews carried out in at least 10 countries (in different regions) at national or municipal level</p>	<p>Medium</p>

#### Achievement(s)

##### **International Decade for the Rapprochement of Cultures**

Efforts started in 2014 were pursued for establishing mechanisms to facilitate and guide the implementation of the Decade. A multi-stakeholder collaboration and multi-sectoral approach was developed, including key strategic partnerships and the parallel commitment of relevant stakeholders. The 'Expert Meeting on the International Decade for the Rapprochement of Cultures' that was held on 24-25 March 2015 was important in this regard as it led to enhanced conceptual and strategic focus of the Action Plan of the IDRC.

UNESCO participated very visibly in the World Forum on Intercultural Dialogue in line with the "Baku Process" and made substantive contributions to shaping this important platform that convenes Member States, international and regional organizations and civil society to promote respect, understanding, dialogue and tolerance among cultures and share modalities and tools for more effective policy actions in favour of intercultural dialogue. The organization of the Academic Forum of UNESCO Chairs on intercultural and interreligious dialogue during this Forum was a positive step forward as it reinvigorated the contribution of this pool of expertise to more systematically nurture UNESCO's work in this domain, including academic research to inform policy-driven action in favour of intercultural and interreligious dialogue.

The launch of the book "Agree to Differ" was another important feature at the Baku Forum. Besides mobilizing a wide range of actors committed to the objectives of the Decade, this publication presents the beginning of a gap analysis and assessment of initiatives undertaken to address the challenges of multiculturalism, while also opening new avenues for concerted efforts in the management of diversity at local, national, regional or global levels.

Achievement(s)
<p>Ongoing cooperation with the Government of Kazakhstan is being enhanced through an exchange that has led to additional voluntary contributions to the Special Account of the IDRC. Moreover, the 5th Congress of Leaders of World and Traditional Religions was held in Astana from 10-11 June 2015 - a strategic platform for the involvement of religious and political leaders as key actors in the promotion of intercultural and interreligious dialogue.</p> <p>The 'Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue remains an important initiative, with the implementation of 10 projects under Phase II for the development of new intercultural dialogue modalities and tools, university programmes on intercultural dialogue, the building of intercultural skills for young journalists and global youth awareness-raising initiatives.</p> <p>A more focused access to policy action and concrete initiatives among Member States is being pursued through the Euro-Arab Dialogue initiative of National Commissions for UNESCO and the development of capacity building tools and sharing of good practices in the promotion on intercultural dialogue in the region. In this context, the UNESCO Participation Programme continues to offer possible entry points for influencing policy action in favor of intercultural dialogue, the rapprochement of cultures and a culture of peace at local, national or regional levels.</p> <p><b>Public Policies</b></p> <p>Collaboration with Field Offices was sustained and reinforced, mainly by providing technical backstopping and sharing of information and expertise, exchange of good practices and networking. A workshop organized in Panama in January 2015 on "Public Policies for Equality and Inclusion in Central America", issued an outcome document which stressed the importance of continuing achievements in the field of social inclusion and equality. A National Dialogue on Public Policies promoting Social Inclusion in Timor-Leste was organized in January 2015 leading to specific recommendations to each stakeholder group address disconnects between research, policy and practice.</p> <p>The State of the Art on public policies pertaining to social inclusion and intercultural dialogue during the period 2008 - 2013 was finalized in close collaboration with the Overseas Development Institute (ODI) to take stock of SHS activities and projects in the area of policy development in support of social transformations promoting social inclusion, intercultural dialogue, anti-discrimination and poverty reduction.</p> <p>UNESCO participated actively in the work of the Global Migration Group (GMG), bringing to the fore its mandate with emphasis on human rights considerations. Furthermore, UNESCO provided substantive input to a number of GMG outputs and participated at the 13th Coordination Meeting (New York, February 2015) presenting the salient points of its report and also at a working level retreat of the GMG. UNESCO moreover participated at a conference on Female Agency, Mobility and Socio-Cultural Change organized by UNU-GCM in June 2015.</p> <p>The activity "Mainstreaming vulnerability in public policies to promote the social inclusion and the fight against poverty and discrimination of the most disadvantaged groups, including</p>

### Achievement(s)

women and men with disabilities, in West Africa” covers three countries: Burkina Faso, Mali and Senegal. Pour le Burkina Faso, il est retenu d'appuyer les femmes accusées de « sorcelleries ». Au Mali, il s'agit de conduire un exercice d'«Evaluation du niveau d'inclusion sociale, des Politiques Publiques pertinentes, en tenant compte de la dimension Genre et de l'Approche basée sur les Droits Humains”. Pour le Sénégal, il a été décidé de concentrer l'action sur les bénéficiaires du PAJEF en vue de maximiser les impacts et de donner une plus grande visibilité à l'action de l'UNESCO. En sus de ces pays, pour la Guinée Bissau, une mission relative à la mise en œuvre globale des activités de SHS-Dakar a été conduite à Bissau du 23 au 29 mars 2015. Elle touchait des actions relatives à mise en œuvre de la présente activité qui vise à appuyer les Etats membres dans la mise en œuvre de politiques publiques efficaces et inclusives et tenant compte des besoins et intérêts spécifiques des couches vulnérables.

L'UNESCO-Dakar s'est engagée à soutenir les efforts nationaux dans la lutte pour l'éradication des violences basées sur le genre (VBG) et la promotion des droits humains au Sénégal.

The commemoration of the International Day for the Elimination of Racial Discrimination, celebrated annually on 21 March, where ICCAR member cities are mobilized in all continents to conduct awareness-raising activities, provided an opportunity for advocacy to the global commitment against racism and discrimination. In Montevideo on 19 and 20 March 2015, the Regional Coalition launched an International Seminar on the "Role of the cities in the fight against discrimination and for the promotion of HHRR". The activity was jointly organized by the Government of Uruguay and the UNESCO Montevideo Office.

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. UNESCO's Office in New Delhi and IDEOSYNC (a communication for social change organization), with the support of the UNESCO Chair on Community Media (Hyderabad), launched in May 2015 a “Manual for Community Radio Stations in India” which was also presented to the 5th National Community Radio Sammelan, organized by the Ministry of Information & Broadcasting.

As a follow-up to the workshop on “Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia”, organized in April 2014 in Bali, Indonesia by UNESCO Jakarta Office , in collaboration with Trinity College Dublin and the University of Melbourne and with technical backstopping from HQ, a first sub-regional regional roundtable on “Inclusive policy approaches and data gaps, challenges and opportunities” (August 2014, Kuala Lumpur, Malaysia) was organized. Participants took stock of policies addressing social inclusion and the different methods for data collection to identify persisting gaps hindering policy development, and made the following recommendations: to 1) build institutional capacity of data producers to achieve the goal of producing data which users can properly utilize, analyze and interpret; 2) to help develop individual capacities of data users, producers are also recommended to provide training material; 3) to develop research agendas that include the provision of micro level data, including qualitative data, for the purpose of informing national and other macro level institutions and providing the contextual and subjective information needed in order to create the best policies that promote social inclusion; 4) develop stakeholder networks across government, academics, the private sector and communities, building on the MOST Programme research networks; and 5) Social Science Academies be developed by authorities in countries where the position of social science needed strengthening. UNESCO also organized in Thailand (20-21 November 2014) a second sub-regional round table on “Support to policy making and planning for social inclusion of disadvantaged groups and communities in South-East Asia” to raise awareness among policy makers of the challenges and opportunities for policy formulation targeting improved social inclusion of the most disadvantaged and the poorest groups.

Achievement(s)
<p>The Funds-in-Trust project entitled “Strengthening ASEAN Community 2015 through South-South Cooperation, Research, Foresight and Capacity-building on Inclusive Policy Development”, financed by Malaysia (470,000 USD) was launched on 8 June 2015, covering Malaysia, Timor Leste and Cambodia.</p> <p>A High Level Meeting of the Mayors for Inclusive Cities was organized in Ambon in September 2014 which attracted Mayors and representative from 13 municipalities in Indonesia to discuss on employment rights for persons with disability. A Memorandum of Understanding was signed between UNESCO and Municipality of Ambon.</p> <p>In China, specific recommendations were made for ending violence against the most disadvantaged persons, including women and people with disabilities in China's Family violence law through a series of policy dialogue events including an International Roundtable with national governmental partners, and publication of report and factsheets. Measures to protect girls and women with disabilities from all forms of violence and abuse are being developed under a project supported by UNESCO in collaboration with the Mongolia Ministry of Population Development and Social Protection.</p> <p>For the activity on “Addressing the needs of excluded Pacific populations - the case of forced migration”, a survey report on deportees in Marshall Islands was submitted to UNESCO in late 2014 and then to the government of Marshall Islands for their review and comments. UNESCO moved on to the technical and gender review after a consultation with IOM colleagues in Marshall Islands and Federated States of Micronesia which was completed in June 2015.</p> <p>The Brazilian "Underground Sociabilities research project" mapped out routes of socialisation in favelas, unpacking institutional and behavioural determinants of life choices in these communities. The aim was to facilitate international and regional dialogue exchanging practices around policies informed by research findings and to engage broader partnerships - to discuss the resonance of the Brazilian experience, share knowledge about innovations developed in Brazil, including community approaches to gender based violence, and lessons in terms of initiatives that establish joint action between bottom-up approaches in marginalised communities, the state and the private sector.</p> <p>In Lebanon, a cluster 5 day TOT was organized to cover 20 participants, with training and social work background from Ministry of social affairs, ministry of education and community development organizations in Lebanon and Syria (Beirut, 11-15 May), and three follow up peer-learning workshops are designed (Tripoli in June, Beirut in August and Damascus in September). The draft assessment report of social inclusiveness in Palestine was completed by collecting and analysing information on the updated status of different regulatory frameworks (international and national legal instruments).</p> <p>Au Maroc, le travail de plaidoyer mené vise très explicitement l'inclusion et le mainstreaming de l'approche genre et des droits des femmes dans les politiques publiques et les lois. Le travail mené avec les universités vise à concevoir et mettre en œuvre des propositions innovantes pour le développement des politiques publiques en faveur de l'inclusion sociale, en ciblant particulièrement les populations défavorisées.</p>

<b>Achievement(s)</b>
<p>A research project on the analysis of national policies in the field of social inclusion in the Member States of the Commonwealth of Independent States was implemented, and a Regional Forum "Scenarios of social inclusion in emerging Welfare States: Russia and the CIS" was organized by the UNESCO's Office in Moscow in close cooperation with the UNESCO Chair on Culture of Peace and Democracy at the Faculty of History, Political Science and Law, Russian State University for the Humanities (RSUH) and the Council for consolidation of the Women's Movement in Russia.</p> <p>A few of the lessons learned from the above-mentioned policy assessment and dialogue actions stressed that the promotion of the social inclusion of the most disadvantaged groups is crucial, not only for the group itself but also for the socio-economic value of a country, as it leads to opportunities in terms of education, training, employment and access to services and decent housing. It was moreover highlighted that lack of reliable, comprehensive and recent data may hamper good policy-making and that barriers based on discrimination and stereotypes must be combatted more vigorously, as they hinder the civic and political participation of the most disadvantaged and the poorest women and girls. Ministries of Finance and Planning play a crucial role in policy-making in terms of setting national priorities and ensuring policy harmonization. Finally, key lessons learned focused on the need to maintain regular contact with UN agencies, line ministries, parliamentary committees, NGOs, research centres and media - to ensure that key messages are indeed mainstreamed; funds are provided beyond the assessment; and the need for flexibility to adapt to changing country contexts.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
To seek more definitional clarity in relation to the notion of intercultural dialogue and the assessment of progress.	Development of a set of indicators/index in collaboration with UIS
To progressively increase the mobilization of funds and stakeholders for the implementation of the Action Plan of the Decade for the Rapprochement of Cultures, so as to ensure its global outreach.	More systematic use of international events/platforms and development of an attractive communication strategy
Address the data gaps in evidenced based policies for social inclusion	The series of policy roundtables held allowed to discuss this challenge among stakeholders and to produce relevant recommendations in this regard. The collaboration with UIS is key to address this challenge
How to further enhance the North-South-South Collaboration in the fight against racism and discrimination	The international Coalition of Cities Against Racism (ICCAR) has invested efforts in advocacy and initiatives in order to address this challenge. The upcoming Habitat III in Quito in October 2016 and UNESCO's preparatory actions and event at the Summit will contribute to address this challenge.

## 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of supported countries which have established and/or reinforced their bioethics capacities</p> <p><b>T 2014-2015:</b> 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)</p> <p><b>T CAP 2014-2015:</b> - Establishing network of ethics teachers in 2 different regions; Expanding experts roster to deliver ETTC in three different languages.</p>	12 capacity building trainings through ABC and EEP have been completed in 11 countries (with beneficiaries from more than 20 countries); 1 new NBC established; 7 Universities signed the MoU to introduce the Core Curriculum; 1 new bioethics training course for general public and academicians launched in the LAC region.	High
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> 2 Reports, each taking into account Human Rights and Gender Equality perspectives IBC: 1 COMEST: 1</p> <p><b>T CAP 2014-2015:</b> Create spaces for shared reflection, cooperation and collaboration establishing a network of young bioethicists</p>	IBC: 2 draft reports are being finalized by Sept 2015. COMEST: 2 draft reports are being finalized by Sept 2015.	High

### Achievement(s)

UNESCO continued to provide a **global forum for bioethical reflection and standard setting** particularly through the work of the IBC, the IGBC and COMEST. The Chairs of IBC, IGBC and COMEST also met to further discuss the rapprochement of the committees in May 2014. The **21st session of IBC** was held from 8-12 September 2014, and the public meetings of this session were held in conjunction with the **Joint Session of the IBC and the IGBC** on 9-10 September 2014. The sessions were restructured to eliminate redundancies in public sessions and allowed the IBC to dedicate more time to its work in private meetings. The sessions attracted 252 participants from 78 countries, with 32 of the 36 IBC Members and 33 of the 36 Member States of the IGBC attending. As a strategy to improve collaboration, IBC consultation papers on its two work topics for the biennium were shared with the IGBC, COMEST and UNIACB, resulting in very constructive feedback prior to and active exchanges during the sessions above. The Council of Europe's Committee on Bioethics presented its work on converging technologies during the Joint Session. Furthermore, the Council of Europe invited UNESCO's secretariat to participate in the extended bureau meeting to discuss the planned Conference on Convergence of Technologies to which the Chairperson of the IBC was invited as a speaker.

The IBC finalized the first drafts of its reports on benefit sharing, and on updating its reflection of the human genome and human rights. These drafts were presented to the **9th Session of the IGBC** (16-17 Jul 2015), and were very well received. The comments of the IGBC on the draft report will be transmitted to the IBC for further consideration, and revised versions of the draft reports will be finalized prior to the **22nd Session of the IBC** on 29 September -2 October 2015.

At the kind invitation of the authorities of Quebec and the Government of Canada, the **8th Extraordinary Session of COMEST** was held in Quebec City (1-2 October 2014) hosted by the Laval University, and organized in cooperation with the Commission on Ethics of Science and Technology of Quebec, the Canadian Commission for UNESCO, and the "Fonds de recherché" of Quebec. It attracted participants from National Commissions, National Bioethics Commissions, and NGOs. The main topics for this session included the revision of the Recommendation on the Status of Scientific Researchers (1974); and the discussion on "Ethics of Converging Technologies: global reflection on the contribution to the post-2015 sustainable development agenda." A private session was dedicated to the discussion on "Ethical Principles related to Climate Change" and the ensuing report. The work of COMEST on ethical framework of climate change was presented at the side event entitled "Ethics at the Heart of Climate Change", held on 10 December 2014 in the framework of COP-20. COMEST is at the final stages of adopting its report on the "Ethical Perspective on Science, Technology and Society: A Contribution to the Post-2015 Agenda". The Commission is also currently reviewing its finalized draft report on "Ethical Principles for Climate Change: Adaptation and Mitigation". Both reports will be presented during the **9th Session of COMEST** (29 September -2 October 2015).

In the framework of the **20th anniversary of UNESCO's Bioethics Programme**, a publication was finalized, comprising articles from 30 international leading experts in the field of bioethics. The book "**Global Bioethics: What for?**" evaluates the achievements made and lessons learned and look into the future to identify the major trends and expected development in the field, to assess the future role of UNESCO in bioethics.

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

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workspace for UNIACB which is being actively used by its members; UNIACB held 2 meetings: the first hosted by the Council of Europe (25-26 March 2014), where a special topic on pre-natal sex selection was discussed, and the topic of Global Justice was explored. The second was hosted by the International Centre for Genetic Engineering and Biotechnology (March 2015) where the modalities for better sharing of information and coordination in capacity building were discussed.

Preparations are ongoing for the **revision of the Recommendation on the Status of Scientific Researchers**, including online invitation to comment that has received over 70 substantive responses from partners and national level institutions. COMEST considered the revision during its session in Quebec, and the IBC and the IGBC also provided preliminary comments during their sessions in Paris.

The appeal for candidates for the **UNESCO Avicenna Prize for the Ethics in Science** was launched to Member States and NGO partners of UNESCO, and information about the Prize was widely disseminated among UNESCO's scientific partners, including during the IBC, IGBC and COMEST sessions in September and October 2014. The jury met in April 2015 and at the unanimous recommendation of its members, the Director-General designated the Pakistani Professor of Biotechnology and bioethicist Zabda Khan Shinwari laureate of the UNESCO Avicenna Prize for the Ethics in Science (2015). The Prize, which includes a Diploma, a UNESCO Avicenna Gold Medal and a cheque of US\$ 10,000, will be awarded at an official ceremony at UNESCO Headquarters in Paris on 30 September 2015. On this occasion, Professor Shinwari will deliver a keynote lecture during a joint public meeting of two of UNESCO's advisory scientific bodies - the World Commission on Ethics of Scientific Knowledge and Technology (COMEST) and the International Bioethics Committee (IBC), both of which will be meeting in Paris for their annual sessions at the same time.

UNESCO also hosted and participated in the revision of the ethical guidelines of the Council for International Organizations of Medical Sciences (CIOMS), and served as a partner (in a consortium of 16 partners) in the **SATORI** ("Stakeholders Acting Together On the ethical impact assessment of Research and Innovation") project, funded by the European Commission under its 7th Research Framework Programme. This project which started in January 2014, aims to improve respect of ethics principles and laws in research and innovation, and to ensure that they are adequately adapted to the evolution of technologies and societal concerns. UNESCO has prepared a research paper on ethics assessment in French research funding institutions, as well as advanced with the preparation of a country case study on the state-of-the-art in ethics assessment in France.

**As part of capacity-building at the country level, 8 ABC trainings** were held (Togo: 22-25 April 2014; Conakry (Guinea): 16-19 April 2014; Ecuador: 7-9 April 2014; and 8-12 June 2015; Gabon: 11-13 June 2014; Chad: 16-19 June 2014; El Salvador: 9-11 July 2014; Malaysia: 25-28 November 2014) involving 155 persons of the National Bioethics Committees. A new National Bioethics/Ethics Committee was established with UNESCO support (Comoros). Four countries were assisted with their action plans (Gabon, Guinea, Chad and Malaysia), and technical advice was offered to Botswana. Knowledge and abilities in bioethics was improved among members of NBCs, as well as the strategic planning for their actions. 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,

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participated prominently during the Global Summit, and shared their achievements since then.

**In ethics education, 4 Ethics Teacher Training Courses (ETTC)** were held (Croatia: 30 June-4 July 2014; Jordan: 19-23 November 2014; Oman: 7-11 December 2014; Beirut June 2015) with 61 teachers from 17 countries (Bulgaria, Croatia, Finland, Georgia, Iran, Israel, Jordan, Oman, Pakistan, Poland, Portugal, Saudi Arabia, South Africa, Sudan, Turkey, UK, USA). An online platform was installed in order to foster the networking of the former ETTC alumni; so far 98 alumni are already subscribed. A **training course on bioethics for journalists** was launched in **Latin America** for the first time and an online bioethics handbook for journalists in the LAC region was published. The first **conference on "Ethics Education for All"** was held in Bangkok for **Asia**.

**Results specific to Priority Gender Equality:** 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 35 women out of 61 beneficiaries (57.4% women indicator), and there were also three women experts as trainers, two of them from the Arab States region. For ABC, all the experts were women, 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.

#### **Lessons learnt:**

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 time and expertise) never hesitated in continuing to carry out the training in Guinea despite the Ebola outbreak that was occurring during the training period. For ETTC in Europe, although the total budget cost for this training was comparatively small, additional expert trainers (Lithuania, Qatar, and Kuwait) who volunteered to join the ETTC programme were accommodated. Their participation in this training was a crucial aspect of planning for the next installments of this training in Africa and Arab States regions, for which additional qualified trainers are needed.

#### **Cost-effectiveness/efficiency measures:**

For ETTC and ABC, all participating trainers were volunteering their time and expertise. The Croatian trainers for the ETTCs in Dubrovnik covered their own travel and lodging expenses as well. One expert 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. 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

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<p>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.</p> <p><b>Contribution to C/5 result(s):</b> The actions contributed to the C/5 and SHS’s MLA2, ER 4 (Capacities of Member States strengthened to manage bioethical challenges and engage fully in debates on bioethics) by building professional capacities of 61 ethics teachers from 17 Member States, and of 155 members of National Bioethics Committees (NBCs). Knowledge and abilities of NBCs in bioethics were strengthened, as well as the strategic planning for their actions; 1 new NBC was established; and networking was encouraged among new and experienced NBCs to support the new in strengthening their capacities. Global bioethical reflection was also addressed through IBC, IGBC, COMEST and through the consultations for the revision of the 1974 Recommendation, revision of the CIOMS guidelines, and an EU-funded project SATORI.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Budgets for capacity building are now decentralized. This fact has made for a challenging transition of knowledge transfer to field based staff in some regions.	This challenge has been addressed by close and ongoing collaboration with HQ staff, who are transferring knowledge to colleagues in the field
There are insufficient trainers available in the roster to deliver trainings according to demand.	To address this challenge, a training for trainers was organized in February 2015, and 10 new trainers were added to the roster.
There were no women in the membership of the NBC in Chad	UNESCO sensitized the Committee during its first training, and 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.

**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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> - 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 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)</p> <p><b>T CAP 2014-2015:</b> At least 5</p>	Policy-related processes, including youth engagement practices therein, have been supported in 11 countries, both in the context of the NET-MED Youth Project and in the Asia-Pacific region (Mongolia, Timor-Leste) and Africa (Kenya, Niger, Congo).	High
<p><b>PI:</b> Number of youth-led projects supporting national development and community building and enabling youth civic engagement.</p> <p><b>T 2014-2015:</b> 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</p>	15 youth-led action projects launched and at different stages of progress following the 8th UNESCO Youth Forum. 7 youth-led projects launched in Africa to engage vulnerable and marginalised youth. Information currently collected in other regions	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>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</p> <p><b>T CAP 2014-2015:</b> At least 5</p>		
<p><b>PI:</b> Improved participation of youth, in particular young women, from countries in transition in democratic processes.</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> 2</p>	<p>In 2 countries currently in democratic transition (Tunisia and Egypt), projects are ongoing to i) increase youth participation in policy development and operationalization (NET-MED Youth), as well as to ii) build youth awareness and skills around civic rights and participation, namely through the use of the training UNESCO Manual on Democracy, developed in 2011 and piloted in Tunisia following the Arab Spring.</p>	<p align="center">High</p>
<p><b>PI:</b> Coordination within UNESCO and contribution to the UN collaborative work on youth, in particular through the Interagency Network on Youth Development, enhanced</p> <p><b>T 2014-2015:</b> -UNESCO-wide implementation plan for the UNESCO Youth Programme, presenting activities, timelines and resources, 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</p> <p><b>T CAP 2014-2015:</b> N.A.</p>	<p>While the matrix for the implementation plan was developed, consultations with IOS and BSP demonstrated that the development of a monitoring framework for the implementation of the Strategy (building on that matrix) would be more pertinent, relevant and cost-efficient. As such, this monitoring framework will be finalized by the end of the year. UNESCO's input and contribution have been/are being integrated and reflected in 12 global UN collaborative initiatives on youth, to date. In 4 of them UNESCO has a leading/convening role, alongside other entities of the UN System.</p>	<p align="center">High</p>

**Achievement(s)**

**Progress Assessment:**

Overall the youth policy development work is on track with UNESCO engaging in numerous countries to provide technical support for the development or implementation of public policies on youth with the participation of youth. Strategic partnerships and initiatives - such as the Global Initiative on Youth Policies, the NET-MED Youth Project, as well as a series of capacity-building workshops for policy-makers are developed or rolled-out at the global, regional and inter-regional levels, also feeding into field work at country level, to provide policy-makers and youth organizations with capacities, knowledge and tools to improve the development, implementation, monitoring and evaluation of public policies.

The work on promoting youth civic engagement, from building civic skills and raising awareness on civic rights to supporting youth participation and enabling youth-led action is also

Achievement(s)
<p>yielding good results with improved civic capacities and engagement of youth in leading local actions across all regions. The majority of the 15 youth-led projects of the 8th UNESCO Youth Forum are being completed by the project leaders, with the support (both financial and in-kind) of both UNESCO and numerous partners, whereas preparations for the 9th UNESCO Youth Forum are steadily progressing with a view to actively engage a wide and diverse youth audience in the Forum's process and its Outcomes.</p> <p>With respect to internal coordination, greater collaboration with, and awareness of, other Sectors on youth work continues to be slowly, yet steadily achieved. Within the UN System, UNESCO was able to reinforce its position as an important partner in the work around youth policies, education and entrepreneurship as well as civic engagement, being engaged in and contributing to numerous initiatives at global, regional and national level.</p> <p>Cost effectiveness</p> <p>The Youth Programme increasingly builds on joint action with other inter-governmental, governmental and civil society partners, as well as on internal resource mobilization with Program Sectors and resulting pooling of resources. Examples are the Baku Global Forum on Youth Policies, and the <i>International Conference on 'Youth and the Internet: Fighting Radicalization and Extremism'</i>.</p> <p>Contribution to C/5 results</p> <p>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. The achievements are in large part due to the strength of partnerships with governmental and non-governmental partners, as well as to enhanced inter-Sectoral cooperation.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The major challenge remains the shortage of Regular Programme resources, as well as of staff capacity, both at Headquarters and in field offices.	Active mobilization of extra-budgetary resources and partnerships, as well as pooling of resources with Programme Sectors in UNESCO and with sister UN agencies within the UN System

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:(1)</b>
ER 6: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping	

(1) Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 6 countries have held national stakeholder meetings 6 regional or sub-regional follow-up meetings analyze MINEPS V implementation</p> <p><b>T CAP 2014-2015:</b> 2 Member States pilot QPE Guidelines</p>	<p>- Regional follow-up meetings to MINEPS V held for Latin America and the Pacific region. - Revision of 1978 International Charter of Physical Education and Sport completed and consolidated mechanisms of its implementation ready for submission to 38th General Conference (Document 38C/47) - Funding for national roll-out of Quality Physical Education Guidelines in 10 Member States as of second half 2015 secured.</p>	Medium
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> One Platform or information sharing mechanism operational</p> <p><b>T CAP 2014-2015:</b> Website and/or Community of Practice used by 20 Member States and 20 NGO partners</p>	<p>- Consultations with government and sport stakeholders continuing on the scope and design of the information sharing mechanism at national and international scale. - Drafting of training tools for government authorities ongoing.</p>	Medium
<p><b>PI:</b> National anti-doping policies enacted in accordance with the 2005 International Convention against Doping in Sport</p> <p><b>T 2014-2015:</b> - 180 States Parties to the Convention - 70% of States Parties have achieved the compliance level - 45 projects approved under the Fund</p> <p><b>T CAP 2014-2015:</b> At least four applications under the Fund's policy priority</p>	<p>- 181 States Parties to the Convention - 44 new projects approved under the Anti-Doping Fund - 5th Conference of Parties convened for 29-30 October 2015</p>	High

<b>Achievement(s)</b>
<p>Within the larger framework of designing and implementing physical education and sport policies, the good momentum created by the reinvigorated CIGEPS during the previous biennium and the MINEPS V Conference in 2013 facilitated enhanced partnerships with Member States, sport organizations, and UN bodies. This is epitomized by the successful completion of the Quality Physical Education Guidelines and the pledges of financial support received from UNESCO's partners for the national roll-outs. The Guidelines and the</p>

### Achievement(s)

associated indicators are also to be used for reducing physical inactivity within the framework of a joint WHO/UNESCO action of the United Nations Inter-Agency Task Force on the Prevention and Control of Non-communicable Diseases. Similar support has been pledged in the fight against the manipulation of sport competitions and in the work with a view to designing tools to monitor the implementation of the Declaration of Berlin of MINEPS V.

In keeping with 194 EX/Decision 9, it was possible to carry out the consultation process for the revision of the International Charter for Physical Education and Sports fully funded by extra-budgetary resources. It was submitted to the 196th session of the Executive Board that recommended it for approval by the 38th session of the General Conference.

Uruguay hosted the second regional follow-up meeting to MINEPS V and a meeting of sport authorities of the Pacific region in Fiji approved concerted action for implementing the commitments contained in the Declaration of Berlin of MINEPS V. Similar meetings in other regions are under negotiation with Ministries and sport stakeholders.

Partnerships were strengthened with the signature of an agreement with the Saudi Club Al Hilal carrying a financial contribution of US\$1.5 Million, as well as with the Dietmar Hopp Foundation (Germany), the International Centre for Sport Security (Qatar) the IOC and Nike that leverage the seed funding from the regular budget and also increase UNESCO's capacity to intervene in areas covered by the Declaration of Berlin and the International Charter.

While the number of States Parties to the **International Convention against Doping in sport** has increased to 182, the real success of the Convention can only be measured by efficiency of the anti-doping policies in Member States. In order to evaluate what works and analyze the main obstacles to an effective national policy in terms of the laws, and actual practice, the 'Policy Project' approved under the Anti-Doping Fund with a view to assessing gaps in five pilot countries is being implemented and its results will be reported to the 5th Conference of Parties in October 2015. UNESCO has joined forces with the World Anti-Doping Agency (WADA) and the Council of Europe in order to design ways of pooling and sharing expertise and resources dedicated to the currently parallel monitoring of the Anti-Doping Code and the two Conventions.

In the area of capacity-building, 44 new projects were approved under the Anti-Doping Fund for a total amount of US\$ 1 Million.

The major challenge to UNESCO to fully play its role as Secretariat of the Convention is the very limited resources, both in terms of staff and operational budget. Currently, no strategic in-country intervention can be undertaken by UNESCO besides limited and short term projects under the Anti-Doping Fund. Fund-raising for national policy design and advice is essential for attaining the objectives stipulated in this Expected Result.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The lack of financial resources and staff capacity	Concentrate on fund-raising and partnerships for in-kind contributions from Member States and sport stakeholders

## Global Priority Africa

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of African Member States that have begun to formulate and/or revise youth policies, with young men and women taking part</p> <p><b>T 2014-2015:</b> 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</p>	Policy-related processes, including youth engagement practices therein, have been supported in 3 countries in Africa (Kenya, Niger, Congo)	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> 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>T 2014-2015:</b> At least 5 of the young men and women trained implement a project designed to promote a culture of peace</p>	<p>UNESCO established 3 networks in 2014 - the "Network of Foundations and Research Institutions for the promotion of a Culture of Peace in Africa" (Yamoussoukro, September 2014); the "Women for a Culture of Peace in Africa", Brussels, March 2014; and the "Youth Network for a Culture of Peace in Africa", Libreville, December 2014. Twenty Youth from this Network participated substantively in UNESCO's conference on "Youth and the Internet: Fighting Radicalization and Extremism", Paris, June 2015</p>	<p align="center">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> 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</p>	<p>7 youth-led projects launched in Africa to engage vulnerable and marginalised youth</p>	<p align="center">High</p>
<p><b>PI:</b> 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>T 2014-2015:</b> 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</p>	<p>Good progress made in involving the civil society in the promotion of the African Youth Charter</p>	<p align="center">High</p>

**Achievement(s)**

Technical backstopping and support for policy review and development are being provided in 4 countries (Kenya, the Republic of Congo, South Sudan and Niger). Projects are ongoing to build youth awareness and skills around civic rights and participation, namely through the use and/or adaptation of the UNESCO training Manual on Democracy, developed in 2011 and piloted in Tunisia following the Arab Spring. Moreover, support has also been provided to youth skills development programme - Student Training on Entrepreneurship Promotion (STEP) – at Kenyatta University, a programme that is being piloted in one of the new counties (Kiambu) in Kenya. Specific platforms for youth civic engagement are being developed, with UNESCO's support, in Kenya, Somalia, South Sudan and Uganda, working in partnership with existing structures, namely National Youth Councils. A regional background document has been prepared framing the role of youth in building a culture of peace in Eastern Africa.

<b>Achievement(s)</b>
<p>On the national front, support has been provided to partners in Uganda to promote peacebuilding among youth through theatre and sports, as well as in South Sudan, to develop a programme on youth and social transformation. In the context of the project "Skills for Life", in South Sudan, the Skills for Life Plus Toolkits have been developed, piloted and finalized, in collaboration with South Sudan Street Children Organization, a local NGO working with Street children. 34 youth have been trained to date in useful skills that will contribute to their health and psychosocial wellbeing. These skills will enable them to contribute productively to their communities. Also, it is anticipated that each teacher trained will reach at least 30 children with the SFL+ curriculum, leading to 1200 children being reached (more than double the 500 children and youth targeted). In Ghana, a programme on youth civic engagement, in partnership with the National Commission on Civic Education was supported and is currently being implemented. In Sierra Leone and Liberia, where youth civic engagement activities were supported during the 36 C/5, a second phase of support was provided to youth organizations (through the Abuja office) engaged in the fight against Ebola, using citizenship education and social mobilization as a vehicle to reach young people who were the most vulnerable during the outbreak of the pandemic. In Cote d'Ivoire, again, through the Abuja office, support was provided to youth organizations to promote electoral education, designed to prevent electoral violence in the country. .</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Maintaining a balance between regional programming obligations and responding to national priorities remains a structural challenge to contend with	To overcome this challenge, strategic choices need to be made in terms of where best to invest programme resources

## Global Priority Gender Equality

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:</b> <b>(1)</b>
ER 1: Level of inclusiveness of public policies assessed through the use of a gender lens	
ER 2: Policies advised on the various effects and impact of social transformations on both women and men	
ER 3: Women's participation in bioethics committees and relevant capacity building activities promoted	
ER 4: The gender equality dimension is duly integrated 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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation</b> <b>of Workplans:(1)</b>
ER 1: Level of inclusiveness of public policies assessed through the use of a gender lens	

(1) Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that</b> <b>target will be</b> <b>attained</b>
<b>PI:</b> Number of inclusive public policies assessed having integrated a gender equality dimension	Policy assessment work taking into account a gender equality dimension initiated in 10 countries from different regions, built on work carried out last biennium.	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
T 2014-2015: 5 policies from different regions		
<b>Achievement(s)</b>		
Gender-sensitive policy making/planning for social inclusion was promoted through workshops in Malaysia, Thailand and Panama. . Several Gender sensitive capacity-building initiatives were undertaken in Lebanon, Palestine, Burkina Faso, Mali, Senegal, Brazil and CIS countries. Community radios on female and male migrants' rights and opportunities were developed in India. Recommendations to end violence against the most disadvantaged women and men, including people with disabilities, were incorporated into China's Family violence draft law. The UNESCO ODI study on the review of UNESCO's field work in social inclusion to be published later this year developed specific recommendations on mainstreaming gender in the UNESCO supported programmes and made the case for the development of specific gender related indicators.		

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Address the data gaps in evidenced based policies for social inclusion	The series of policy roundtables held allowed to discuss this challenge among stakeholders and to produce relevant recommendations in this regard. The collaboration with UIS is key to address it

<b>37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
ER 2: Policies advised on the various effects and impact of social transformations on both women and men	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
PI: Number of gender-responsive policies informed based on data and research T 2014-2015: 5 policies from different regions	Policy assessment work taking into account a gender equality dimension initiated in 5 countries from different regions, built on work carried out last biennium.	Medium
<b>Achievement(s)</b>		
A research project on the analysis of national policies in the field of social inclusion in the Member States of the CIS was implemented, paying particular attention to the social inclusion		

Achievement(s)
of national minorities, focusing on gender equality and women's empowerment. As a continuation of the research project "Underground Sociabilities" in Brazil which integrated gender equality issues as part of the policy recommendations, especially in relation to female headed households, a toolkit to policy makers and stakeholders was produced entitled: "Bottom-up social development in Favelas of Rio de Janeiro". Three follow-up events were organized: one in Rio de Janeiro (July 2015) where the toolkit was launched, in addition to two seminars in London and Paris in November 2014. Within the framework of the World Human Rights Forum held in Marrakesh (Morocco) on 27-30 November 2014, a MOST School training session on "Gender Equality as a Global Priority in UNESCO" was organized . A FIT project was launched in Malaysia, Timor Leste and Cambodia to assist policymakers in developing inclusive public policies that benefit women and men alike.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The need for data disaggregated by sex remain a key challenge as well as the need to take into account the needs of both women and men in public policies	Awareness raising and capacity building for the concerned key actors an decision-makers

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Women's participation in bioethics committees and relevant capacity building activities promoted	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of women participating as active members in national bioethics committees and in bioethics trainings <b>T 2014-2015:</b> At least 30 % women in four national bioethics committees. •At least 30 % women benefitting from capacity-building activities pertaining to bioethics	Awareness was raised and addressed in committees with gender imbalance; most of the committees have a balanced representation.	Medium

Achievement(s)
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 sought when selecting the participants of the ETTC training. As a result, there were 78 women out of 137 beneficiaries (56.9% women), and there were also three women

Achievement(s)
experts as trainers, two of them from the Arab States region. In addition, at the "Training of Trainers" held in February 2015 to increase the number of rostered experts for the ETTC, 10 out of the 19 experts trained were women (52.6% women). For ABC, all the experts were women, coming from Mexico, Canada, Belgium and Austria. Awareness was raised and addressed in committees with gender imbalance; most of the committees have a balanced representation

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
There were no women in the membership of the NBC in Chad	UNESCO sensitized the Committee during its first training, and 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.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of public youth policies including a gender equality dimension <b>T 2014-2015:</b> At least 3 out of the 7 foreseen public policies on youth	Participatory and inclusive policy processes, including a gender equality dimension, supported in 11 countries, both in the context of the NET-MED Youth Project and in the Asia-Pacific region and Africa	High
<b>PI:</b> Improved participation of young women in community building and democratic processes <b>T 2014-2015:</b> At least 40% of the participants in the actions undertaken are young women	At least 40% of the participants in the actions undertaken are young women	High

Achievement(s)
The global framework on youth policy development was finalized through an external peer-review process. 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,

### Achievement(s)

addressing gender differences and 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:

The added-value of NET-MED Youth is to offer capacity building of national stakeholders in terms of participatory and inclusive planning following a human rights-based approach to programming respectful of gender equality, and evidence-informed and holistic management of youth issues.

Concrete examples of gender-mainstreaming into field interventions:

- 7 national youth Working Groups (Morocco, Tunisia, Libya, Jordan, Lebanon, Palestine and Israel) based on gender.
- Capacities of around 100 key youth organizations from the concerned countries have been built, including in terms of knowledge of the legal and political framework related to youth, public policy standards and participation mechanisms and strategic planning (HRBA, RBM, Gender, etc.).
- In Lebanon a study was designed to understand the areas and approaches of actions, led by youth and targeting youth organizations. The questionnaire (in English and Arabic) addresses gender equality through gender specific questions to youth organizations (e.g. proportion of members/volunteers by gender; existence of gender specific programmes/projects, etc.).
- In Israel: a call for proposals targeting Israeli youth organizations has been developed among 100 pre-identified relevant organizations. The balanced gender and geographic representation have been taken into consideration during the selection process.
- Regarding the Activity "Capacity development of youth organizations and concerned stakeholders to develop/review/revise and implement inclusive public policies on youth", all trainings are delivered with respect of gender.
- Contextualized 2-day training on Results Based Management and Human Rights-Based Approach was delivered to 28 young Tunisians (15 young women and 13 young men).
- Regarding the activity "Strengthening South-South and North South interaction and exchange between youth organizations, young journalists, bloggers and citizen journalists", 33 young newsroom reporters from 14 countries, including 10 participants from NET-MED Youth countries (7 women and 3 men), developed multi-media coverage in English, French and Arabic.
- In Morocco and Tunisia, young women and men became involved in the implementation of a media monitoring methodology tailored to the NET-MED Youth project (including

<b>Achievement(s)</b>
<p>indicators relevant to promoting a gender and disability sensitive approach). Taking stock of such methodology, a sub-regional training was also held in Beirut to facilitate discussions and plan follow-up actions among participants from Lebanon, Jordan, Palestine, and Syrians living in Lebanon.</p> <p>Overview of Gender-focused activities</p> <ul style="list-style-type: none"> <li>· In Lebanon, a 3-day workshop was jointly designed and implemented with the British Council (January 2015) to enhance the knowledge and techniques of gender mainstreaming among 22 young people officers from 12 national NGOs working on youth issues or volunteers within the organization, particularly in social cohesion and community development.</li> <li>· In Jordan, three training workshops on Gender Equality were organized in 2014 in collaboration with Princess Basma Youth Resources Centre in Sahab, Jarash and Aqaba and benefit 70 youth (among which 37 are females).</li> </ul> <p>Special consideration is also accorded to promoting gender equality through the gender-sensitive "Manuel d'éducation à la citoyenneté pour les jeunes" in Morocco, in Mauritania and in Egypt, which are being finalized 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.</p> <p>The participation of young women in the 9th UNESCO Youth Forum is particularly encouraged, as will their involvement in the development and roll-out of the action projects as follow-up to the Forum.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>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. .</p>	<p>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</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
ER 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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</p>	<p>- Inclusive Quality Physical Education Policy Guidelines developed, including gender sensitive methodology for implementation, case-study examples and chapter dedicated to equality and inclusion more broadly. - UNESCO currently at planning/inception with four Member-States to revise their policy in line with the Guidelines. Funds have been secured to accompany four more Member-States (to be identified) in the revision of their policy - Indicators to monitor implementation of the QPE Policy Guidelines under development, including sub-set on 'ensuring an inclusive approach to physical education provision' covering inclusive curricula, teacher sensitization and training as well as the use of appropriate facilities and equipment</p>	High
<p><b>PI:</b> Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.</p> <p><b>T 2014-2015:</b> At least 2 projects have improved or initiated the collection and analysis of reliable sex disaggregated data</p>	N/A	Low

Achievement(s)
<p>In line with 37C/Resolution 38 and 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 to assess the implementation of the Declaration of Berlin, including recommendations related to 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 and work is ongoing. In addition to this specific sub-theme, the development of all indicators has been undertaken through a gender-sensitive lens.</p> <p>Also within the follow-up to MINEPS V, the revision of UNESCO's International Charter of Physical Education and Sport has been initiated with due attention paid to gender sensitive</p>

### Achievement(s)

language, including the explicit mention of the right of girls and women to have access to physical education, sport and physical activity.

The Director-General delivered a keynote speech at the Plenary session of 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 in June 2014. ”. The legacy document of this Conference refers, in several chapters, explicitly to the Declaration of Berlin that contains specific commitments 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, grounded on the principles of inclusion (gender-based and persons with disabilities), were launched during the January 2015 meeting of the Intergovernmental Committee for Physical Education and Sport (CIGEPS). The Secretariat is now finalizing the selection of a number of countries to be accompanied by UNESCO and project partners (WHO, UNICEF, UNDP, ICSSPE, EC) in revising policy in line with the publication. The Guidelines document features a dedicated chapter on gender-sensitive policy, as well as specific case-studies and actions which can be taken to overcome gender inequity or related discrimination. The process methodology for policy revision has been developed to ensure gender responsiveness in terms of the participatory mechanisms to be established in each country, advocating for the equal participation of women in the consultation stages.

Initial discussions have been launched with FIFA regarding collaborative research on gender equality, specifically the empowerment of girls and women in and through sport, and how to increase access to sport. The study would directly support the follow-up to MINEPS V cited above.

#### **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

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
Resource limitations (both human and financial) hamper efforts to upscale activities.	Fundraising efforts are underway. For example, funds have been secured to accompany four more Member-States (to be identified) in the revision of their policies.

## Part II.A. Major Programme IV - Culture

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention	
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	
ER 3: Global strategic and forward looking directions developed and applied through the effective implementation of the 1954 Convention (and its two protocols) and multiplier effect achieved	
ER 4: Global strategic and forward looking directions developed and applied through the effective implementation of the 2001 Convention and multiplier effect achieved	
ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue	
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	
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Tangible heritage identified, protected, monitored and sustainably managed by Member States, in particular through the effective implementation of the 1972 Convention	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Governing bodies of the 1972 Convention supported through the effective organization of statutory meetings <b>T 2014-2015:</b> 2 ordinary sessions of the Intergovernmental Committee and 1 session of the General Assembly organized <b>T CAP 2014-2015:</b> 1 extraordinary session of the General Assembly	2 ordinary sessions of the Intergovernmental Committee organized (38th session, Doha, June 2014 and 39th session, Bonn, July 2015). 1 extraordinary session of the General Assembly organized (November 2014) through extrabudgetary funding.	High
<b>PI:</b> Number of World Heritage properties where capacity of staff / stakeholders is enhanced, including in collaboration with category 2 Institutes and centres <b>T 2014-2015:</b> At least 120 sites <b>T CAP 2014-2015:</b> At least 5 additional sites	104	High
<b>PI:</b> Number of States Parties which develop new or revised Tentative Lists and percentage of nomination dossiers conforming to prescribed requirements <b>T 2014-2015:</b> (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 <b>T CAP 2014-2015:</b> (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	(T 1): 45 States Parties revised their Tentative Lists; another 2 submitted their first Tentative List. (T 2): in average, 83% of the nomination dossiers received by 1 February were considered as complete, in conformity with the provisions of the Operational Guidelines. (T 3): in average, 19% of dossiers conforming to prescribed requirements came from underrepresented or non-represented States Parties.	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>prescribed requirements coming from underrepresented or non- represented States Parties</p>		
<p><b>PI:</b> Number of World Heritage properties which contribute to sustainable development <b>T 2014-2015:</b> (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 <b>T CAP 2014-2015:</b> (T 1): At least 2 additional case studies (T 2): At least 3 additional World Heritage properties</p>	<p>(T 1): at least 2 projects by region demonstrate how management of World Heritage properties contributes to sustainable development (9 in Africa, 2 in Arab States, 12 in Asia-Pacific, 2 in Europe, 3 Latin America and the Caribbean). (T 2): projects concerning 41 World Heritage sites in priority regions or countries and linked to sites on the Danger List, conflicts, disasters, tourism management, urbanization and climate change</p>	<p align="center">Medium</p>
<p><b>PI:</b> Number of stakeholders contributing to conservation, thematic priorities and awareness-raising <b>T 2014-2015:</b> (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 <b>T CAP 2014-2015:</b> T 3): 2 regions pilot the integrated heritage education tool developed (in collaboration with ERs 2,3,4 and 6)</p>	<p>(T 1): 5 partnerships concluded or renewed relate to danger sites, communities or youth education. (T 2): 777 young people were engaged at 45 World Heritage sites through the 2014 Heritage Volunteers campaigns</p>	<p align="center">High</p>
<p><b>PI:</b> Number of World Heritage properties where the balanced contribution of women and men to conservation is demonstrated <b>T 2014-2015:</b> At least 6 sites <b>T CAP 2014-2015:</b> 2 additional sites</p>	<p>The balanced contribution of women and men to conservation was demonstrated in 13 World Heritage sites.</p>	<p align="center">High</p>
<p align="center"><b>Achievement(s)</b></p>		
<p>The 38th and 39th sessions of the World Heritage Committee were held, respectively in Doha, Qatar (June 2014) and Bonn, Germany (July 2015). The respective host countries provided excellent logistical conditions for the organization of these sessions and even contributed supplementary costs to the Secretariat. At its 38th session, the World Heritage Committee addressed the recommendations of the Audit of the working methods of the six cultural Conventions, which seek to streamline and</p>		

Achievement(s)
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rationalize various statutory processes and achieve cost efficiency. The meeting of the Chairpersons of the 6 cultural Conventions in Bonn during the 39th session of the World Heritage Committee was also an opportunity to call for their integrated interpretation, implementation and adequate follow-up in order to enhance their synergies and mutual reinforcement. In November 2014, the 1st Extraordinary session of the General Assembly adopted a new model for the conduct of the election of the members of the World Heritage Committee, consisting of 16 fixed seats for elections allocated among the electoral groups, and 5 seats left for an open election. This new model will apply to the elections to be held in November 2015.

104 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. States Parties developed regional and sub-regional capacity-building strategies, based 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 successfully tested in April 2014 and will be followed by a complementary one focused on community engagement in October 2015. Furthermore, the online platform established to facilitate the exchange of solutions and best practices among managers of marine World Heritage is also facilitating twinning arrangements between World Heritage properties.

Since January 2014, 45 States Parties revised their Tentative Lists and another 2 submitted their first Tentative List, with advice from the Secretariat and the Advisory Bodies. During the "Thinking Ahead" follow-up meeting of January 2015, States Parties also collectively proposed that the preparation of Tentative Lists be part of the orientation sessions provided to Committee members.

On average, in 2014-2015 83% of the nomination dossiers received by 1 February were considered as complete, in conformity with the provisions of the *Operational Guidelines*, including 19% from underrepresented or non-represented States Parties. The "Upstream Process", which provides States Parties with assistance by the Advisory Bodies and Secretariat at the early stages of the nomination process, has proved to be very useful to resolve issues arising throughout this process. A part of its success is due to the considerable efforts made by the Advisory Bodies to improve communication and cooperation with States Parties, despite resource constraints; this improvement was acknowledged by the Committee at its 39th session. 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 established an ad hoc working group, which reflected during one year on issues related to conflict of interest, working methods and decision-making processes related to nominations. The mandate of this group was extended by the 39th session of the World Heritage Committee, in particular to pursue the reflection on a possible reduction of the number of nominations evaluated each year, as well on the sustainability of the World Heritage Fund.

Projects at 41 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. With the adoption of the Bonn Declaration and the launching of the Global Coalition at the 39th session of the World Heritage Committee, the States Parties expressed their will to counter the new threat of violent extremism and cultural cleansing. Various ongoing or new projects

Achievement(s)
<p>also enhance the role that women, men, and youth play in World Heritage management and protection, while contributing to sustainable development. 13 World Heritage sites also feature a balanced contribution of women and men to conservation. Various stakeholders contribute to conservation, thematic priorities and awareness-raising, whether as donors or as active participants on the ground. 5 partnerships concluded or renewed since January 2014 relate to danger sites, communities or youth education. Through the 2014 Heritage Volunteers campaign, 777 young people were engaged at 45 World Heritage sites where they carried out both hands-on preventive conservation activities and information sessions on issues related to World Heritage, together with local communities. World Heritage Volunteers 2015 and #Unite4Heritage also launched a common action aiming to encourage young people from the Arab States countries to take part in one of ten selected World Heritage Volunteers Action Camps 2015, at locations around the world.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>The growing number of sites on the World Heritage List (1,031 sites since July 2015) and threats to existing sites, as well as the increasing expectations from States Parties for more dialogue and support in the nomination or conservation of sites, makes it more challenging to meet new demands while maintaining a high quality of work in the absence of additional financial and staff resources. The voluntary contributions received via the sub-accounts of the World Heritage Fund created by the General Assembly of States Parties (Nov. 2013) are insignificant compared with the target of at least USD 1 million per year.</p>	<p>The consultations which took place since the second half of 2014 between the Secretariat and the States Parties about cost saving measures and resource mobilization that could contribute to the sustainability of the Fund will be pursued until 2016 at the request of the 39th session of the World Heritage Committee. States Parties were mobilized to address staffing shortfalls: 3 new secondments were provided to the World Heritage Centre in 2014-2015, namely 2 from Turkey and 1 from Singapore. But further support is required on a lasting basis, especially in the field of natural heritage.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
<p>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</p>	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p>PI: Governing bodies supported through the effective organization of statutory</p>	<p>- 3 statutory meetings effectively organized - Operational Guidelines of the 1970</p>	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>meetings</p> <p><b>T 2014-2015:</b> - 4 Statutory meetings</p> <p><b>T CAP 2014-2015:</b></p>	<p>Convention adopted</p>	
<p><b>PI:</b> Number of successful cases of return and restitution of cultural property considered</p> <p><b>T 2014-2015:</b> - At least two new cases for return or restitution submitted for the ICPRCP or resolved through the good offices of the Secretariat</p> <p><b>T CAP 2014-2015:</b></p>	<p>-Advice to Zambia and Turkey regarding restitution cases to be submitted to the ICPRCP</p>	<p align="center">Medium</p>
<p><b>PI:</b> Number of new States Parties to the 1970 Conventions</p> <p><b>T 2014-2015:</b> - 6 new ratifications</p> <p><b>T CAP 2014-2015:</b></p>	<p>- 4 new ratifications (Bahrain, Chile, Luxembourg and Austria)</p>	<p align="center">High</p>
<p><b>PI:</b> Number of various stakeholders contributing to protection, thematic priorities and awareness raising</p> <p><b>T 2014-2015:</b> - Substantive involvement of both State and non-state stakeholders in at least two major events; - 20 Capacity-building workshops</p> <p><b>T CAP 2014-2015:</b></p>	<p>- 11 workshops and 3 major events (benefiting Arab States, Caribbean, Europe, Asia, Africa, targeting 25 countries) contributing to protection, thematic priorities and awareness raising - 15 awareness-raising and educational activities implemented, targeting over 90 countries.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of experts/participants in human and institutional capacity workshops related to the implementation of the 1970 Convention and to the role of museums by gender</p> <p><b>T 2014-2015:</b> 20% increase in the participation of women</p> <p><b>T CAP 2014-2015:</b> 40% increase in the participation of women</p>	<p>- 10% increase in the participation of women</p>	<p align="center">High</p>
<p><b>PI:</b> Number of reports on the implementation of the 1970 Convention at the national level provided by Parties analyzed and monitored</p> <p><b>T 2014-2015:</b> at least 30 national reports</p> <p><b>T CAP 2014-2015:</b></p>	<p>- 32 reports received as of 15 June</p>	<p align="center">High</p>
<p><b>PI:</b> Social, economic and educational roles of museums as vectors for sustainable</p>	<p>- Funding for high-level forum on museums announced and partnership in</p>	<p align="center">High</p>

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>development and intercultural dialogue promoted and capacities of museum professionals developed.</p> <p><b>T 2014-2015:</b> - 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)</p> <p><b>T CAP 2014-2015:</b></p>	<p>finalization process - Ongoing preparation of the new international legal instrument on the protection and promotion of museums (finalization of the draft text to be submitted for possible adoption at the 38GC; successful category II meeting organized) - 33 training activities implemented (15 in Asia-Pacific, 10 in Europe, and 8 in Arab states) - Development of an implementation plan for the sustainable foundation of AFRICOM - 3 inventories improved (2 in Arab states and 1 in Europe)</p>	
<p align="center"><b>Achievement(s)</b></p>		
<p>1970 CONVENTION AND FIGHT AGAINST THE ILLICIT TRAFFICKING OF CULTURAL PROPERTY</p> <p>1. RATIFICATIONS OF 1970 CONVENTION</p> <ul style="list-style-type: none"> <li>- 4 new ratifications (Bahrain, Chile, Luxembourg and Austria) and assistance in the ratification process to several countries.</li> <li>- Advise several countries in their ratification process: Austria, Botswana, Ethiopia, Ireland, Israel, Latvia, the Philippines, Lao, Timor-Leste, Thailand, Singapore, Monaco, Malta, Namibia, Nepal.</li> <li>- States Parties have been invited by official letter to present their reports on the implementation of the Convention to the Organisation by 25 June 2015 and the 3rd Meeting of States parties also encouraged the timely submission of these reports. As of 15 July 2015, 32 reports have been received by the 1970 Convention Secretariat.</li> </ul> <p>2. STATUTORY MEETINGS</p> <ul style="list-style-type: none"> <li>- Second Session of the Subsidiary Committee to the Meeting of States Parties to the 1970 Convention (30 June – 2 July 2014). This session focused on the discussions related to the preparation of the draft Operational Guidelines for the implementation of the 1970 Convention. Prior to this ordinary session, three sessions of an informal working group were organized. 9 working documents were considered and 6 decisions were adopted.</li> <li>- 19th session of the ICPRCP (1-2 October 2014). This session examined the follow-up to the recommendations adopted by its 22 Members at the 18th session (2012), continued discussions on the case of the Parthenon Marbles, and discussed specific issues as the ‘diplomatic pouch and cultural goods’ and ‘the internet sales of cultural goods’. 9 working documents were considered and 8 decisions and 1 recommendation were adopted.</li> <li>- Third Meeting of States Parties to the 1970 Convention (18 - 20 May 2015). Among the main results of the meeting, States Parties adopted the Operational Guidelines of the</li> </ul>		

### Achievement(s)

Convention and approved the creation of a Fund for the Convention and highlighted the obligation for all States Parties to urgently implement the provisions in paragraphs 15 to 17 of the United Nations Security Council Resolution 2199, in reference to the cultural heritage at risk in Iraq and Syria (see below). 12 working documents were considered and 11 resolutions were adopted.

#### 3. LEGAL ADVICE

The Secretariat provides on a daily basis legal and practical advice on restitution issues and the implementation of the 1970 Convention, particularly regarding claims for return of objects on sale on Internet and in auction houses. The Secretariat has also provides regularly advice regarding restitution cases to be submitted to the ICPRCP and information on alternative means of disputes resolutions (for example, recently, to Turkey and Zambia).

#### 4. DATABASE OF NATIONAL CULTURAL HERITAGE LAWS

- The Database continues to be promoted at different workshops at UNESCO HQ and Field Offices, as well as other UN meetings (UNODC). Its 10th anniversary is under preparation and will be celebrated during the 3rd session of the Subsidiary Committee as well as during the 38th session of the General Conference.

- A quarterly newsletter has been issued since December 2014 to inform the Database users on the recent uploads and promotional activities. There are 1359 subscribers to the Newsletter.

- A Twitter account (@NatlawsDatabase) has been created. 78 followers to the recent activities (updates, uploads...etc.).

- A link from ICRC Database was established to the UNESCO Database of National Cultural Heritage Laws.

- A link to/from SHERLOC knowledge management portal (UNODC) was established (<http://www.unodc.org/cld/index-sherloc.aspx>)

- Links to the Database at internal level have been created:

- World Heritage Centre website ([whc.unesco.org](http://whc.unesco.org))
- Intangible Cultural Heritage website ([www.unesco.org/culture/ich](http://www.unesco.org/culture/ich))
- UNESCO countries' profiles website: (<http://www.unesco.org/new/en/unesco/worldwide/>)

#### Increase in the number of national cultural laws

The number of submissions of national cultural laws has increased. To date, 2765 legislations from 188 countries are published on the UNESCO Database of National Cultural Heritage Laws website.

- In 2014, UNESCO Secretariat has received 149 new/updated cultural laws from 21 countries:

Mali (24), USA (11), Czech Republic (7), Tonga (13), Hungary (31), Ecuador (11), Colombia (3), Belgium (1), Greece (8), Honduras (1), Italy (1), Sint Maarten (3), Bolivia (8), Tunisia (3), Peru (1), Timor-Leste (2), Suriname (6), Niue (1), Lithuania (8), Sweden (6), South Sudan (2).

- Since January 2015, the Database Secretariat has received 87 texts from 15 countries

Achievement(s)
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<p>Algeria (1), Australia (4), Honduras (1), Yemen (1), Brunei Darussalam (1), Andorra (3), Slovakia (2), Panama (55), Saudi Arabia (2), Islamic Republic of Iran (5), Thailand (2), Tanzania (1), Hungary (1), Estonia (4), Switzerland (4).</p>
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#### 5. CAPACITY-BUILDING

The 1970 Convention Secretariat has organized the following capacity-building trainings:

- Introductory UNESCO workshop on the prevention and the fight against illicit trafficking of cultural property in Egypt (Cairo, 31 March – 2 April 2014);
- Second national workshop on capacity-building and raising awareness against the illicit trafficking of cultural objects in Oman (Muscat, 19 – 22 May 2014);
- Building capacities for the fight against the trafficking of cultural property in Haiti (Port-au-Prince, 23-26 June 2014);
- Seminar to combat trafficking in cultural property in Macedonia (Rome, 13 – 17 October 2014).
- UNESCO Sub-regional Symposium for the Fight against Illicit Traffic of Cultural Heritage in South-East Asia (Bangkok, 19-21 November 2014);
- Moving SADC forward by combating the Illicit Trafficking of Cultural and Natural Heritage (Gaborone, 23 – 26 march 2015);
- Regional Workshop to train trainers to combat trafficking in cultural property (Meknés, Morocco, 20-24 April 2015).

Moreover, the Secretariat took part in several meetings, among others:

- 3rd meeting of the UNODC Open-ended intergovernmental expert group on protection against trafficking in cultural property (Vienna, 15-17 January 2014);
- 11th Meeting of the INTERPOL Experts Group (IEG) on Stolen Cultural Property (Lyon, 27-28 February 2014);
- 33rd session of the Enforcement Committee of the World Customs Organization (March 2014);
- 4th international conference of experts on the return of cultural property (China, September 2014);
- 3rd and 4th meetings of the Consulting and Editorial Committees of the ICOM International Observatory on Illicit Traffic in Cultural Goods (Paris, in July and November 2014)
- Training workshop on the Fight against the Illicit Trafficking of Cultural Property (Rome, October 2014)
- International colloquium on the occasion of the 10 years of the implementation of the 1970 Convention in Switzerland (Berne, 2 Juin 2015)
- 12th Meeting of the INTERPOL Expert Group (IEG) on Stolen Cultural Property (Lyon, 18 – 19 June 2015)
- The 29 June 2015 Bonn meeting of the Chairpersons of UNESCO's Culture Conventions which took place as a side event during the 39th session of the World Heritage Committee considered the issue of synergies among different Culture Conventions and, among other things, underlined the need for a renewed political will to support UNESCO's culture conventions as a whole in helping to achieve equitable and sustainable development and peace worldwide. It also encouraged the United Nations to ensure that the protection, safeguarding and understanding of cultural and natural heritage, cultural diversity and creative expression worldwide be recognized as a cross-cutting issue in the interrelated goals of the Post-2015 Development Agenda.

#### 6. EMERGENCY ACTIONS

### Achievement(s)

In response to the threats affecting cultural heritage of countries in conflict situations, the Secretariat responded as quickly as possible. Specific emergency measures, including cooperation with neighboring countries and partner IGOs and NGOs, capacity-building and awareness-raising activities were implemented to combat cultural property trafficking. The Secretariat is also assisting and facilitating to the possible extent restitution processes, seizures and investigation by providing contact, legal advice and information.

#### Syria

- In April 2014, a letter was sent to numerous museums and auction houses around the world alerting about the risk of traffic affecting Syrian cultural heritage.
- In May 2014, a round table on actions taken to combat trafficking in cultural property was convened during the International Expert Meeting “Rallying the international Community to Safeguard Syria’s Cultural Heritage”. The meeting brought together more than 120 experts from 22 countries to share information, devise policies and improve international cooperation during and after the conflict.
- A training activity on the fight against the illicit traffic of Syrian cultural objects took place in Beirut from 10 to 14 November 2014. 35 police and customs officers from Syria and neighbouring countries benefitted from these countries: Iraq Jordan, Lebanon and Turkey. The training was part of the “Emergency Safeguarding of the Syrian Cultural Heritage” project financed by the European Union for a period of three years, with the support of the Flemish Government.
- The ‘Training to protect movable heritage during and after the conflict and protect the museums from looting’ took place in Beirut from 26 to 30 January 2015 in the framework of the same European Union project.
- The “Meeting on Improving Inventories of Built, Movable and Intangible Cultural Heritage” was held from 16 to 18 February 2015 in Beirut (Lebanon), with more than 20 Syrian and international experts specialized in heritage inventories and documentation in attendance.
- A specific website devoted to the safeguarding of Syrian cultural heritage was created, including information on the current situation, as well as national and international initiatives to protect it.

#### Iraq

- In July 2014, a consultation meeting was held at UNESCO Headquarters in Paris on 17 July 2014 to develop an Emergency Response Action Plan to safeguard Iraq’s cultural heritage, including against its illicit trafficking
- In August 2014, a letter was sent to several actors of the art market, museum professionals and both States Parties and non-States parties to the 1970 Convention regarding the need to take emergency measures to protect Iraqi cultural heritage.
- A specific website devoted to the safeguarding of Iraqi cultural heritage was created, including information on the current situation, as well as national and international initiatives to protect it.

#### Joint initiatives in protecting Syrian and Iraqi Cultural Heritage

- The Secretariat supported and actively participated in organizing the UNESCO Conference on “Heritage and Cultural Diversity at Risk in Iraq and Syria” on 3 December 2014 at

Achievement(s)
<p>UNESCO Headquarters.</p> <ul style="list-style-type: none"> <li>- The United Nations Security Council Resolution 2199, adopted on 12 February 2015, explicitly acknowledges that illicit trafficking is among the sources of financing of terrorism and prohibits cross-border trade in Iraqi and Syrian cultural property illegally removed from Iraq since 6 August 1990 and from Syria since 15 March 2011. In order to map out its effective implementation, a Restricted High-Level Meeting was organized on 1 April 2015. With the involvement of the United Nations Sanctions Monitoring Team (UNSMT), INTERPOL, WCO, UNIDROIT, UNODC, ICCROM, ICOMOS, ICOM, IFLA and ICA, a timeline and roadmap were agreed upon for international actions among these partners, as well as the establishment of a network with focal points from each organization to facilitate information exchange. A platform chaired by UNESCO has been established in order to coordinate the joint action of the above organizations. Furthermore, UNESCO sent to Member States a set of proposed indicative guidelines for States to take effective national measures for the implementation of UN Security Council Resolution 2199. As of 30 June 2015, the Secretariat had received 25 reports from States regarding the counter measures taken at national level for the implementation of the Resolution at the national level and was preparing a synthesis report to be sent to the UNSMT .</li> <li>- Weekly factsheets are prepared for ODG regarding illicit trafficking in conflict zones. Furthermore, briefings and notes on this topic are submitted on a regular basis to the DG, ADG and DDIR/HER .</li> <li>- Close cooperation and exchange of information is maintained with INTERPOL and WCO as well as with national experts from the Middle East.</li> </ul> <p><u>Libya</u></p> <ul style="list-style-type: none"> <li>- In November 2014, a letter was sent to all neighboring countries in calling upon national authorities to verify the origin of cultural objects imported into the country and strengthening border controls, launch appropriate police investigations at the local level.</li> <li>- From 13 to 16 June, a training course to strengthen security at museums and sites was organized in Libya, Djerba (Tunisia). The training course to strengthen security and anti-terrorism measures for museums and sites was attended by 20 Libyan professionals from the inspectorates of the Department of Antiquities, site/museum guards and tourist police officers from all Libya.</li> <li>- In close cooperation with INTERPOL and heritage managers, information is regularly disseminated on the Secretariat's dedicated webpage on initiatives and actions taken to combat trafficking of Libyan cultural property.</li> </ul> <p><u>Yemen</u></p> <ul style="list-style-type: none"> <li>- A dedicated webpage on Yemen's cultural property is being developed. The UNESCO Office in Doha and UNESCO HQ are currently organizing a capacity-building workshop for fighting against the illicit trafficking of Yemeni cultural property in Saudi Arabia (15 – 16 July 2015).</li> </ul> <p><b>7. AWARENESS-RAISING AND COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Communication campaign with the Comité Colbert under the slogan 'Committed to heritage and creativity'. Over 300 posters have been placed in the streets of Paris as well as in the 'aéroports de Paris' thanks to a partnership with the company JCDecaux. A press conference was organized on 23 June at the Maison Baccarat in Paris, which was attended by over 50</li> </ul>

### Achievement(s)

journalists. The second phase of this project will focus more explicitly on the fight against illicit trafficking.

- 4 awareness-raising clips on the risks of acquiring illicitly exported cultural property in Africa, the Caribbean, South-East Asia and East Asia, addressed to tourists living in these countries.
- Publication of the magazine “Culture and Development – Stop the Illicit Traffic of Cultural Property” by the UNESCO FO in Havana in cooperation with HQ.
- Media and awareness-raising campaign to combat trafficking in cultural property in South America conducted by the UNESCO field offices in Lima and Montevideo in cooperation with HQ (competition of posters, production of a video-clip and publication of the magazine ‘No robes el pasado’ for children and young people);
- 4 comic strips for children, postcards and a short video for the Maghreb region;
- Publication of the Arabic version of the Compendium “Witnesses to history”;
- Publication of the French version of the Commentary on the 1970 Convention;
- Significant development of the website dedicated to the 1970 Convention;
- 10 web alerts in the event of theft of cultural property were published on the website of the 1970 Convention.
- Numerous articles and interviews were provided to several oral and written medias.

#### Awareness-raising campaign for the protection of Syrian and Iraqi cultural heritage

- Launch of a social media campaign on 3 December 2014 on the dangers of the illicit trafficking in Syrian and Iraqi cultural property. Messages were distributed on UNESCO’s social media networks, and some of the messages were re-posted on the social media platforms of the Louvre. A specific website was created for this awareness-raising campaign.
  
- Production of two 30-second clips (one for Syria and one for Iraq) to alert about the illicit trafficking in Syrian cultural property and the links between this illegal activity and the financing of terrorism.
  
- Support to the social media campaign #unite4heritage, launched on 28 March 2015 by the DG. The campaign aims at mobilizing young people in particular to stand up for the safeguarding of heritage threatened by violent extremism. UNESCO’s has invited its partners in the fight against the illicit trafficking in cultural property to join this initiative.
  
- Agreement with the Prussian Cultural Heritage Foundation (including the Pergamon Museum in Berlin) to strengthen the cooperation in the fight against the illegal trade of artefacts from Iraq and Syria. The agreement focuses on the production of awareness-raising materials for the general public (in the framework of the #UNITE4HERITAGE campaign) as well as on a close collaboration in knowledge sharing and capacity building activities.
  
- UNESCO regularly sends letters during emergency situations to Member States, museum professionals, auction houses and other stakeholders involved in cultural heritage, reminding them of their obligations and urging their utmost vigilance in combatting the illicit traffic of cultural property, particularly in conformity with the international treaties and United Nations

Achievement(s)
<p>Security Council Resolutions</p> <p><u>Collaboration with the art market</u></p> <ul style="list-style-type: none"> <li>- In late December 2014, Christie's agreed to join the above-mentioned social media campaign and included a feature article on their website declaring its support to UNESCO action in the fight against the illicit trafficking in cultural property.</li> <li>- The most representative art-market stakeholders are regularly invited to participate in discussions at statutory meetings and training workshops (Christie's, Sotheby's, Conseil des Ventes Volontaires (Paris), Artcurial, Bonhams, etc.) and consult the Secretariat on a regular basis in trafficking and restitution issues.</li> </ul> <p>8. RESOURCES AND FUND-RAISING</p> <p>During the period 2014 – 2015, the following states have made financial contributions to the 1970 Convention Secretariat: Bahrain, Belgium, Spain, United States, Italy, Monaco, Netherlands, Switzerland, Turkey. Private partners such as the Comité Colbert and public institutions such as the Prussian Cultural Heritage Foundation have also made contributions in kind.</p> <p>ACTION IN FAVOUR OF MUSEUMS</p> <p>The Culture Sector's activities in the field of museums during the reporting period saw steady progress with the following results: Ongoing preparation of the new international legal instrument on the protection and promotion of museums – preparation of the Preliminary Report which was circulated to Member States (September 2014), the draft text of the international Recommendation circulated to Member States (April 2015) and the successful organization of the category II intergovernmental meeting of legal and technical experts (May 2015) in addition to continued efforts in fundraising; 33 activities in the capacity-building of stakeholders in the social, economic and educational roles of museums (15 in Asia-Pacific, 10 in Europe, and 8 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 18th session of the Executive Committee of the International Campaign for the Nubia Museum and the National Museum of Civilization was also successfully held in March 2015, by issuing the new set of recommendations.</p> <p><u>Elaboration of a draft Recommendation on museums and collections</u></p> <p>Elaboration of the draft Recommendation is well under way in cooperation with ICOM and through consultations with Member States and Observers, the intergovernmental category II meeting of experts was successfully organized in May 2015 with the participation of more than 160 experts from more than 70 Member States and 18 observer organizations. This activity was under extrabudgetary funding as requested by the General Conference (to date, contributions have been from Brazil the Czech Republic).</p>

### Achievement(s)

#### High-level forum on museums

A partnership to the value of US\$1 million has been negotiated with the Zhi Zhen Art Museum in Shenzhen, the People's Republic of China, for the creation of the High Level forum on museums, proposed in the approved 37/C5. The Agreement will be signed in July 2015.

#### Operational activities

A total of 33 capacity-building workshops and training sessions were organized under extrabudgetary funding, managed by HQ and FOs, from January 2014 to June 2015 (15 in Asia and the Pacific, 8 in Arab States, 10 in Europe).

- 15 workshops in Asia (including Mekong countries and Mongolia)
- 1 formal and 3 non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people organized (Moscow Office)
- 6 capacity building workshops in Ukraine
- 6 training modules and 2 workshops in Jerusalem

For Africa and LDCs, 9 customized training activities were conducted in Cambodia, Laos and in Africa, where there is continued 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.

Two major operational projects in Jerusalem (Haram al-Sharif) with strong capacity building components are progressing.

#### Inventories

- 3 inventories improved (2 in Arab states and 1 in Europe) and

#### Training materials development

- 1 training material produced for inventorying in local language (1 in Asia)
- New language versions of 'Cultural Heritage Protection Handbooks' series (1 in Europe, 2 in Asia, 1 in development in Iran)
- 1 new language version of the 'Running a Museum' (In Portuguese, in cooperation with the ICOM Brazil)

#### Assistance to Member States

The Museum team has continued to provide regular assistance to Member States in response to specific queries and requests for standards and guidelines in the field of museum management. In particular, actions conducted in Egypt in 2014 (an emergency assessment mission in January, an interagency mission conducted in September 2014, an international conference held in Paris in October 2014, as well as the organization of the 18th Session of the Executive Committee of the National Museum of Egyptian Civilization in March 2015) contributed to increase visibility and networking opportunities for sustainable development of the Egyptian museum sector.

Achievement(s)
<p><u>Outreach initiatives</u></p> <p>The Secretariat participated in major international and academic conferences (Museums and Web, Florence, February 2014, ASEMUS General Conference, October 2014, Internationalization of museums, international colloquium organized in Petit Palais, June 2015)</p> <p>It also regularly updated the dedicated webpage on museums programme, notably creating a new pages on the elaboration of a new international instrument on museums and collections and on 'Museums and Conflict' featuring information on museums threatened in conflict zones.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1970 Convention Progress towards the target/benchmark for the 2014/2017 regarding ratifications, the organization of statutory meetings, technical assistance, capacity-building activities and emergency actions as well as awareness-raising and communication activities is broadly on track. However, there are challenges regarding the number of new cases of cases of return and restitution of cultural property submitted to the ICPRCP. The severe mismatch between the human resources available to the 1970 Convention under the regular programme and the increasing workload and expectations of States Parties was highlighted by the IOS Audit of the Working Methods of the Culture Conventions.</p> <p>Furthermore, there is an urgent need for substantial extra-budgetary funds allowing for a sustainable capacity-building and awareness-raising strategy in the long-term. Museums</p> <p>Although progress towards the target/benchmark concerning museums during the reporting period is on track, the key challenge continues to be how to cope with increasing demands for museum activities against available extrabudgetary funds and human resources.</p>	<p>1970 Convention The Secretariat has been regularly providing technical assistance, including to Zambia and Turkey, for the presentation of new cases to the ICPRCP. The Secretariat also reminds Member States of its role of mediator as well as the role of the ICPRCP in the resolution of disputes regarding the return and restitution of cultural property. Moreover, the Secretariat will start the creation and updating of a database of restitution cases, to contribute to the awareness-raising of Member States of this issue. Regarding human resources, a P1/P2 post is currently under recruitment and a Young Professional Officer is expected to be in post by 1 January 2016. The Government of Turkey seconded an expert for one year from July 2014. Concerning extra-budgetary funds, it is hoped that States Parties will contribute generously to the recently created Fund for the 1970 Convention. The Secretariat also encourages on every suitable occasion Member States, IGOs, NGOs, private partners and other stakeholders to provide financial contributions to address the challenges of the programme. Museums Despite the limited regular programme budget, fundraising for extra-budgetary support has proven successful to meet demands (e.g. Brazilian and Czech Republic contributions of more than 200,000 USD for the Museums Recommendation, announcement of 1 million USD to fund the High-Level Forum on Museums by a Chinese private partner) and continues to support the implementation of the activities.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of statutory meetings organized <b>T 2014-2015:</b> Four statutory meetings were organized; <b>T CAP 2014-2015:</b>	The Ninth Meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict was successfully organized in December 2014. Preparation of the Eleventh Meeting High Contracting Parties to the 1954 Hague Convention, Sixth Meeting of the Parties to the Second Protocol to the Hague Convention, and Tenth Meeting of the Committee is underway. The Meeting of the Bureau took place in May 2015.	High
<b>PI:</b> Number of international or other assistance under the Second Protocol provided <b>T 2014-2015:</b> Two grants <b>T CAP 2014-2015:</b>	No request for international or other category of assistance received. The Committee for the Protection of Cultural Property in the Event of Armed Conflict by its Decision 9.COM 8 invited the State Parties to submit requests for international or other assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict.	Medium
<b>PI:</b> Number of new cultural properties entered on the List of Cultural Property under Enhanced Protection and number of tentative lists submitted <b>T 2014-2015:</b> - Three cultural properties were entered on the List; - 5 tentative lists were submitted <b>T CAP 2014-2015:</b>	No new property was entered in the list. Since January 2014, the Secretariat received 11 requests for granting enhanced protection from the Czech Republic, 2 requests from Nigeria, 1 request from Egypt, and 1 request from Mali. Due to the incompleteness (Czech and Egyptian requests) or for non-compliance with procedural rules of submission (Nigerian and Malian requests), none of the requests were taken into consideration. The Secretariat works closely with above-mentioned States Parties to finalize their request files.	Medium
<b>PI:</b> Number of national capacities reinforced through technical advice <b>T 2014-2015:</b> Thirty advice were provided with regard to national implementation	Such advice was provided at least on 30 occasions. In particular, the Secretariat provided legal advice to the Czech Republic, Nigeria and Egypt with regard to the	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>measures (peacetime preparatory measures, training of specialized personnel, submission of requests for the granting of enhanced protection and international or other assistance, etc.).</p> <p><b>T CAP 2014-2015:</b></p>	<p>requests for the granting of enhanced protection;, technical advice to Mexico concerning the inscription of nine Mexican cultural sites in the International Register of Cultural Property under Special Protection.</p>	
<p><b>PI:</b> Number of awareness-raising activities and trainings</p> <p><b>T 2014-2015:</b> - 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.</p> <p><b>T CAP 2014-2015:</b> - one training tool on the basic principles of the protection of cultural property in the event of armed conflict; - two training activities; - contribution to the integrated cultural heritage education tool.</p>	<p>A number of best practices on different aspects of the national implementation of the Hague Convention and its Protocols were provided through the website. In addition, the experts of Secretariat presented information about 1954 Hague Convention and its two Protocols (1954 and 1999) in a number of awareness-raising and capacity-building activities in Athens (Greece), Cottbus (Germany), Lille (France), Sanremo (Italy). In addition, in Liberia and in Togo, awareness raising activities were organized in May 2015 which sensitized over 60 participants on 1954 hague Convention and its two Protocols.</p>	<p align="center">High</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> Three properties were nominated.</p> <p><b>T CAP 2014-2015:</b></p>	<p>No such property was nominated. The issue of synergies is still being developed.</p>	<p align="center">Low</p>
<p><b>PI:</b> Number of new States Parties to the 1954 (and its two Protocols) Convention</p> <p><b>T 2014-2015:</b> - 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.</p> <p><b>T CAP 2014-2015:</b></p>	<p>Two new State parties to the Second Protocol - Morocco and the South African Republic.</p>	<p align="center">Medium</p>
<p><b>PI:</b> Number of various stakeholders contributing to protection, thematic priorities and awareness-raising</p> <p><b>T 2014-2015:</b> - Substantive involvement of both State and non-State stakeholders in at least two major international events</p>	<p>Two meetings of the platform with the participation of the ICRC and the Blue Shield were organized in March and June 2014 at the initiative of the Chairperson of the Committee in order to establish concrete modalities of co-operation</p>	<p align="center">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of reports on the national implementation of the Hague Convention and its two Protocols <b>T 2014-2015:</b> 0 <b>T CAP 2014-2015:</b></p>	<p>N/A</p>	<p>High</p>

**Achievement(s)**

The Ninth meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict ('the Committee') (18-19 December 2014) was successfully organized and all working documents were prepared and made available. In addition, the Secretariat has organized informal consultations with the Bureau of the Committee in May and September 2014. Preparations for the Eleventh Meeting High Contracting Parties to the 1954 Hague Convention, Sixth Meeting of the Parties to the Second Protocol to the Hague Convention, and Tenth Meeting of the Committee are well underway. To this end the meeting of the Bureau was organized in May 2015.

While the Secretariat has not received any requests for international or other category of assistance to be financed from the Fund for the Protection of Cultural Property in the Event of Armed Conflict ("the Fund"), the Kingdom of Netherlands and New Zealand have made contributions to the Fund for the Protection of Cultural Property in the Event of Armed Conflict - 25,000 Euro and 6,344 Euro, respectively. Thus, assets of the Fund amount to approximately 334,000 USD. The Committee for the Protection of Cultural Property in the Event of Armed Conflict by its Decision 9.COM 8 invited the State Parties to submit requests for international or other assistance from the Fund for the Protection of Cultural Property in the Event of Armed Conflict.

The Secretariat has been working closely with the relevant national authorities of Egypt and the Czech Republic to complete their files for requests for the granting of enhanced protection. In particular, it provided legal advice for the Egyptian and Czech authorities on the national implementation of Chapter IV of the Second Protocol related to penal aspects. Similar assistance has been provided for Nigerian authorities with a view of finalizing their files for submission for the granting of enhanced protection. Finally, the Secretariat provided technical assistance to the Mexican authorities for the completion of the inscription of nine Mexican World Heritage Sites in the International Register of Cultural Property under Special Protection established by the Hague Convention.

The website of the 1954 Hague Convention and its two (1954 and 1999) Protocols and particularly, 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 on legal issues. The Secretariat has been providing, on regular basis, technical and legal advice to a number of UNESCO Member States and, in particular, with regard to the ratification of the 1954 Hague Convention and/or its two (1954 and 1999)

Achievement(s)
<p>Protocols.</p> <p>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 (the United Nations University) on Heritage and Conflict.</p> <p>The principal challenge towards the achievement of the expected result lies in the lack of human and financial resources available to undertake all the activities foreseen, particularly in terms of capacity-building and awareness-raising. The Ninth Meeting of the Committee adopted a decision on the creation of a Special Account for human resources of the Secretariat of the 1954 Hague Convention and its two Protocols. A document on this issue is under preparation for the Sixth Meeting of States Parties (December 2015). Such Special Account will be used to enhance human resources of the Secretariat. Moreover, the Secretariat regularly encourages potential donors to make financial contributions.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Progress towards the target/benchmark for the 2014/2017 for organization of statutory meetings, training activities and providing technical advice is broadly on track. There are challenges in achieving targeted number of new cultural properties entered on the List of Cultural Property under Enhanced Protection, number of targeted ratification of the 1954 Hague Convention and its two Protocols and number of granted international or other categories of assistance under the Second Protocol (for 2014/2015). Challenges are essentially due to the limited financial resources of the Secretariat. Current available resources do not allow the Secretariat to organize awareness-raising activities related to the 1954 Hague Convention and its two Protocols for those Member States not party to the Hague Convention and its two Protocols. Furthermore, there is urgent need for extra-budgetary funds to develop training materials on procedural aspects of the granting of enhanced protection and wider promotion of the Fund for the Protection of Cultural Property in the Event of Armed Conflict.</p>	<p>The Secretariat has been regularly providing technical assistance to Member States and, in particular, to the Czech Republic, Egypt and Nigeria in a view to completing their requests for the granting of enhanced protection. The Secretariat also encourages Member States to provide financial contributions to programme implementation on every suitable occasion. Furthermore, the Sixth Meeting of the Parties to the Second Protocol (December 2015) will consider the establishment of the Special Account for Human Resources of the Secretariat on December, 2015.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: Global strategic and forward looking directions developed and applied thought the effective implementation of the 2001 Convention and multiplier effect achieved	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of statutory meetings <b>T 2014-2015:</b> Three statutory meetings <b>T CAP 2014-2015:</b>	3 statutory meetings held	High
<b>PI:</b> Number of States Parties to the 2001 Convention <b>T 2014-2015:</b> 5 new ratifications <b>T CAP 2014-2015:</b> At least 2 Intergovernmental meetings to promote ratification	5 new ratifications, two intergovernmental meetings held	Medium
<b>PI:</b> Access to UCH increased, number of stakeholders aware and contributing to protection high, youth educated and involved <b>T 2014-2015:</b> Involvement of State and non-State stakeholders increased, capacity higher <b>T CAP 2014-2015:</b> Wide involvement and engagement of all parts of society, wide youth education on UCH, responsible access to UCH increased, high national capacities	Youth education tool developed and used in two trainings organized with increased participation of civil society representatives	High
<b>PI:</b> Effective implementation of the Convention by its States Parties, full harmonization of national laws <b>T 2014-2015:</b> awareness of the implementation obligations increased <b>T CAP 2014-2015:</b> Wide law adaptation, full implementation of the Convention, national capacities built	2 meetings held, several states provided with advice on national legislation	Medium

Achievement(s)
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**Progress Assessment:****A. Performance Indicator 1 and 2 – Statutory Meetings and Ratifications****I. Statutory Meetings**

The organs of the Convention, i.e. the Meeting of States Parties and the Scientific and Technical Advisory Body (STAB), permit the Convention to function and foster cooperation between the States Parties. The Meeting of States Parties takes place once every two years, the meeting of the STAB annually. The STAB also provides assistance to States Parties between sessions upon their request. Thus, in line with these regulations, the 5th **Meeting of the STAB** was organized on 11 June 2014. A result was the recommendation to develop an initiative to identify and designate Best Practices in access to underwater heritage. The fifth **Meeting of States Parties** was organized on 28/29 April 2015, with the result that the Operational Guidelines were adopted, two STAB missions approved and several decisions on Best Practices adopted. The 6th **Meeting of the STAB** was organized on 30 April 2015 and approved the dispatch of two assistance missions, to Madagascar and to Panama. An Exchange day preceded the latter two meetings on 27 April.

The **STAB also assumed its operational work throughout 2014 and 2015**. It was requested by the Meeting of States Parties to respond to the request of the Government of Haiti to evaluate a project concerning the possible discovery of the shipwreck of Columbus' *Santa Maria*. The STAB also provided assistance to Madagascar for the evaluation of the status of historic wrecks of alleged pirate origin in the bay of Sainte Marie, Madagascar. Finally, the STAB evaluated a Spanish galleon site and the collection of its artefacts in Panama. In these contexts, the STAB has demonstrated its capacity to support State Parties in implementing the Convention through advice and technical support.

**II. Ratifications**

States Parties had identified wider ratification of the Convention as a priority. Ratifications have increased with six new States Parties (Bahrain, Belgium, Guyana, Hungary, Madagascar and South Africa ). To achieve this, information meetings, regional and national meetings were organized. The importance and visibility of the Convention was also raised within the international community through a dedicated presentation at the UN in New York and at the Samoa UN meeting on SIDS.

**a. Information Meeting**

An **Information Meeting for Permanent Delegations and Ambassadors** was organized on 10 June 2014 at UNESCO Headquarters and focused on encouraging ratifications and on the role of the STAB to implement the 2001 Convention.

**b. Regional and National Meetings**

A **UNESCO Bahamas Steering Committee Meeting for the GRULAC Region** was organized on 16-18 July 2014 as follow up to the 2013 Lima ministerial meeting by the UNESCO Kingston Field Office in cooperation with HQ and financed by Spain. It was attended by the Prime Minister of Bahamas, several Ministers and official representatives from 16 regional States, as well as international experts. It recommended the increased adoption of the UNESCO Model Law on the Protection of Cultural heritage, based on the 2001 Convention, in the

### Achievement(s)

States of the region, the establishment of a regional database of underwater cultural heritage sites, the establishment of a regional network of organizations and competent authorities, and the organization of a training session on law enforcement and site protection.

A **UN Meeting on Cultural Heritage and Sustainable Development for SIDS** was organized on 21 April 2014 during the inter-sessional meeting in preparation for the Third International Conference on Small Island Developing States at the United Nations in New York by the UNESCO NY Office in cooperation with HQ. It was attended by numerous representatives of SIDS cultural agencies and experts. It highlighted the importance of underwater cultural heritage for SIDS sustainable development, as well as its importance for the ocean environment.

**Third International Conference on Small Island Developing States, Apia, Samoa, 1-4 September 2014:** several events focusing on underwater cultural heritage were organized during this conference, organized by the UNESCO Apia Office in cooperation with HQ. These included a training day, a youth event, a meeting on researching, managing and protecting underwater cultural heritage, and the participation in a high-level panel discussion in conjunction with the Heads of State of Tuvalu and of Palau, as well as the Under Secretary-General for Legal Affairs of the UN and the Vice-President of the World Bank. These events were attended by representatives from SIDS governments, experts and NGOs. They highlighted the importance of underwater cultural heritage for SIDS, increased local capacities for research, and promoted future partnerships for the region. A **new Pacific Region task group** on underwater cultural heritage was created. In addition, the Secretariat of the 2001 Convention provided support to several activities during the International Year of SIDS in 2014.

A **UNESCO Regional Meeting for the East Southern Mediterranean** was organized on 30 September – 1 October 2014 in Zadar, Croatia by the regional Centre for underwater archaeology (category 2 centre), the UNESCO Venice Office and HQ and financed by Italy. It was attended by representatives of 14 States. Topics included the 2001 Convention, legal protection for heritage, public access and regional initiatives. Results were the **proposal to create a regional task force** to intervene on underwater heritage sites, and the decision to more strongly enable public access to underwater heritage.

A **Uruguay national meeting** on the 2001 Convention was organized in Montevideo, Uruguay in July, 2014 by the UNESCO Montevideo office in cooperation with HQ and financed by Spain.

A **Regional Meeting for Africa** was organized close to the Ngomeni shipwreck site in Kenya. Topics included the 2001 Convention, legal protection for heritage, public access and regional initiatives. It led to the creation of an Africa Regional Committee for UCH.

#### c. Participation in Events

The 2001 Convention Secretariat presented the 2001 Convention in the following events:

**High Level EU Meeting on Tourism, Athens**, 10-11 March 2014, which was attended by Ministers of Tourism of the EU States and Director-Generals of the EU Commission. Results

### Achievement(s)

included increased awareness of the 2001 Convention, increased cooperation with the EU, connections with the boating industry, thereby generating potential for future partnerships.

**German Foreign Affairs Ministry Workshop** on the 2001 Convention, which took place in Berlin on 22-23 September 2014. This meeting gathered regional and national officials and served to prepare the ratification of the Convention by Germany.

**China National Meeting, Ningbo** - The meeting gathered Chinese and international experts. It accompanied the opening of a new underwater cultural heritage museum and heritage base.

#### **B. Performance Indicator 3 – Awareness-Raising, Education, Scientific Support**

To achieve wider acceptance of the Convention and support in the public to protect underwater cultural heritage, awareness-raising and education initiatives were undertaken. This notably included outreach to the scientific community to foster the acceptance of best standards in the protection and conservation of heritage and fostering heritage access for the public. The actions taken were wide-spread, ranging from iPad applications for children, a teacher manual, scientific conferences and publications and the production of heritage illumination artworks.

#### **I. Public Events**

Awareness-raising activities focused on achieving a direct involvement of the public through showing and promoting heritage in public spaces.

In implementation of the decision of the Meeting of States Parties (Resolution 4/MSP 4 paragraph 14), a major **Scientific Conference and a Commemoration Event** were organized in Bruges, Belgium (26-28 June 2014) on the occasion of the Centenary of the First World War and with financial and logistical support from the Government of Flanders, Belgium. Public outreach included:

- a large public **City Illumination** highlighting WWI underwater cultural heritage was thus organized in Bruges in June 2014, and was attended by thousands of visitors,
- a **A Dive for Peace Day**,
- a **call on vessels** to signal at sea in support of UNESCO's objectives (both 28 June 2014),
- the elaboration of a **teachers' manual** on peace education and underwater cultural heritage.

#### **II. Scientific Community Outreach**

Several scientific events were organized with a view to mobilize the scientific community and encourage it to apply the regulations of the 2001 Convention. In that context, support was extended to a university network, which was supported by the regional Centre for underwater archaeology in Zadar, Croatia (category 2 centre). These events served also to raise public awareness.

### Achievement(s)

#### a. Scientific Conferences

A major **Scientific Conference on underwater cultural heritage from World War I** was organized in Bruges, Belgium (26-28 June 2014) on the occasion of the Centenary of the First World War (see above).

A **Book on Underwater Cultural Heritage from World War I** was elaborated and with the proceedings of the Bruges Conference on this topic.

An **Asia-Pacific Underwater Cultural Heritage Conference** (Honolulu, 12 - 16 May 2014) was co-organized on the occasion of the International Year of SIDS. 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 led a session.

#### b. University Cooperation (UniTwin)

A second **UniTwin Network Meeting** took place in May 2014 in Kemer, Turkey. It was attended by representatives from the network member universities. Results included the addition of new members from Poland, Japan, Cyprus and Germany. During the meeting, the new Training Centre for Underwater Archaeology was inaugurated at Selçuk University. The Centre will serve to organize and conduct training and research activities for the network. The Centre has also recently been equipped with a research vessel (the Selçuk-1), which provides operational capacity for training and research operations. A first international training course was organized and hosted by the Network to African countries in May 2015, in line with Priority Africa.

#### c. Regional Centre (Category II Centre)

The **International Centre for Underwater Archaeology (UNESCO Category II Centre)** located in Zadar, Croatia, has provided support for underwater archaeological research in the region. A new library was opened in the Centre and a **museum** of underwater cultural heritage is under construction in an historic church complex. The Centre was crucial in the organization of the above mentioned regional meeting for South-East Europe. The process for examining the renewal of the Centre is currently underway.

#### C. Performance Indicator 4 - Assistance in the Implementation of Convention and Capacity-Building in that regard

States Parties have underlined that capacity-building is a priority to enable national authorities and heritage professionals to implement the Convention. Unfortunately, due to budget shortfalls and lack of staff resources, only a limited number of actions have been taken and relied entirely on extra-budgetary funding.

#### I. Trainings and Materials

Wide training was already provided over the last years, especially in Asia and in the Latin-American region. Thus, in continuation, a **Second Foundation Course** was co-organized with

<b>Achievement(s)</b>
<p>the Dutch authorities on 17 November – 13 December 2014 in St Eustatius (Caribbean). The course provided training to improve regional capacity in the Caribbean to research, protect and manage underwater cultural heritage. It applied UNESCO materials.</p> <p>A Second Regional Training Course for Africa was organized in Kemer , Turkey and joined 14 States. It was jointly organized with the Unitwin network for underwater archaeology.</p> <p><b>II. Links between underwater heritage and sustainable development</b></p> <p>To illustrate the importance of underwater cultural heritage for development, a new project was initiated by the UNESCO Havana Office focusing on the Cervera fleet wrecks in Cuba, and financed by Spain. This project is a follow-up of the UNESCO study on underwater cultural heritage and development.</p> <p><b>D. Challenges, Corrective Actions and Lessons Learnt</b></p> <p>The main challenge to the effective implementation of the programme remains the lack of financial and human resources, with one professional staff member paid under the regular programme permanently assigned to the Secretariat of the Convention.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>Progress towards the targets and benchmarks for the quadrennium are broadly on track in 2014/15 for fixed statutory meetings, efforts to increase ratifications of the 2001 Convention through awareness raising, regional meetings and scientific conferences within the resources currently available under the regular programme. Challenges persist in terms of resources available for capacity-building activities.</p>	<p>The Secretariat is continuing its efforts to mobilize additional extrabudgetary resources from Member States and the private sector and to obtain staff reinforcement through the secondment of qualified personnel. Results to date are limited but encouraging.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of institutions, research studies, networks and events which contribute to a better knowledge and awareness raising on the slave trade and slavery</p> <p><b>T 2014-2015:</b> At least 10 institutions, 2 research studies, 2 networks and 10 events</p> <p><b>T CAP 2014-2015:</b> US\$ 1.5 million dollars needed to be raised to contribute significantly to the decade for People of African descent</p>	<p>Environ 20 partenaires ont rejoint le réseau international des gestionnaires d'itinéraires de mémoire et participé à la réunion du réseau tenue en Guadeloupe en décembre 2014. Plus de 55 expériences de gestion de sites de mémoire ont été analysées dans le Guide méthodologique pour les professionnels du patrimoine mémoriel. Environ 1500 personnes ont participé à l'évènement spécial pour célébrer le 20ème anniversaire du projet La Route de l'esclave en septembre 2014. L'élaboration de l'ouvrage collectif par les membres du Comité scientifique du projet a réuni une vingtaine de contributions faisant le point sur l'avancée des recherches sur les questions étudiées.</p>	High
<p><b>PI:</b> Number of pedagogic materials based on the General History of Africa developed and used in African schools</p> <p><b>T 2014-2015:</b> 3 curriculum outlines, 3 teachers'guides and 3 text books for primary and secondary schools developed and used in African countries</p> <p><b>T CAP 2014-2015:</b> Additional extrabudgetary funds of US\$ 4 millions are necessary to elaborate, publish and disseminate these pedagogic materials</p>	<p>Les 3 contenus pédagogiques - esquisses curriculaires, manuels et guides des enseignants - élaborés pour les niveaux primaire et secondaire ont été revus par les pairs et validés par le Comité scientifique en mai 2015.</p>	High
<p><b>PI:</b> Number of chapters of the volumes IX drafted and validated by the Scientific Committee</p> <p><b>T 2014-2015:</b> at least 100 chapters</p> <p><b>T CAP 2014-2015:</b> Additional extrabudgetary funds of US\$ 2 million are necessary to develop the additional third book of the volume IX, translate and publish Volume IX into at least 3 more languages (Spanish, Arabic, Kswahili),</p>	<p>La structure en 3 tomes du volume IX de l'HGA a été finalisée. 240 auteurs ont été identifiés pour élaborer leurs contributions aux différents chapitres du volume.</p>	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> Number of partners who promote the contribution of Arab and Islamic world to the general progress of humanity</p> <p><b>T 2014-2015:</b> at least 40</p> <p><b>T CAP 2014-2015:</b> Additional extrabudgetary funds of US\$ 700 000 are needed to translate the volumes of the Different Aspects of Islamic Culture into other languages</p>	<p>Les derniers volumes de la collection Les différents aspects de la culture islamiques (Volume I et Volume VI) ont été finalisés. et transmis à l'imprimeur pour leur publication pour septembre 2015.</p>	<p>Medium</p>
<p><b>PI:</b> Number of partners who join the Network of Silk Roads Online Platform and promote knowledge on the Silk Roads</p> <p><b>T 2014-2015:</b> at least 20</p> <p><b>T CAP 2014-2015:</b> Additional extrabudgetary funds of US\$ 500 000 are needed to enrich the content of the Silk Road Online Platform</p>	<p>24 points focaux ont été désignés par les Etats situés le long de la Route de la soie pour rejoindre le Réseau international établi pour nourrir la Plateforme en ligne de la Route de la soie. La première réunion des membres de ce réseau a été organisée à X'ian en Chine en mai 2015 pour discuter de son fonctionnement et définir un plan d'action pour les 3 années à venir.</p>	<p>High</p>
<p><b>PI:</b> Number partners involved in the cross reading of the General and Regional Histories for the purpose of intercultural dialogue and education</p> <p><b>T 2014-2015:</b> 20</p> <p><b>T CAP 2014-2015:</b> Additional extrabudgetary funds of US\$ 700 000 are needed to develop various types of pedagogic materials based on the cross reading of the General and Regional Histories</p>	<p>Plusieurs partenaires ont été consultés en vue de la préparation d'une conférence internationale qui réunira 30 experts pour discuter des enjeux d'une lecture croisée des différentes Histoires de l'UNESCO fin 2015 ou début 2016, si les fonds nécessaires seront disponibles.</p>	<p>High</p>

#### Achievement(s)

Malgré les incertitudes sur le financement des activités du Résultat escompté 5 dont la plupart sont financées par des fonds extrabudgétaires, leur mise en œuvre a bien progressé au cours de 2014 et 2015, notamment dans les domaines suivants:

##### Projet La Route de l'esclave

Toute l'expérience acquise dans les actions en faveur de l'inventaire, de la préservation et de la promotion des sites et lieux de mémoire liés à la traite et l'esclavage a abouti à l'élaboration d'un Guide méthodologique pour les gestionnaires des itinéraires de mémoire pour mettre à disposition les bonnes pratiques dans ce domaine, à la mise en place d'un label "Site associé à la Route de l'esclave" pour encourager les pays à mettre en place des itinéraires de mémoire opérationnels, à la création d'un Réseau international des professionnels du patrimoine mémoriel et la mise en place d'un site internet pour faire mieux connaître les itinéraires de mémoires existants et les collections des musées dédiés à cette question.

### Achievement(s)

En raison de ses objectifs et des accomplissements, le projet La Route de l'esclave a été fréquemment sollicité par les différents partenaires (Haut-Commissariat des Nations-Unies aux droits de l'Homme, Départements de l'information du public des Nations-Unies, gouvernements, ONG etc) pour contribuer à la préparation et au lancement de la Décennie internationale des personnes d'ascendance africaine (2015-2024) proclamée par l'Assemblée générale des Nations-Unies. Outre la participation à différentes rencontres et réflexions sur la définition du programme d'activités pour la Décennie, un Agenda décennal de la Décennie (2015-2024) donnant des informations pertinentes sur l'histoire et les legs de l'esclavage et notamment sur les importantes dates historiques relatives aux personnes d'ascendance africaine a été élaboré et sera publié en différentes langues (français, anglais, portugais, espagnol), en partenariat avec le Haut-Commissariat aux droits de l'Homme.

Le 20ème anniversaire du projet a été célébré dans différents pays ( Costa Rica, France, Maroc, Japon, Indonésie, Congo, Cameroun, Etats-Unis, Cap vert, Kenya, Cuba, Uruguay, Paraguay, Mexique) à travers diverses activités comme des rencontres académiques, des manifestations culturelles, des commémorations, des expositions etc. L'évènement spécial organisé au Siège de l'UNESCO qui a réuni plus de 1500 personnes a permis de mettre en exergue les accomplissements du projet mais aussi ses perspectives dans le nouveau contexte international et dans le cadre de deux décennies : celle des Personnes d'ascendance africaine (2015-2024) et celle du Rapprochement des cultures (2013-2022).

La réunion du Comité scientifique du projet tenue à Mexico en novembre 2014 a examiné la proposition de changement de nom du projet afin de répondre à l'évolution des mentalités et de la réflexion sur la question de l'esclavage mais aussi de faire des propositions pour renforcer l'impact du projet, le partenariat et la mobilisation des fonds extrabudgétaires.

#### Histoire générale de l'Afrique

Les contenus pédagogiques élaborés pour les différents groupes d'âge du primaire et secondaire (esquisses curriculaires, guides d'enseignant, manuels pour les élèves) ont été revus par les pairs issus des différentes sous-régions de l'Afrique. Ils ont été examinés et validés par le Comité scientifique du projet lors d'une réunion tenue à Khartoum et Marawi en mai 2015. Cette validation constitue une étape décisive dans la mise en œuvre du projet car elle consacre 4 années de travail des équipes de rédaction et aboutit à la finalisation de matériels pédagogiques qui se proposent de répondre aux attentes des pays africains qui ont sollicité l'UNESCO pour l'utilisation pédagogique de l'HGA, aux objectifs de l'Union africain et aux exigences de l'intégration régionale. Ces matériels seront officiellement transmis par l'UNESCO aux Ministères de l'éducation pour leur validation par les décideurs politiques et leur intégration dans les programmes scolaires des pays africains, conformément aux engagements pris à cette fin.

La préparation du volume IX de l'HGA progresse bien. La 3ème réunion du comité scientifique a été organisée à San Carlos, Brésil, en août 2014, pour finaliser la structure du volume en trois tomes, arrêter les différents chapitres et définir les orientations conceptuelles et épistémologiques nécessaires pour les contributeurs en vue de restituer la complexité du concept d'Africanité globale qui a été introduit comme fil conducteur de ce volume. Les auteurs des chapitres ont été identifiés et pour la plupart contactés pour commencer le travail sur leur contribution. Il est prévu qu'au moins 30% des contributions puissent être validées par le Comité scientifique du volume IX lors de sa prochaine réunion en décembre 2015 ou janvier 2016.

### Achievement(s)

#### Lecture croisée des Histoires générales et régionales

La lecture croisée des Histoires publiées par l'UNESCO pour mieux comprendre les héritages communs de l'humanité, les processus et les modalités du dialogue interculturel à travers des exemples concrets dans l'histoire humaine s'avère plus que jamais nécessaire. A cette fin, des consultations ont été menées avec différents partenaires pour l'organisation d'une conférence internationale qui réunira environ 30 experts pour débattre des enjeux de cette lecture croisée et de sa portée pédagogique. Cette conférence devrait se tenir fin 2015 ou début 2016 si les fonds extrabudgétaires nécessaires étaient identifiés. Une conférence sur les héritages partagés en Asie du Sud a été organisée en septembre 2014 pour poursuivre le travail de réflexion sur les conditions pour une réconciliation des récits nationaux, et notamment l'élaboration des matériels didactiques et pédagogiques pour y contribuer.

#### Collection « Les différents aspects de la culture islamique »

La préparation et la publication des deux derniers volumes (Volume I intitulé « The Foundations of Islam » et Volume VI intitulé « Islam in the World today »), ont bien progressé. Les manuscrits des deux volumes ont été finalisés, y compris la rédaction de l'introduction et de l'épilogue de chacun des deux volumes. Les contrats des directeurs des deux volumes ont été établis, et l'imprimerie Dergham a été sélectionnée pour la publication des deux volumes selon le calendrier de production qui a été fixé pour fin septembre 2015. La publication de ces volumes constituera une contribution significative au débat actuel sur le dialogue interculturel et en particulier sur l'islam en explorant des problématiques importantes telles que les fondations de l'islam et la présence des musulmans dans le monde aujourd'hui.

#### Plateforme en ligne de la Route de la soie

Le contenu et la structure de la Plateforme en ligne de la Route de la soie ont été enrichis avec les versions en russe et en arabe du site mais aussi avec l'intégration de nouvelles rubriques. L'intérêt grandissant exprimé par les Etats membres mais aussi d'autres partenaires du secteur privé pour ce projet qui contribue significativement à la Décennie du rapprochement des cultures (2013-2022) a facilité la mise en place d'un réseau international de points focaux pour la Route de la soie. Vingt-cinq pays ont déjà désigné un point focal pour contribuer aux activités de la plateforme en ligne. Grace aux fonds extrabudgétaires mobilisés, notamment auprès de la société chinoise Tang West, le réseau a tenu sa première réunion à X'ian en Chine en mai 2015 pour échanger sur les activités liées à la Route de la soie dans les pays représentés, débattre des modalités de fonctionnement du réseau et d'un plan d'action pour les 3 années à venir. Un comité provisoire de coordination a été mis en place pour assurer le suivi à cette fin.

#### Prix UNESCO-Sharjah pour la culture arabe

La 12ème Edition s'est tenue avec succès en mai 2014, avec deux nouveaux lauréats désignés parmi une trentaine de candidature. A cette occasion une exposition de photos sur le monde arabe accompagnée de textes littéraires d'auteurs arabes a été présentée. Suite aux recommandations du rapport de l'IOS sur les Prix, une évaluation interne du prix UNESCO-Sharjah a été menée et présentée à la 195ème session du Conseil exécutif en octobre 2014. Les statuts et les régulations financières amendés du Prix ont été adoptés par le Conseil, et le Prix reconduit pour une durée de six ans avec le soutien du donateur pour assurer la continuité de ce Prix et sa plus grande visibilité. Les préparatifs pour la 13ème Edition du Prix ont commencé en mars 2015 et une plateforme en ligne a été créée pour faciliter la réception et la gestion des dossiers de candidature. Pour améliorer la visibilité du Prix, un

<b>Achievement(s)</b>
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évènement de promotion a été organisé à Rome, en mai 2015.
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### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Les défis et risques rencontrés dans la mise en œuvre de certaines activités sont de deux ordres : 1) Mis à part le projet La Route de l'esclave qui a bénéficié de fonds limités du programme régulier, toutes les activités des autres programmes sont réalisées grâce à des fonds extrabudgétaires. Or, l'insuffisance des fonds mobilisés pour réaliser toutes les activités prévues, notamment dans le cadre de l'Histoire générale de l'Afrique, pose un véritable défi pour la poursuite de ce programme appelé à jouer un rôle important dans le contexte de la priorité globale Afrique et des attentes des Etats membres. Cette situation fait peser d'importances incertitudes, y compris sur le personnel temporaire en charge. La situation est devenue plus alarmante pour l'utilisation pédagogique de l'HGA pour laquelle le Secrétariat ne dispose actuellement que de 60,000 USD alors que le projet se trouve à une étape cruciale pour atteindre ses objectifs. Si les fonds nécessaires ne sont pas mobilisés d'ici à décembre 2015, ce projet risque d'être interrompu une nouvelle fois. 2) Les délais impartis pour la finalisation du manuscrit du Volume IX de l'HGA sont très serrés. Il est attendu de rédiger pour fin 2016 ce volume en trois tomes de 800 pages qui implique plus de 240 auteurs. La réussite cela dépendra d'une part de la capacité des auteurs de respecter le calendrier et d'autre part des discussions entre les auteurs et les membres du Comité scientifique du volume IX qui doivent valider les contributions. 3) Le projet La Route de l'esclave ne bénéficie pas du personnel nécessaire au moment où il est fortement sollicité pour contribuer à la Décennie des personnes d'ascendance africaine (2015-2024).</p>	<p>1) Il est essentiel d'identifier les fonds nécessaires pour l'HGA. A cet effet, l'attention des Chefs d'Etats, auxquels la Directrice générale avait adressé un appel, doit être rappelée, et notamment ceux qui avaient répondu positivement (Congo et Quinée équatoriale). Le Secrétariat maintient sa mobilisation et sollicitera à nouveau les Etats, l'Union africaine et la Banque Africaine de Développement, notamment par le biais de son nouveau Président. 2) Le Secrétariat s'efforce d'assurer un suivi strict des auteurs pour que ces derniers respectent les délais impartis et les termes de leur contrat d'auteur. 3) Les moyens nécessaires au renforcement du personnel chargé du projet La Route de l'esclave doivent être identifiés, y compris en facilitant la mise à disposition d'experts nationaux.</p>

## 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Governing bodies of the 2003 Convention exercise sound governance thanks to effective organization of their statutory meetings <b>T 2014-2015:</b> - General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized <b>T CAP 2014-2015:</b>	General Assembly [1], Committee [2] and Advisory Bodies [5] meetings organized	High
<b>PI:</b> Number of supported Member States utilizing strengthened human and institutional resources for intangible cultural heritage and integrating ICH into national policies <b>T 2014-2015:</b> - Policies developed or revised in 24 States and human and institutional resources strengthened in 43 States <b>T CAP 2014-2015:</b> - 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 35 countries and support to strengthening human and institutional resources to 75 countries during the reporting period: 30 countries completed and 55 have ongoing activities (NB 10 countries fall under the category of both, completed and ongoing projects)	High
<b>PI:</b> Percentage of UNESCO-trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture	No data - data gathering mechanism under development	Low

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 10% of UNESCO-trained female cultural professionals then contribute to national-level decision-making processes in the field of culture <b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States <b>T 2014-2015:</b> 100 plans developed and/or implemented <b>T CAP 2014-2015:</b></p>	67 safeguarding plans incorporated in nominations and requests received in 2014, and 65 more plans developed in nominations and requests submitted in 2015	High
<p><b>PI:</b> 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>T 2014-2015:</b> 30 international assistance requests processed and 10 projects implemented 65 nominations processed and one best practice promoted <b>T CAP 2014-2015:</b> 15 additional projects implemented 4 additional best practices promoted</p>	15 international assistance requests submitted; 2 projects implemented; 58 nominations submitted in 2014; 21 international assistance requests received; 1 projects implemented (6 on-going); 58 nominations submitted in 2015; one best practices promoted	Low
<p><b>PI:</b> 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>T 2014-2015:</b> 75 reports, of which 30 address gender issues and describe policies promoting equal access to and participation in cultural life <b>T CAP 2014-2015:</b></p>	27 reports on national implementation and 8 on USL elements submitted by States Parties and examined by the Committee during its ninth session in November 2014; 20 of them address gender issues and describe policies promoting equal access to and participation in cultural life. 25 reports on national implementation and 3 on USL elements submitted by States Parties for the 2015 cycle.	High
<p><b>PI:</b> Number of States Parties to the Convention increased <b>T 2014-2015:</b> 10 new ratifications; of which 2 from Africa <b>T CAP 2014-2015:</b></p>	5 new ratifications (Bahrain, Myanmar, Bahamas, Kuwait and Marshall Islands), none from Africa	Low

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery</p> <p><b>T 2014-2015:</b> 22 NGOs accredited; 40 renewed 3 category 2 centres fully contributing to supporting UNESCO's programme for effective implementation of the 2003 Convention</p> <p><b>T CAP 2014-2015:</b></p>	<p>22 NGOs accredited; renewal process underway for 97; category 2 centres not yet contributing fully to UNESCO's programme</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> Number of stakeholders involved in the implementation of the Convention contributing information to the knowledge-management system</p> <p><b>T 2014-2015:</b> At least 400 stakeholders contributing 150 new pages dedicated to capacity-building and policy benchmarking</p> <p><b>T CAP 2014-2015:</b> 50 additional new pages dedicated to capacity-building and policy benchmarking</p>	<p>265 stakeholders contributing information to the system 76 new pages related to capacity-building and benchmarking</p>	<p style="text-align: center;">Low</p>

#### Achievement(s)

This biennium was marked so far by the fifth session of the General Assembly of the States Parties to the Convention and the ninth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage as well as for the preparation of the tenth session of that Committee. For the **General Assembly**, 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 - notably, the creation of a new hybrid 'Evaluation Body' (numbering six experts representing States Parties to the Convention non-members of the Committee and six NGO representatives) whose task it will be to examine all nominations, proposals and requests to the Convention's mechanisms for international cooperation.

The **ninth session of the Committee** was the largest ever, with more than 1070 delegates from 138 countries. The Committee welcomed the significant progress made in the implementation of the Convention, as well as expressed its appreciation of the overall strategy of capacity building set up by UNESCO to support States and communities in their safeguarding efforts. The first Evaluation Body was constituted. The Committee also examined draft provisions of the Operational Directives concerning safeguarding intangible cultural heritage and sustainable development at the national level, and approved revisions of the Directives concerning periodic reporting, for adoption by the sixth session of the General Assembly. Twenty-seven reports on the national implementation of the Convention, as well as eight reports on elements inscribed on the Urgent Safeguarding List were examined. Three elements were inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding and 34 elements on the Representative List of the Intangible Cultural Heritage of Humanity. Seven of the 163 States Parties (as at 15 July 2015) had their first inscriptions on that List this year, including two African States.

Achievement(s)
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The preparation is well underway for the **tenth session of the Committee** which will take place for the third time in Africa (Windhoek, Namibia). During the first six months of 2015, the newly established Evaluation Body was convened on two occasions and the members of the Body debated each of the 45 nominations for inscription on the Lists and international assistance requests.

Following a one-day meeting organized in 2014 at UNESCO Headquarters, the third annual meeting of **category 2 centres** in the field of intangible cultural heritage was organized in 2015 hosted by the Chinese Centre in Guiyang, China. Both occasions were a good opportunity to take stock of the recent developments in the life of the Convention and the larger trends underway at UNESCO concerning category 2 centres and to facilitate joint efforts for the integration of the Organization's medium-term strategy (37 C/4) and programme and budget (37 C/5) into the medium-term and short-term planning of the respective centres. The evaluation and renewal process of one centre was completed, a second is well underway and two others are starting this process.

Work was undertaken in 75 countries to implement the **global capacity-building strategy**. Of this total number, projects in 55 countries are in the implementation phase (of which 23 in Africa) and 30 have completed a project (of which 7 in Africa). 10 of the countries that have completed projects and are now benefitting from a second phase. Three additional projects are under preparation. The Secretariat advanced the establishment of a follow-up and evaluation mechanism for capacity-building activities to gather data about their effectiveness. It developed a draft framework and indicators, which was discussed at a workshop from 1 to 3 June 2015 at Headquarters, bringing together key constituents: facilitators, national counterparts (including National Commissions), UNESCO Field Office colleagues, members of the Intangible Cultural Heritage Section and an evaluation expert. The framework is now under revision to integrate the workshop results. A review meeting brought together seven facilitators from the Arab States region; four field office colleagues and three HQ colleagues, while a second review meeting for Europe and Central Asia brought together eight facilitators, seven FO colleagues and two HQ staff. Work continues apace on the ongoing updating and revision of curriculum materials in five languages and the development of new modules for safeguarding, sustainable development, International Assistance requests and gender in order to ensure that that capacity-building programme responds to the major implementation challenges at the national level. Notably, the Secretariat developed, tested and peer reviewed the comprehensive materials for a five-day workshop on safeguarding plans and is currently testing the new training materials for gender. The capacity-building focus on providing policy support to Member States is being strengthened. A new capacity-building format was developed through a workshop on policy advice and a comprehensive guidance note is now available for colleagues and consultant experts charged with providing advice. Training materials for national counterparts on policy development in the field of intangible cultural heritage are under development. 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 considered as crucial to support this process.

Overall, progress towards the targets and benchmarks for the biennium and quadrennium is now on track. The fixed statutory landmarks on the calendar (General Assembly, evaluation bodies, Committee) continues to take precedence over some of the longer-term efforts, such as the strengthening of the capacity-building programme and the development of a stronger and more comprehensive monitoring mechanism that would permit the qualitative and quantitative evaluation of the effectiveness, both short-term and longer-term, of the capacity-

Achievement(s)
building programme.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The greatest challenge to the effective implementation of the Convention remains - as has been the case for several biennia - the severe mismatch between available resources under the Regular Programme and the steady increase in workload and expectations on the part of States Parties, as highlighted in the IOS Audit of Working Methods of the Culture Conventions.	The Intangible Cultural Heritage Section continues to mobilize support from Member States (both financial and in-kind) to compensate partially for the staffing shortfalls. A new expert seconded by China was fully integrated into the Convention team during the first semester of 2014. A regional officer for the Arab States (supported by the Abu Dhabi Tourism and Culture Authority FIT) began work in December 2014, another regional officer for Eastern Europe joined in February 2015 (financed by the Sub-Fund of the Intangible Cultural Heritage Fund) and a third regional officer for Western Europe and North America (seconded from Japan) started in March 2015. A full-time materials production coordinator joined the capacity-building team in February 2015 (supported by the funds made available to the Secretariat under the Intangible Cultural Heritage Fund for strengthening the capacity-building programme); One secondee (from Japan) and One associate expert (from Spain) completed their assignments in July and October, respectively.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Governing bodies of the 2005 Convention exercise sound governance through	1 CoP 1 IGC	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>the effective organization of statutory meetings</p> <p><b>T 2014-2015:</b> Conference of Parties [1] and Intergovernmental Committee [2] organized.</p> <p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> National policies and measures introduced and human and institutional resources strengthened to promote the diversity of cultural expressions, including cultural goods, services and activities</p> <p><b>T 2014-2015:</b> Policies and measures developed or revised and human and institutional resources strengthened in 10 States</p> <p><b>T CAP 2014-2015:</b> Policies and measures developed or revised and human and institutional resources strengthened in additional 20 States</p>	<p>Four countries received in-country technical assistance and nine countries received remote assistance</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> International assistance requests submitted, processed and projects effectively implemented and monitored (IFCD)</p> <p><b>T 2014-2015:</b> 200 international assistance requests processed and 50 projects implemented and monitored.</p> <p><b>T CAP 2014-2015:</b> 200 international assistance requests processed and 60 projects implemented and monitored.</p>	<p>262 international assistance requests processed, 46 projects implemented fully and 32 ongoing projects monitored</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>12 reports submitted 13 best practises collected, 0 addressing women</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> Number of Parties to the Convention increased</p>	<p>5 new parties</p>	<p style="text-align: center;">Medium</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 7 new Parties <b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of stakeholders involved in the implementation of the Convention contributing to information to the knowledge-management system <b>T 2014-2015:</b> 40 stakeholders contributing 50 pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies <b>T CAP 2014-2015:</b> 40 additional stakeholders contributing 50 additional pages dedicated to provide knowledge to support capacity-building activities including policy making actions, tools and methodologies</p>	<p>46 new pages developed. 8 stakeholders contributing to knowledge management through the preparation of new training modules for use in training exercises.</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> Number of organizations within and outside the United Nations system, civil society, and the private sector contributing to programme delivery <b>T 2014-2015:</b> Two formal partnerships established or renewed 10 civil society organisations participate in the governance mechanisms of the Convention. <b>T CAP 2014-2015:</b> Five new formal partnerships established 20 additional civil society organisations participate in the governance mechanisms of the Convention.</p>	<p>1 partnership established. 1 category 2 centre contributing to the implementation of the Convention. 23 civil society organisations participated in the governance mechanisms of the Convention.</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> Cities in industrialized and developing countries collaborate to enhance creativity and creative economies <b>T 2014-2015:</b> - 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). <b>T CAP 2014-2015:</b> 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.</p>	<p>28 new cities, including 1 new city from Africa, designated in December, including the cities of Dakar (Senegal), Jacmel (Haiti), and Pekalongan (Indonesia) from underrepresented regions. 3 joint network activities conducted: - 2 Annual Meetings of the UNESCO Creative Cities Network (Chengdu, China, September 2014, Kanazawa, Japan May 2015), which took decisions on the management and future of the Network; -International Conference on Creative Design for Sustainable Development (Paris, UNESCO HQ, March 2014) with representatives of the Creative Cities of Design, experts in city planning as well as policy-makers, renown architects, and private sector contributors; -International Summit of Creative Cities of Gastronomy held in Chengdu (China, September 2014) to</p>	<p style="text-align: center;">High</p>

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
	exchange experiences and build partnerships associating the public and private sectors. 1 International Conference on Digital Books and Future Technologies (Shenzhen, China) held in November 2014.	
<p><b>PI:</b> Creativity, arts and design used as tool for sustainable development, especially in developing countries</p> <p><b>T 2014-2015:</b> - 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).</p> <p><b>T CAP 2014-2015:</b> - 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</p>	Call for funding requests launched in 2014 and 2015. IFPC Administrative Council approved co-financing for 8 projects in Februaruy 2015, including 6 in developing countries (Peru, Argentina, Ethiopia, Uganda, South Africa, Pakistan, Portugal, UK). Aschberg Bursaries and partnership agreements were suspended in August 2014 due to lack of visible impact of the current programme. The programme is currently under review and will be redesigned based on C/5 priorities.	Medium
<p><b>PI:</b> Young people's capacities for cultural expression and creativity, dialogue and social cohesion strengthened through the arts</p> <p><b>T 2014-2015:</b> - preparations for the Third World Conference on arts education achieved with extrabudgetary funds</p> <p><b>T CAP 2014-2015:</b></p>	No extra-budgetary funds raised for this activity.	Low

**Achievement(s)**

The following **activities and results** have been achieved by 30 June 2015:

- ratification of 5 new Parties to the Convention bringing to overall total up to 139 Parties.

- launch of the fifth and sixth calls for international assistance to the International Fund for Cultural Diversity including a new online platform for submission, the preparation of new project documentaries and electronic newsletters to help raise visibility of the IFCD, finalisation of phase one and first activities to implement phase two of the IFCD fundraising strategy including the creation of a new dataase of potential private sector partners.

Achievement(s)
<p>- the preparation of the eighth ordinary session of the Intergovernmental Committee and the fifth ordinary session of the Conference of Parties, including the organisation of two extraordinary exchange sessions on key themes established as priority by the governing bodies namely: preferential treatment, trade and culture; the impact of new technologies on the diversity of cultural expressions. The 5 CoP - with 27 working and information documents took place within three days and the 8IGC - with 24 documents - took place within a reduced timeframe of three instead of five days, examining 24 working and information documents. This included the approval of revised guidelines and framework for periodic reports, studying the impact of the implementation of Articles 16 and 21, etc. A consolidated report of the results of the three 'satisfaction surveys' was presented to the 5 CoP and a fourth survey was distributed.</p> <p>- completion of the EU-funded Technical Assistance programme and organisation of High Level event in Brussels with the Director General and the European Commissioner for International Cooperation and Development in June 2015. Expansion of Expert Facility from 30 to 43 members with greater geographic representation and expertise in additional fields. Training of trainers workshop took place in Casablanca with experts and Field Office colleagues in May 2015. Continued progress on three training modules with members of the Expert Facility (around 300 pages each with power point presentations, group exercises, handouts etc)</p> <p>- completion of the Culture for Development Indicators programme includes the publication of key data, a methodology manual and online platform, training of technicians in 13 countries.</p> <p>- design and production of the first global monitoring report on measures to implement the Convention at the country level undertaken with a group of international experts and in partnership with the Hertie School of Governance (to be published in December 2015). This includes the design of a results-based framework to determine overall policy impact of the Convention.</p> <p>- finalisation of 20 new case studies of bilateral and multilateral agreements that reference the Convention and design of a new database to house these first cases.</p> <p>- finalisation of the new Convention information kit to be distributed in multiple languages.</p> <p>- continued implementation of IOS recommendations on the IFCD and on the implementation of the Convention</p> <p>The Section for the Diversity of Cultural Expression continues to monitor the implementation of the 1980 Recommendation on the Status of the Artist with the preparation of a global survey among Member States and Non-Governmental Organisations in October 2014 and of a report to the 197th session of the Executive Board. Professionals in the Section were actively engaged in Sector priority activities such as the organisation of the World Forum on the Cultural and Creative Industries in Florence, the preparation of the Gender and Culture</p>

<b>Achievement(s)</b>
World Report, the translation and promotion of the UN Creative Economy Report Special Edition at special launch events around the world (French, Spanish, Chinese, Arabic), Advocacy was pursued on Culture and Development/POst-2015, the Creative Cities Network and the International Fund for the Promotion of Culture.

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
The main challenge is to secure extra-budgetary funds and required expertise to implement existing and new priorities identified by the governing bodies to implement the Convention through capacity development and knowledge management activities. New activities and areas of work have been added to the workplan for the quadriennium through decisions of the 8IGC and 5 CoP, for which extrabudgetary funds are being sought. This includes the development of a new technical assistance programme and training materials for trade negotiators on the Convention as well as preparations for new operational guidelines on digital issues. Additional challenges to address are the stagnating voluntary contributions to the IFCD and the rate of Parties with overdue periodic reports.	Performance indicators and targets were adjusted taking into account the reduced budget for activities according to the priorities set by the governing bodies of the Convention. The Secretariat continues to seek financial and in-kind support from Member States, especially to secure additional resources (both human and financial) to continue the technical assistance programme to strengthen the system of governance for culture in developing countries during the quadrennium (that was supported by the European Union and was finalised in June 2015). In order to address the challenges to the IFCD, a new mechanism for soliciting voluntary contributions from member states was designed. Sida funding to providing capacity building for periodic reports was secured to provide assistance to countries that have not yet submitted their reports. In addition, the periodic reporting framework was revised taking into account the challenges Parties face when completing their reports.

## Global Priority Africa

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	
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)	
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)	
Flagship 5, ER 2: Enhancement, protection and safeguarding of the heritage improved (through the contribution of MP IV)	
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)	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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 <b>T 2014-2015:</b> 10 pedagogical materials, including 3 curriculum outlines, 3 teachers' guides, 3 textbooks and 1 accompanying glossary, for use in primary and secondary schools	The 9 pedagogical materials, including 3 curriculum outlines, 3 teachers' guides, 3 textbooks, elaborated for primary and secondary schools in Africa were peer-reviewed and validated by the Scientific Committee of the project at its meeting in Khartoum and Marawi, Sudan, in May 2015. These will now transmitted to the African Ministries of Education for validation and their integration in national curricula.	High
<b>PI:</b> Number of African and Afro descendant Historians and experts who contribute to the elaboration, publication, translation and dissemination of the volume IX <b>T 2014-2015:</b> 30 Historians and scholars of other disciplines from Africa and its diasporas contributing	240 authors were identified and contacted to contribute to the Volume IX of the GHA. More than 80 % of them are African and Afro descendant experts.	High
<b>PI:</b> 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>T 2014-2015:</b> 15 institutions, 5 networks and 30 experts from Africa and African Diaspora contributing	20 institutional and individual partners joined the international Network of Managers of sites of memory created in 2012 to exchanges good practices and enhance collaboration. Around 55 initiatives of itineraries of memory including memory tourism were researched and included in the Methodological Guide for the professionals of memorial heritage developed under the Slave Route Project.	High

#### Achievement(s)

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 fortement sollicités pour contribuer à la Décennie internationale des personnes d'ascendance africaine (2015-2024) adoptée par l'Assemblée générale des Nations-Unies.

Achievement(s)
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Les progrès accomplis par le projet de l'HGA ont été marqués par le lancement du volume IX destiné à actualiser la collection, analyser les relations entre l'Afrique et ses diasporas et examiner des nouveaux défis rencontrés dans le contexte actuel. La structure du volume IX en trois tomes ainsi que les différentes sections et chapitres de chaque tome ont été définis. Environ 240 auteurs, dont plus de 80% d'Africains et afro-descendants, participeront à la rédaction de ce nouveau volume qui permettra de cerner les contours du nouveau concept d'Africanité globale introduit pour mieux appréhender la présence africaine dans le monde et la complexité des relations entre l'Afrique et ses diasporas. Cette activité renforcera le travail commencé depuis quelques années pour élaborer des contenus communs pour les écoles primaires et secondaires et pour les universités africaines. Ces matériels déjà développés ont été revus par des pairs issus des sous-régions de l'Afrique, examinés et validés par le Comité scientifique lors de sa réunion tenue à Khartoum et Marawi au Soudan en mai 2015.

L'HGA a contribué à renforcer la coopération avec l'Union africaine qui est partie prenante de ce projet. Ainsi, à l'occasion de la Conférence des ministres de l'Education de l'Union Africaine (COMEDAF) tenue en avril 2014 à Yaoundé, Cameroun, les Etats membres africains ont été sensibilisés à la nécessité de se mobiliser pour intégrer ces contenus dans les programmes scolaires qui sont maintenant validés par le Comité scientifique et qui vont être transmis aux Ministères de l'éducation pour leur intégration dans les programmes nationaux, conformément aux engagements pris. Les efforts de sensibilisation et de mobilisation des professionnels et du public africains en faveur de l'Histoire générale de l'Afrique se sont poursuivis avec la préparation d'un spot vidéo et d'autres matériels d'information et la mise en place d'une Coalition des Artistes pour l'HGA. Un partenariat a été établi avec une productrice pour la réalisation d'une série de 6 films sur l'Histoire générale de l'Afrique qui seront proposés gratuitement aux télévisions africaines, grâce à un financement extrabudgétaire émanant d'une société marocaine.

Dans le cadre de la célébration du 20ème anniversaire du projet La Route de l'esclave, plus de 50 événements ont été organisés par les partenaires dans les différentes régions du monde, et notamment en l'Afrique (Cameroun, Cap vert, Kenya, Sénégal, Maroc, Maurice, Congo). Un événement spécial a été organisé au Siège le 10 septembre 2014 pour marquer cet anniversaire qui a réuni des personnalités politiques, artistiques et académiques ainsi qu'un large public de plus de 1500 personnes. Des nouveaux experts et institutions du continent impliqués dans la gestion des sites et lieux de mémoire ont rejoint le Réseau international des managers des sites de mémoire. 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 dans le cadre du Projet qui ont été mis en avant notamment au Kenya, Maurice et en Ethiopie.

Pour préparer la contribution de l'UNESCO à la Décennie internationale des personnes d'ascendance africaine (2015-2024), des consultations ont été menées avec différents partenaires pour définir des activités conjointes. Pour promouvoir la Décennie auprès des différents publics et rappeler les enjeux de la mémoire et de l'histoire de l'esclavage, un agenda décennal sur la Décennie a été élaboré et sera publié en plusieurs langues (français, anglais, portugais et espagnol) en partenariat avec le Haut-Commissariat aux droits de l'Homme. La réunion du Comité scientifique international du projet a été organisée à Mexico en novembre 2014, grâce à la contribution financière de l'institut national d'anthropologie et d'histoire du Mexique, pour définir les orientations du projet La Route de l'esclave pour la Décennie et la mobilisation des fonds et des partenariats.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>La mise en œuvre de ces activités a souffert de l'incertitude liée à l'obtention des nécessaires fonds extrabudgétaires. Bien que des efforts importants aient été déployés à cet égard (missions d'émissaires de la Directrice générale auprès des Chefs d'Etat africains, démarches auprès de la Banque Africaine de Développement, de l'Union africaine, du Groupe africain de l'UNESCO), les fonds disponibles demeurent insuffisants. Ces manques de financements affectent également l'Utilisation pédagogique de l'Histoire générale de l'Afrique au moment où la mise en œuvre de ce projet passe par une étape cruciale qui est celle de son intégration dans les programmes scolaires. Concernant la préparation du volume IX, le financement actuel ne suffira pas pour couvrir l'ensemble des besoins, et notamment la réalisation de trois tomes au lieu de deux initialement prévus. Il sera donc nécessaire, là aussi, de mobiliser des fonds supplémentaires.</p>	<p>Au regard des besoins importants des deux projets de l'Utilisation pédagogique et du Volume IX, assurer le financement extrabudgétaire des activités programmées constitue un défi important et une source de préoccupation. Faute de financements avant fin 2015, le projet risque une nouvelle interruption.</p>

<p align="center"><b>37 C/5 Expected Result</b>  <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b></p>	<p align="center"><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p>
<p>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)</p>	<p align="center"></p>

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<p align="center"><b>\$507M Expenditure Plan</b>  <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b>  <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Number of safeguarding plans for intangible cultural heritage, including indigenous languages and endangered languages, developed and/or implemented by Member States (=ER6/PI4)  <b>T 2014-2015:</b> 25 plans developed and/or implemented</p>	<p>16 plans developed and 1 plan under implementation.</p>	<p align="center">Medium</p>
<p><b>PI:</b> Number of international assistance requests submitted and effectively implemented by Member States, nominations submitted by Member States and</p>	<p>8 International Assistance requests were processed in 2014 and 12 in 2015; 5 projects are under implementation; 9 nominations were treated for examination in</p>	<p align="center">Medium</p>

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p>best practices submitted by Member States and disseminated by them and other stakeholders (=ER6/PI5)</p> <p><b>T 2014-2015:</b> 10 international assistance requests processed and 5 projects implemented 15 nominations processed</p>	2014 and 6 for examination in 2015.	

<b>Achievement(s)</b>
<p>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 23. Supported by a global network of 88 expert facilitators (of whom 40 are from Africa, or 45%), 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 was provided in 2014 to two countries in Africa and additional 4 African countries in 2015, translating into an anticipated increase in funded projects in subsequent years.</p> <p>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. A similar meeting is planned for Africa in September 2015, which will bring together some 25 expert-facilitators from Africa. The meeting will focus on providing support to policy development. 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 the preparation of a guidance note on providing advisory services on policy development. 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.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>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</p>	<p>The Intangible Cultural Heritage Section continues to mobilize support from Member States (both financial and in-kind) to compensate partially for the staffing shortfalls. A long-standing RP vacancy was filled with an experienced UNESCO colleague in order to reinforce programme delivery substantially in Central, North and Western Africa</p>

Key challenges	Remedial actions
workload and expectations.	and a new Project Appointment for a Regional Officer for the Arab States, including North Africa, was filled mid-2014.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of new institutions established and existing institutions strengthened in the field of cultural and creative industries or the heritage <b>T 2014-2015:</b> At least 30	2003 Convention: the Regional Centre for the Safeguarding of Intangible Cultural Heritage in Africa was 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 in Malawi.	Medium
<b>PI:</b> Number of policies, strategies and laws on the cultural and creative industries and/or the heritage formulated or amended <b>T 2014-2015:</b> At least 15	2003 Convention: 17 countries received technical assistance in revising their institutional and legal frameworks 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. In the framework of the IFCD, 2 projects have been completed and 6 projects are underway: - ZIMCOPY - Reproduction Rights Organization of Zimbabwe project strengthened the enforcement of copyright law through the development of a national strategy. - The Malawi National Commission for UNESCO strengthened the national film industry in Malawi through the development of a national film strategy and investment plan. - The NGO PEN	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
	<p>International is implementing a project aiming to reinforce 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 through cultural policy development. Arterial Network - South Africa Chapter is implementing a project which aims at strengthening the capacities of the creative community. - ASSITEJ South Africa is implementing a project which aims at fostering the development of the theatre for young audiences. - The NGO International Music Council is implementing a project aiming at structuring the African music industry as a viable sector in Cameroon, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Kenya, Malawi, Mozambique and the United Republic of Tanzania. - The Réseau culturel et artistique pour la formation et la Francophonie - RECAF is implementing a project aiming at reinforcing the creative and technical skills of Chadian youth.</p>	
<p><b>Achievement(s)</b></p>		
<p>2003 Convention: at present, 81% of African States are already party to the 2003 Convention and many of those that are not yet States Parties have 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, Cabo Verde, Ghana, Guinea-Bissau); 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. Establishing a fundamental knowledge of the 2003 Convention's concepts and mechanisms is a prerequisite for the more directed policy assistance. In 2014, the restructuring of African field offices 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, although the second semester of 2014 saw important gaps being filled.</p> <p>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. In 2014, the IFCD has been providing around <b>US\$ 770,000</b> in funding for 10 projects in <b>6 countries in Africa</b>, covering a wide range of areas, from the development and implementation of cultural policies, to capacity-building of cultural entrepreneurs, mapping of cultural industries and the creation of new cultural industry business models. Two follow-up technical assistance missions were carried out in Burkina Faso and Niger in 2014 to ensure sustainability of the</p>		

Achievement(s)
<p>assistance provided over two years. The outputs are the implementation of the Strategy for the Development of the Arts and Culture in the Burkina Faso Education System including new arts training curricula for teachers, mobilisation of technical and financial partners to create a support network, elaboration of a work plan to prepare for the revision of textbooks. In Niger, the outputs were the implementation of an Intervention Strategy for the Structuring of Cultural Sectors and its Action Plan 2013-2015, including training for officials responsible for implementing the strategy. 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.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Establishing a fundamental knowledge of the 2003 Convention's concepts and mechanisms is a prerequisite for the more directed policy assistance. 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.</p>	<p>In 2014, the restructuring of African field offices 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, although the second semester of 2014 saw important gaps being filled. 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.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Flagship 5, ER 2: Enhancement, protection and safeguarding of the heritage improved (through the contribution of MP IV)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of persons trained in the field of cultural heritage <b>T 2014-2015:</b> At least 100 African cultural officers, heritage specialists, museum professionals and practitioners benefit from training activities</p>	<p>1954 Convention: 62 participants were involved in awareness-raising activities in Togo and Liberia. 1970 Convention: 48 practitioners were trained in the workshop "Moving SADC forward by combatting the illicit trafficking of cultural and natural</p>	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
	heritage in Southern Africa" (Botswana, 23 - 26 March 2015). Moreover, 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: 32 workshops organized in Africa on both cultural and natural heritage (in collaboration with the African World Heritage Fund (AWHF) and the advisory bodies) with an average of 34 participants (1088 participants in total). 2001 Convention: 0 2003 Convention: 252 persons trained	
<b>PI:</b> Number of countries that have ratified the cultural conventions <b>T 2014-2015:</b> At least 4 new ratifications of each Convention (except the 1972 Convention)	1954 Convention: 1, (South Africa ratified the 1999 Second Protocol;) 1970 Convention: 0; 2001 Convention: 2(Madagascar and South Africa) ; 2003 Convention: 0	Medium
<b>PI:</b> Number of financial assistance packages provided in the fields of the heritage and creativity <b>T 2014-2015:</b> At least 100 financial assistances granted	1954 Convention: 0; 1970 Convention: 0; 1972 Convention: 23 international assistance requests approved for a total of US\$ 532.930; 2001 Convention: 0; 2003 Convention: 1 new financial assistance granted and 5 projects benefitting from international assistance, which are under implementation.	Medium

#### Achievement(s)

1954 Convention and its two (1954 and 1999) Protocols: the number of State Parties to the Second Protocol increased globally by 4%. 1 new ratification was achieved in Africa (South 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.

In this context, consultations with the Delegation of Senegal, Togo and Zambia were held in view of ratification. Africa remains a priority region in the ratification strategy and a capacity-building workshop to encourage ratification among African States will be held in 2015.

In Liberia, a two-day workshop was organized in May 2015 and attended by thirty participants such as members of the Parliament, representatives of the Ministry in charge of culture, cultural and academic institutions, associations of civil society and non-governmental organizations.

In Togo, thirty-two participants including professionals from the Culture Sector, members of the Parliaments, and representatives of various Ministries in charge of the protection of cultural heritage, defense and security, the International Committee of the Red Cross as well as civil society were sensitized to the importance of the ratification and the implementation

Achievement(s)
<p>of the 1954 Hague Convention.</p> <p>In Liberia and Togo, awareness was raised of the importance of the ratification and implementation of the 1954 Convention.</p> <p>1970 Convention: In terms of ratification, although no State Members have newly ratified the Convention in 2014-2015, Togo, Botswana, Namibia and Mozambique are in the process of ratifying the 1970 Convention. 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, UNESCO has continued to provide technical and capacity-building support to African Member States. For instance, 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 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. Furthermore, the workshop “Moving SADC (Southern African Development Community) forward by combating the Illicit Trafficking of Cultural and Natural Heritage in Southern Africa” was organized in Botswana from the 23th to the 26th March. The main objective of this workshop was to strengthen SADC countries’ capacities to combat the illicit trafficking of cultural property in Southern Africa in the occasion of this workshop, 48 specialists in the field were trained. Furthermore a campaign with video clips “Heritage is Identity. Don't steal it!” (including two clips for Africa) was launched with the objective to warn tourists when they purchase cultural objects to verify their provenance and ensure that they have the necessary authorization to export the object out of the country of origin. In addition, the Secretariat has provided support to Zambia regarding a restitution case to be submitted to the next session of the ICPRCP (2016). 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.</p> <p>Given the growing interest of the European Union in incorporating the fight against the illicit trafficking in cultural property in its policies, and in line with the on-going framework of cooperation between the African States and European Union regarding the protection of cultural heritage in Africa, the 1970 Convention Secretariat, with the support of the UNESCO Office in Brussels, prepared an initial proposal for a six-year project (2016 – 2021) on the fight against illicit trafficking of cultural property in Africa (for a total amount of US\$ 10 million). The project includes the following lines of cooperation: a) Capacity-building on the fight against the illicit traffic of cultural property in the African States b) Creation and development of national centers for the digitization of cultural property and c) Awareness-raising activities. The financing of this project is still under discussion.</p> <p>In the field of museums, cooperation with the International Council for African Museums (AFRICOM) continued through the exchange of information following the development of an implementation plan to facilitate the sustainable functioning of AFRICOM, which will allow for the region’s museums and professionals to raise their awareness about the 1970 Convention and further encourage its implementation. Regional institutions such as EPA, African Heritage school and AFRICOM were invited for the forthcoming intergovernmental expert meeting on the new Recommendation on the protection and promotion of museums and collections to be held in May 2015 in UNESCO Headquarters in Paris.</p>

Achievement(s)
<p>1972 Convention: Several regional capacity-building workshops were carried out through the Africa Nature Programme and the Implementation Programme of the Second Cycle of Periodic Reporting in the Africa Region. These exercises contributed significantly in forming a new generation of African heritage professionals capable of training others and assisting African States Parties with the implementation of the World Heritage Convention. Additionally, all the International Assistance requests submitted by African States Parties for the 2015 cycle were assessed eligible for approval. This positive 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.</p>
<p>2001 Convention: Two African Member States ratified the Convention (Madagascar and South Africa). An African Regional Meeting and an African Regional Training were organized in March and May 2015. This increase of interest shows an encouraging trend and the growing concern of Member States for the safeguarding of underwater cultural heritage. In this context, further efforts are being taken to increase ratification and to prevent pillage and treasure-hunting, especially in Africa. The Scientific and Technical Advisory Body of the 2001 Convention provided practical assistance to Madagascar in 2015, by evaluating an ongoing excavation in Sainte-Marie Island.</p>
<p>2003 Convention: Under the reporting period, the 2003 Convention has provided training to 252 persons. Although no States have newly ratified the Convention in 2014, the ratification process is advanced in at least three countries. 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; such assistance was already provided to six African countries. The restructuring of a number of African field offices in 2014 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 gaps were filled in the second semester of 2014.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
While overall progress is satisfactory, staffing changes in a number of Field Offices in Africa and reductions at HQ have slowed down the implementation of capacity building and technical assistance programmes.	Efforts are underway to accelerate the filling of vacancies in African Field offices.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of teaching materials to promote and enhance the heritage and based, in particular, on the General History of Africa <b>T 2014-2015:</b> -10 teaching materials (3 curriculum outlines, 3 teachers' guides, 3 textbooks and 1 accompanying glossary) for use in African schools	The 9 pedagogical materials, including 3 curriculum outlines, 3 teachers' guides, 3 textbooks, elaborated for primary and secondary schools in Africa were peer-reviewed and validated by the Scientific Committee of the project at its meeting in Khartoum and Marawi, Sudan, in May 2015. These will now transmitted to the African Ministries of Education for validation and their integration in national curricula.	High
<b>PI:</b> Number of curricula revised in order to enhance the heritage <b>T 2014-2015:</b> -10 curricula revised	2003 Convention: 1 ongoing initiative	Low
<b>PI:</b> Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people <b>T 2014-2015:</b> Production and dissemination of 1 video, 1 DVD and a 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	An agreement was concluded to produce a series of documentary films promoting the General History of Africa with the BBC journalist and producer Zeinab Badawi with funding from a private company from Morocco. A Coalition of Artists for the General History of Africa was established to reinforce advocacy. Volunteer projects were organized in Kenya, Zimbabwe, Togo and Madagascar in cooperation with concerned Authorities (National Commissions, site management authorities and UNESCO Field Offices). The evaluation report for each of the projects is being drafted. For instance, the project implemented in the Rainforest of the Atsinanana, World Heritage site in danger in Madagascar mobilized 11 youth volunteers; trained 10 youth guides on sustainable tourism; trained 50 people on renewable energy; and involved 180 local youth and children, 10 women's group and 10 local authorities in outreach activities linked to the site. Within the WHV	Low

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
	<p>2015 campaign preparation are underway to implement 11 youth action camp projects between July and October 2015 in 9 countries in Africa involving 10 organizations. 4 World Heritage Youth activities were undertaken in Qatar (linked to the 38th session of the World Heritage Committee) and in Koblenz and Bonn (linked to the 39th session of the World Heritage Committee (Germany) (planning meetings for a World Heritage Volunteer campaign); these activities involve the participation of Senegalese, Mauritanian, Moroccan, Nigerian, Namibian, Rwandese, Tanzanian and Zimbabwean youth. The cartoon episode is being implemented in collaboration with the Education sector. The procedure for the selection of the production team was carried out and the framework agreement signed. Research work was initiated and the work plan is currently being drawn up. However, due to the need to change production company, the framework agreement was cancelled and the entire public tender procedure will have to be repeated following the Contract Committee instructions. Furthermore, funds initially identified did not materialize and alternative funds need to be sourced in order to pursue the activity. In the context of the 1970 Convention, an awareness-raising clip for tourists focused on Eastern Africa was produced.</p>	
<p><b>Achievement(s)</b></p>		
<p>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 4 World Heritage Education initiatives involving African youth specifically from 85 countries were undertaken. The Culture Sector has elaborated an outline for the US\$ 3 million project 'Learning through heritage: enhancing youth engagement', which will be implemented in Africa and other regions if funds are mobilized, and that also includes activities for the revision of curricula as part of an integrated approach to education about and through heritage.</p> <p>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</p>		

<b>Achievement(s)</b>
<p>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. Furthermore, a coalition of artists is being organized to raise awareness on the GHA and mobilize support, funding and partnerships.</p> <p>Regarding the 1970 Convention and fight against illicit trafficking, a 30-second clip was produced in October 2014 aiming at alerting tourists travelling to Eastern Africa on the dangers of acquiring objects from an illegal origin. The clip has been widely disseminated on the web and social networks and is now being distributed among air companies and travel hubs.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
The principal challenge lies in attracting the extrabudgetary funds on which the full achievement of this Expected Result depends.	The Sector is pursuing several avenues in its effort to attract donor support for these projects.

## Global Priority Gender Equality

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management	
ER 2: Creative horizons of women and girls broadened and encouraged	
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	
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	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of periodic reports that describe policies promoting equal access to and participation in cultural life <b>T 2014-2015:</b> 25	2003: 27 reports on national implementation and 8 on Urgent Safeguarding List elements submitted by States Parties and examined by the Committee during its ninth session in November 2014; 20 of them address gender issues and describe	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
	<p>policies promoting equal access to and participation in cultural life. 25 reports on national implementation and 3 on USL elements submitted by States Parties for the 2015 cycle; the relevance of these reports in terms of gender issues is under analysis.</p>	
<p><b>PI:</b> 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>T 2014-2015:</b> 30</p>	<p>1972: The Amman Field Office, jointly with UN Women, launched a project 'Empowerment of rural women through the management and preservation of the archaeological site of Umm el-Jimal' in Jordan. The site is included in Jordan's Tentative List and the project encourages women aged between 20 and 50 years old to participate in training and awareness-raising activities to make the best use of the site's cultural values and its environment to ensure an economic benefit. In recognition of the pivotal role of youth in constructing a more gender equal future, the World Heritage Education Programme has endeavoured to mainstream gender equality in its activities. 2003: 2 regional review meetings (Arab States and Europe and Central Asia) included sessions to upgrade knowledge on gender and intangible cultural heritage and 1 regional training for facilitators in Asia and the Pacific</p>	<p style="text-align: center;">Low</p>
<p><b>PI:</b> Number of Member States whose policies/measures to promote women's contributions to cultural life are disseminated as best practices <b>T 2014-2015:</b> 25</p>	<p>1972 and 2003: the development of policies is being further encouraged by the Secretariat through recommendations in the Culture Sector publication "Gender Equality - Heritage and Creativity (UNESCO 2014) available in Chinese, English, French and Spanish .</p>	<p style="text-align: center;">Medium</p>
<p><b>PI:</b> Number of statutory operational documents related to the Conventions that reflect gender equality principles <b>T 2014-2015:</b> 1</p>	<p>1972: Gender equality to be included in draft policy guidelines document to be presented at the 40th session of the World Heritage Committee in 2016. At the 39th session of the World Heritage Committee (Bonn, 2015), the Convention's Operational Guidelines were reviewed and modified to ensure that gender-neutral language is present throughout the Operational Guidelines. 2003: Nomination forms for the 2016 cycle revised; Forms for periodic reporting revised; Gender</p>	<p style="text-align: center;">High</p>

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
	paragraph in the draft Operational Directives on sustainable development to be discussed for possible adoption at the 10th session of the Committee. 2005: 5 statutory documents that reflect gender equality principles.	

<b>Achievement(s)</b>
<p>On a global level, women's empowerment and gender equality are taken into account in the implementation of the 1972 World Heritage Convention, particularly through the mainstreaming of gender-neutral language in the Convention's Operational Guidelines and the inclusion of gender equality in policy guidelines to be presented to the 40th session of the Committee in 2016. . While the level of women's participation in international World Heritage workshops is still lower than desired, this gender balance is often constrained because of the expertise present in certain countries and regions. Continued capacity-building and awareness efforts could help to alleviate the current imbalance</p> <p>Concerning the increased recognition of women's contributions to cultural life through enhanced advocacy, improved data collection and knowledge management, progress has been made with regard to inclusion of gender in statutory documents, but gender balance has not yet been fully achieved in terms of participation in training and capacity-building workshops, progress has been made in efforts to improve the quality of the data and information on gender equality in the creative sector. For instance, the Secretariat of the 2005 Convention has proposed to the Governing Bodies revisions to the Reporting Framework annexed to the Operational Guidelines on Article 9 of the Convention. These revisions were approved by the Conference of Parties in June 2015. This change will allow the Secretariat to collect more and better quality data and good practices, which would be used for its activities, publications, policy advice and advocacy work. Progress has also been made regarding the development of capacity building tools to support the implementation of the 2005 Convention's 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 presented to the 8th session of the Intergovernmental Committee in December 2014 and two statutory documents presented to the 5th ordinary session of the Conference of Parties in June 2015.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
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	

Key challenges	Remedial actions
and gender equality in the cultural and creative sectors.	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Creative horizons of women and girls broadened and encouraged	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of Member States that have introduced capacity-building programmes aimed at broadening the creative horizons of women and girls <b>T 2014-2015:</b> at least 4	Evidence to become available through the submission of periodic reports in April 2016.	Medium
<b>PI:</b> Percentage of beneficiaries of UNESCO-funded activities that empower women and girls <b>T 2014-2015:</b> Over 20% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)	57% (4 out of 7) of the projects funded under the IFCD in 2014-2015 are gender-sensitive. While it is difficult to establish the percentage of beneficiaries that will be female, the projects will empower women in the following ways: - Cambodia: equal opportunities in performing arts industry; - International Music Council: women empowerment in music industry (project covers Cameroon, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Kenya, Malawi, Mozambique and the United Republic of Tanzania) - Mexico: equal opportunities in music literature and creative projects - Uruguay: empowering women in cultural industries The results of the 2015 call will be available in December 2015 following their adoption by the 9IGC.	High
<b>PI:</b> Partnerships and collaboration with gender-related networks initiated <b>T 2014-2015:</b> At least 5 new or renewed partnerships /collaborations	New partnerships are being sought with gender-related networks through consultations and research. The objective is to involve them in the preparation of the 2005 Convention's Global Monitoring Report and other activities of the Secretariat. The challenge is to find gender-related networks that are based in the global south and are specialized in the domains of the Convention.	Medium

Achievement(s)
The 4th Conference of Parties of the 2005 Convention 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 was decided upon in December 2014 by the 8th session of the Intergovernmental Committee.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The challenge to maintaining this level will be dependent on the number and size of voluntary financial contributions to the IFCD.	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> At least 40% of experts / participants are women</p>	1972: 42% - according to project statistics of the Implementation of the Action Plan from the Second Cycle of Periodic Report in Africa (Dec 2014 statistics). At the "Final Meeting on the Second Cycle of Periodic Reporting in Europe" (Finland, December 2014), 62% of the participants were women. 57.4% of participants in WH youth forums and capacity-building activities held in 2014 were women. While the questions of gender equality, women's empowerment and women's rights were not debated at the time of the adoption of the 1972 Convention, efforts are underway to address this lack, as in the framework of the Upstream process through which advice is provided to States Parties to prepare nominations that	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
	<p>take into account gender equality. 1970 : 40% of women in capacity-building workshops 2003: : 46% of women in capacity-building activities. 2005: With regard to the International Fund for Cultural Diversity, 50% of the members of the international Panel of Experts are women. Similarly, 50% of specialists in the Convention's Expert Facility bank are female. Gender equality is a key selection factor for this important expert pool. Gender balance is ensured among the experts involved in the preparation of the 2005 Convention's Global Monitoring Report, as well as the capacity-building workshops to be launched in late 2015. 2001: 27% of women in capacity-building workshops. Museums: 54% of participants in the 33 capacity-building workshops and training sessions undertaken were women.</p>	
<p><b>PI:</b> Percentage of UNESCO - trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations) <b>T 2014-2015:</b> At least 25% based on post training impact monitoring</p>	<p>1972 : No data 2003: no data - data gathering mechanism under development. 2005: no data - data gathering mechanism under development</p>	<p align="center">Low</p>
<p><b>PI:</b> Number of supported Member States that have introduced national gender-sensitive and gender responsive cultural policies <b>T 2014-2015:</b> At least 15</p>	<p>2003: no data available to date; data gathering mechanism under development. 2005: none to date.</p>	<p align="center">Low</p>

<p align="center"><b>Achievement(s)</b></p>
<p>In terms of ensuring gender balance in its cultural policy related activities to implement the 2005 Convention, the Secretariat has maintained the 50-50 ratio throughout 2014 and 2015. Thus, 50% of the members of the Panel of Experts for the International Fund for Cultural Diversity (IFCD) are women. Similarly, 50% of specialists in the Convention's Expert Facility bank are female. The majority of experts engaged by the Secretariat in 2014-2015 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.</p>

Achievement(s)
<p>2003 Convention: periodic reports under treatment in the first semester of 2014 were submitted in 2013 or earlier; work during the first 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 showed that of 27 reports on national implementation and 8 on elements inscribed on the Urgent Safeguarding List submitted by States Parties and examined by the Committee during its ninth session in November 2014, 20 address gender issues and describe policies promoting equal access to and participation in cultural life. The periodic reporting form and instructions (including an aide-mémoire to assist submitting States) were revised to encourage States to address gender more centrally. Furthermore, the ninth session of the Committee in December 2014 recommended to the General Assembly to approve the proposed amendments to Chapter V of the Operational Directives regarding periodic reporting, asking State Parties to pay special attention to the role of gender. Gender balance among participants in the capacity-building programmes has improved over the past months and is now at 46%. The Secretariat continues to pursue its commitment to being increasingly insistent with national counterparts 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.</p> <p>Under the 1970 Convention, the Secretariat continues to actively promote gender balance in all capacity-building activities and statutory meetings. These efforts are reflected in the important growth regarding the participation of women in workshops held within the assessed period. Moreover, in the frame of the production of awareness raising animated clips for various areas of the world, including Africa, South-Asia, South-East Asia, Caribbean, Syria and Iraq, women have been explicitly included as characters</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>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. Under the 2005 Convention, the gender goals require that special attention is continuously given to them. Attention to gender balance will therefore be given regarding the experts to be involved in the preparation of the 2005 Convention's Global Monitoring Report, as well as in the capacity-building workshops to be launched in late 2015.</p>	

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: Women's and girls' access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and	

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
services enhanced	

<sup>(1)</sup> Note: ■: Not on track; ▲: Partly on track; ●: On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> 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>T 2014-2015:</b> 8	2003: 3 training sessions organized for facilitators (Arab States; Europe/Central Asia and Asia and the Pacific.	Medium
<b>PI:</b> 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>T 2014-2015:</b> 5	1972: 2 activities in LAC and Africa that encourage women's involvement at the local level so that they are included in the conservation and management process, and can benefit economically from World Heritage status. 2003: materials under development.	Medium
<b>PI:</b> Number of references to gender analysis published in the 2005 Convention global monitoring report 2015 <b>T 2014-2015:</b> 10	Funding for the Report was provided by Sweden at the end of 2014. Gender issues will form one chapter of the Report to be launched in December 2015.	Medium

<b>Achievement(s)</b>
<p>The 2014 UNESCO report Gender Equality: Heritage and Creativity, which is available in Chinese, English, French and Spanish, has been used in awareness-raising initiatives on gender equality.</p> <p>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 and facilitators are slowly being trained on gender issues 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</p>

<b>Achievement(s)</b>
<p>capacity-building workshops, the low progress achieved is a consequence of incomplete data collection on this question. Awareness of gender principles figures into many such workshops but monitoring information is not yet sufficient to demonstrate progress on this aspect. The curricula of the capacity-building programme is being expanded to include a new training unit on gender and intangible cultural heritage, providing basic knowledge on the topic and guidance on how to apply a gender-responsive approach to safeguarding intangible cultural heritage are being revised by including examples of policies or measures that promote women's contribution.</p> <p>As regards the 2005 Convention, the Secretariat's active efforts to secure funding for the Global monitoring report and capacity-building have borne fruit. Extrabudgetary funds were provided by Sweden at the end of 2014. Gender issues will be one of the chapters of the Report whose first edition will be launched in December 2015. The training workshop with experts covered gender equality as one of the key topics.</p> <p>Concerning the 1972 Convention, the World Heritage Centre promotes conservation activities that encourage women's involvement at the local level so that they are included in the conservation and management process, and can benefit economically from World Heritage status. For example, the project "Social inclusion of women and young people through earthen architecture driven traditional handwork techniques" in the City of Cuenca, Peru seeks to reinforce the role of women in the conservation and management of the property. A similar project is also being implemented in the Africa region where several case studies documented traditional management systems in five sub-regions of Africa that reflect the significant role of women.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>A key challenge lies in the time lags between creation of curriculum materials and their effective use, which means there is an inevitable delay between the time that the Secretariat focuses greater attention on questions of gender and the time that the effects in States Parties become visible. Regarding the 2003 Convention, the prerequisites are being put in place and facilitators are slowly being trained on gender issues so that gender can feature more prominently in capacity-building activities and so that those activities can translate into visible results at the policy level. With regard to existing capacity-building workshops, the low progress achieved is a consequence of incomplete data collection on this question. Awareness of gender principles figures into many such workshops but monitoring information is not yet sufficient to demonstrate progress on this aspect.</p>	

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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.	
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 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	
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)	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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.	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> Press freedom, including on the Internet, promoted 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 WPF 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</p> <p><b>T CAP 2014-2015:</b> Participation of youth in all events linked to the promotion of press freedom.</p>	80 countries each year and more than 5000 articles Website statistics in May: Press releases: 03/04: 961 visits/1,839 page views (in total); 03/05: 135 visits/732 page views; 04/05: 144 visits/419 page views. News: 27/04: 432 visits/978 pages views; 04/05 (1): 67 visits/152 page views. 04/05 (2): 7 visits/59 page views. 12/05: 77 visits/150 page views. Dedicated webpage: 3,429 visits/9,545 page views	High
<p><b>PI:</b> Policies and norms conducive to freedom of expression, freedom of information, press freedom and media independence strengthened.</p>	14 countries	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Self-regulation based media accountability systems supported in collaboration with media associations, journalists capacity strengthened</p> <p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b></p>	15 self-regulatory bodies reinforced	High
<p><b>PI:</b> Seven first-phase countries implementing the UN Plan of Action on Safety of Journalists and the Issue of Impunity. Contributions to the UPR, via submission of relevant information .</p> <p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b> 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.</p>	4 first phase countries and various national and regional activities	High
<p><b>PI:</b> Support to IPDC project and strengthening knowledge driven media development</p>	151 projects adopted, and around 60 for Africa	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> At least 100 media development projects supported by IPDC in at least 80 developing countries across all regions.</p> <p><b>T CAP 2014-2015:</b> Depending on voluntary contributions to IPDC, 30 media developments project in Africa</p>		
<p><b>PI:</b> Assessment of national media landscapes based on UNESCO's Media Development Indicators completed and integrated within programmes to strengthen media development in these countries.</p> <p><b>T 2014-2015:</b> In at least 7 countries</p> <p><b>T CAP 2014-2015:</b></p>	<p>Palestine, South Sudan and Libya (partial assessment) have been published. The research phase of the MDI projects in Bolivia, Brazil, Curaçao, Jordan, Madagascar, Mongolia and Morocco has been completed, and the reports from these countries are currently undergoing finalization. New MDI assessments were additionally launched in the Dominican Republic, Myanmar and Swaziland</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b></p>	<p>UNESCO's partnership with some 15 journalism experts to prepare and review new syllabi, under a publication titled 'Teaching Journalism for Sustainable Development: New Syllabi'.</p>	<p style="text-align: center;">High</p>

**Achievement(s)**

**Press freedom, including on the Internet, promoted through UNESCO's yearly World Press Freedom Day and Prize**

In 2015, the main event of UNESCO's flagship awareness-raising activity, the World Press Freedom Day (WPDF) Celebration, took place at the new Latvian National Library in Riga from 2-4 May. The event was co-hosted by UNESCO and the Ministry of Foreign Affairs and included an international conference entitled "Let Journalism Thrive! Towards Better Reporting, Gender Equality, and Media Safety in the Digital Age". The prestigious annual UNESCO/Guillermo Cano World Press Freedom Prize ceremony took place on 3 May. The Prize was awarded to imprisoned Syrian journalist and human rights activist Mr Mazen Darwish.

To mark the day, a joint message was issued by United Nations Secretary-General Ban Ki-moon, UN High Commissioner for Human Rights Zeid Ra'ad Al Hussein, and the UNESCO Director-General, declaring that "quality journalism enables citizens to make informed decisions about their society's development". In addition, UNESCO launched the publication 'Building Digital Safety for Journalism' - a study analyzing key digital threats facing journalists and their sources.

### Achievement(s)

On the concluding day, 4 May, WPFDD participants adopted the Riga Declaration. The media coverage, nationally and internationally (both print and electronic) during the events gave UNESCO high visibility. More than 80 events took place around the world. The UNESCO WPFDD event in Myanmar included the participation of Ms Aung San Suu Kyi who delivered a keynote speech.

Five hundred people from 85 nations including representatives from 265 organizations from civil society groups, UN agencies, media and academia participated in the event. The 87 speakers from all regions included 46 women (52%). More than half of the participants were women. The main event also saw strong youth participation, especially as part of the Youth Newsroom (12 Latvian and 20 int'l journalism students, emerging journalists, photographers, videographers, podcasters, and social media producers).

In 2014, the main celebration of the World Press Freedom Day (WPFDD) took place UNESCO Headquarters from 5-6 May. The event was organized by UNESCO and included an international conference entitled "Media Freedom for a Better Future: Shaping the Post-2015 Development Agenda". The UNESCO/Guillermo Cano World Press Freedom Prize ceremony took place on 2 May, prior to the international conference in UNESCO Headquarters. The UNESCO Director-General presented the award to journalist, writer, and photographer Mr Ahmet Sik from Turkey. The media coverage, nationally and internationally (both print and electronic media) during the events gave UNESCO high visibility. More than 100 events took place around the world.

WPFDD succeeded in raising awareness on the issues of press freedom and freedom of expression in shaping the post-2015 development agenda globally. On 6 May, the WPFDD participants including media professionals and non-governmental civil rights organizations, adopted the Paris Declaration. The Paris Declaration was submitted to UN Secretary-General, Ban Ki-Moon, as one of UNESCO's contribution to the post-2015 sustainable development debate.

#### Internet-related issues

Following UNESCO's 196 Executive Board Resolution, the finalized comprehensive Internet Study, entitled "Keystones to foster inclusive Knowledge Societies", was launched online in English and French in June 2015. The Study will inform discussions on these issues during the forthcoming 38th session of the General Conference of UNESCO in November 2015.

The 196th session of UNESCO's Executive Board in April recommended the Outcome Document of the "CONNECTing the Dots" conference for consideration by the 38th session of the General Conference. The Board had also decided to forward the Outcome Document as a non-binding input to the post-2015 Development Agenda, the UN General Assembly overall WSIS review process, and the high-level meeting of the General Assembly established by General Assembly resolution 68/302.

UNESCO contributed to the Global Security Capacity Center at Oxford University as a working member since 2013, and regularly participated in the Work Meetings held by the Center till mid 2015. UNESCO continued its contribution to the UN-wide Strategy on Cybersecurity/Cybercrime and Policies on Information" and UNESCO's Director-General participated in various CEB meetings to share UNESCO's inputs.

Achievement(s)
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In parallel to the multistakeholder consultation, experts were commissioned to conduct research on a number of specific sub-themes that require in-depth study. These include a study on the role of Internet intermediaries in promoting freedom of expression; the protection of journalists' sources in the digital age; online hate speech; online licensing and free expression; Internet governance principles documents; privacy and media and information literacy; privacy and transparency; privacy and encryption, etc. These sub-studies have all contributed to the wider Internet study and constitute new editions of Internet Freedom Series publications.

**Implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity, including contributing to the UPR**

In the area of academic research, UNESCO is introducing a research agenda on the safety of journalists at the International Association of Media and Communication Research (IAMCR) Conference in Montreal, Canada and at the Global Communication Association (GCA) Conference in July in Berlin, Germany. The aim is to encourage rigorous scientific research on the topics of safety and impunity for crimes against journalists.

UNESCO officially launched the "Building Digital Safety for Journalism" study during WPF. The study is part of the Internet freedom series which focuses on understanding emerging threats linked to digital developments.

Concerning the Universal Periodic Review Process (UPR), UNESCO submitted information related to freedom of expression to the OHCHR of the following 14 countries: Namibia, Niger, Mozambique, Estonia, Paraguay, Belgium, Denmark, Palau, Somalia, Seychelles, Solomon Islands, Latvia, Sierra Leone, and Singapore.

As identified by the UN Plan of Action and the UNESCO Executive Board Decision at its 196th Session, UNESCO has begun planning a meeting to convene "media and news organizations owners" to further explore concrete measures which news organizations could take to improve safety of journalists.

International instruments and standards on safety of journalists have been greatly strengthened, including the UNESCO Executive Board Decision on Safety of Journalists and the Issue of Impunity at the 196th Session and the adoption of a new UN Security Council Resolution 2222 (2015) on protection of journalists which complements the existing resolutions from the UN General Assembly and the Human Rights Council. The importance of safety of journalists and the need to tackle impunity issue was reaffirmed by these instruments and the Member States. The role of UNESCO as the leading agency was also acknowledged by the international community.

Further recognition of UNESCO's leadership in the area of the safety of journalists is reflected in the discussion of indicators for Goal 16 of the SDGs where UNESCO will provide related information. In addition, UNESCO's contribution will be included in the UN SG's report on the implementation of the Resolution 68/163 on safety of journalists.

Implementation of the UN Plan of Action at the country level continues to be challenging due to various factors including lack of awareness, fractioning of the media landscape, lack of

### Achievement(s)

political will in some cases. There is also a need more dedicated human resources and funding to allow for adequate awareness raising and capacity building initiatives.

Through a dynamic partnership with UN Agencies, NGOs, and use of secondees (such as from the Norwegian Refugee Council), the implementation of the UN Plan of Action in the first phase countries in Nepal, Pakistan, and South Sudan has been possible. Further discussion with NRC is underway to also include Syria (based in Lebanon) and Somalia (based in Kenya).

In 2014, the inaugural **International Day to End Impunity for Crimes against Journalists** was commemorated by two main events, which took place in Strasbourg, France on 3 and 4 November 2014. A Seminar and Inter-regional Dialogue on the protection of journalists was co-organized by UNESCO, the Council of Europe, the Centre for Freedom of the Media of the University of Sheffield, and the European Lawyers' Union on 3 November 2014. It brought together legal experts from different regions around the world to address the gaps in judicial frameworks and protective mechanisms for journalists and where improvements could be made. Concurrently, a High-Level Panel Discussion entitled "Ending Impunity: Upholding the Rule of Law" focused on the Rule of Law as a prerequisite for sustainable development and good governance. Furthermore, UNESCO contributed to various UNSG Reports, through the Office of the High Commissioner for Human Rights.

#### **Journalists' Safety Indicators**

The first three Journalists' Safety Indicators (JSI) pilot assessments were conducted in 2013-2014 in Pakistan, Honduras and Guatemala. The assessments were carried out by local research institutions and co-financed by UNESCO's IPDC Council Funding. These assessment reports have now been finalized and are used in discussions with national stakeholders. The Pakistan report will be published in late 2015 after the final national validation meeting. New JSI assessments funded by the IPDC Council were launched in Nepal, Kenya and Iraq in February-June 2015. The assessments are carried out by local researchers in cooperation with UNESCO Field Offices. All assessments were officially introduced in local meetings of national stakeholders, which were well participated. Based on the experience of the first three pilot assessments, the JSI assessment tool and research process have been evaluated and modified for the purposes of future assessments. The JSI indicators and research guidebook have been revised and will be translated into other languages in due course. The Finnish Helsingin Sanomat Foundation has provided funding for a research coordinator to work with the assessments at UNESCO HQ from September 2014 to August 2015. The collaboration was renewed in 2015 for one year.

#### **The Internation Programme for the Development of Communication (IPDC)**

The 58th AND 59th Bureau Meetings approved 151 new media development projects for US\$ 2,523,393. The 58th IPDC Bureau was organized from 20 to 21 March 2014. Among the 109 projects proposals considered, the Bureau approved 80 projects in 62 countries for a total of US\$ 1 270 000. Thirty-five of the projects approved were in Africa, 9 in the Arab region, 16 in Asia and the Pacific, 19 in Latin America and the Caribbean and 1 in Europe. Projects will be on-going until December 2015.

The 59th IPDC Bureau was organized on 26-27 March 2015. Out of 92 projects submitted to the IPDC, 71 were approved in 65 countries for a total amount of US\$ 1,253,393. Twenty-

### Achievement(s)

nine of the projects approved were in Africa, 6 in the Arab region, 15 in Asia and the Pacific, 17 in Latin America and the Caribbean and 4 in Europe. Three projects were approved for Ebola-hit countries: Liberia, Sierra Leone and Guinea. Projects will be on-going until March 2017.

The 29th session of the Intergovernmental Council of the IPDC was held in between Bureau sessions, at UNESCO Headquarters from 20 to 21 November 2014. During this meeting elections were held and the Council's composition is as follows: Chairperson: Ms. Albana Shala (The Netherlands), Vice-Chairpersons: Algeria, Bangladesh, Peru, Members: Denmark, Niger, Poland, and Rapporteur: Ms. Diana Heymann-Adu (Ghana).

The fourth Report by the Director-General on the Safety of Journalists and the Danger of Impunity was presented during this Council session. It provided background information on UNESCO's work in this area and covered developments over 2012-2013, since the previous report to the IPDC Council was submitted.

The IPDC Council also discussed IPDC's contribution to the post-2015 development agenda, heard from invited experts on the issue of "On-line privacy and freedom of expression" and endorsed IPDC's Special Initiatives in the fields of journalism education, media development indicators and knowledge-driven media development.

#### Media Development Indicators

The scope of implementation of the UNESCO/IPDC Media Development Indicators (MDIs) is steadily increasing. Comprehensive MDI studies of the national media landscapes of Palestine, South Sudan and Libya (partial assessment) have been published. The research phase of the MDI projects in Bolivia, Brazil, Curaçao, Jordan, Madagascar, Mongolia and Morocco has been completed, and the reports from these countries are currently undergoing finalization. New MDI assessments were additionally launched in the Dominican Republic, Myanmar and Swaziland, bringing to 17 the number of ongoing MDI assessments. UNDP and the Rwanda Media Commission have also used the MDIs to carry out an assessment on the state of the media in Rwanda.

All of these assessments involve inclusive multi-stakeholder consultations on the media development needs in each country, and follow a process that is nationally-driven, inclusive and gender-sensitive. Capacity building being a key objective of MDI projects, training workshops on the MDI methodology and on international standards regarding freedom of expression have been organized in the Dominican Republic, Jordan, Madagascar, Morocco, Myanmar, Swaziland and Yemen. A regional training workshop was also organized in Jordan to develop a pool of potential partners for MDI assessments in the Arab states.

A new sub-set of indicators on media viability has been developed through a partnership with the Deutsche Welle Akademie and submitted to an international consultation process.

#### Journalism Education

UNESCO has continued to effectively champion the use of the publication 'Climate Change in Africa: A Guidebook for Journalists', with an important breakthrough being the

### Achievement(s)

Organisation's recent collaboration with the French Agency for Media Cooperation (CFI) to train 18 African journalists from Kenya, Madagascar and Tanzania, who will then use their new knowledge and skills to authoritatively report on the proceedings of both the International Scientific Conference and the COP21 event, linking them to broader questions of human development in African societies. Both events are scheduled to take place in Paris in between July and December 2015, clearly demonstrating the unfolding applicability of the guidebook as a resource for new reporting techniques for journalists.

A related activity, linked to promoting new journalistic literacies, relates to UNESCO's partnership with some 15 journalism experts to prepare and review new syllabi, under a publication titled 'Teaching Journalism for Sustainable Development: New Syllabi'. The book will be launched in October 2015 during the ORBICOM annual conference scheduled for Mexico at Universidad Iberoamericana. It represents UNESCO's ongoing intellectual contribution to the debate on the post-2015 development agenda. Overall, the continued use of the Model Curricula and the subsequent New Syllabi (along with their translation into Chinese, Mongolian and French) is evidence of their continued relevance and use in helping media professionals to access new journalistic knowledge and skills in peace, science and development reporting.

#### **Selected Extrabudgetary projects implemented by Headquarters:**

##### **"Networks of Mediterranean Youth project (NET-MED Youth)"**

Great advances under the media axis led by CI were made in the implementation of the EU-funded Networks of Mediterranean Youth project (NET-MED Youth), which has successfully entered its second year of implementation and represents a good practice in smooth intesectional cooperation. Following a sub-regional workshop on youth and media held in Tunis at the end of 2014, youth-focused media monitoring efforts were launched in Morocco and Tunis early in 2015. A second sub-regional workshop was held in Beirut at the end of March, bringing together participants from Lebanon, Jordan and Palestine, as well as Syrians living in Lebanon, laying the foundations for further national level media monitoring exercises to begin in the coming months. Surveys on youth and media have been delivered in two countries, and a third one is underway.

Traditional and new media content was produced by youth participating of the project. For instancem, NET-MED Youth national working groups organized activities to commemorate World Radio Day 2015, which focused on youth and media. A youth perspective was also mainstreamed through a number of local celebrations of World Press Freedom Day. Outreach actions connecting youth with media also took place through the launch of a collaborative activity with BBC Media Action, Jordan Media Institute and the European Broadcasting Union (in the context of the EU-funded MedMedia project) seeking to improve representation of youth in TV programming in the Southern Mediterranean. The kick-off event for this process was co-financed by Sweden.

Actions were implemented to reinforce skills among young journalists and to expand their opportunities. In Jordan for instance, journalism students acquired capacities to conduct investigative reporting related to unemployment, and a creative business incubator to enhance innovation and youth employment in the media sector was set up. At the regional level, an existing online course focused on Media and Information Literacy (originally developed in English by UNESCO and the University of Athabasca, Canada) was translated into Arabic,

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<p><b>"Media Accountability in South East Europe"</b></p> <p>UNESCO continued implementing the EU-funded Project "Media Accountability in South East Europe", which started in January 2013. Media self-regulation mechanisms in the region have all been strengthened through a diverse set of activities. An event was specifically designed to present and promote the new press council in the former Yugoslav Republic of Macedonia on 16 October 2014. The five pilot in-house news ombudsmen created in 2013 Albania have been further promoted in 2014.</p> <p>The organization of public-hearing of press councils' complaints commission to explain their work among civil society or the creation of new websites for these councils were other positive examples of such activities conducted in the framework of the Project.</p> <p>The capacities of media professionals working for press councils was reinforced through the sponsoring of the participation of representatives of South East European press councils to the annual meeting of the Alliance of Independent Press Councils in Europe. The last meeting took place in Brussels in October 2014 and allowed the sharing of best practices among European peers. In May 2015, press council representatives from South East Europe were invited to take part in the World Press Freedom Day celebrations and a specific side-event was dedicated to discuss their needs and challenges.</p> <p>The project also contributed to improving transparency and professional standards in journalism in SEE with the organization of Legal Leaks training seminars in each target country of the Project. The training empowered journalists in the region to make better use of access to information laws in their daily-work. Participants were also trained on methods for protecting electronic data and whistleblowers, on data journalism. Organized in Pristina (1 and 2 June 2014), Tirana (4 and 5 June 2014), Podgorica (12 and 13 June 2014), Belgrade (16 and 17 June 2014), Skopje (16 October 2014) and in Ankara, Turkey (10 and 11 April 2015), these seminars gathered in total more than 200 journalists from the region. 7 Legal Legal toolkits were adapted to the local framework, translated in the local languages and printed for the participants. The digital versions of those toolkits are available on the UNESCO website and have been shared with local stakeholders and partners.</p> <p>In January 2015, UNESCO commissioned a report to assess the needs of each press council in South East Europe. The report identifies areas for potential future activities all with a view to improving the long-term sustainability and functionality of press councils. Handed-over in May 2015, the report is intended to be used by UNESCO as a basis for future evaluation and for follow-up activities in the region in the framework of a forthcoming EU-funded Project.</p> <p><b>"Promoting an Enabling Environment for Freedom of Expression: Global Action with Special Focus on the Arab Region" &amp; Finnish-Funded "Promoting Freedom of Expression in Egypt, Libya, Morocco, Syria, Tunisia and Yemen"</b></p> <p>These two projects have been implemented in a complementary fashion, allowing for significant synergies and leading to more impactful results. The focus of activities, and therefore impact, have been on specific areas: creating an enabling environment for freedom of expression through legal and judicial support, safety of media professionals, advocacy through</p>

### Achievement(s)

World Press Freedom Day events, promotion of gender equality in and through media and national and regional capacity development on media and information literacy.

UNESCO Rabat dedicated substantial efforts to raising awareness of the right to access to information and, by combining advocacy and outreach, contributed towards broadening the freedom of expression and access to information among the citizens of Morocco. In Jordan, substantial efforts have been made towards the creation of a new generation of lawyers and judges with adequate knowledge and interest in media law. A legal network was created, allowing Jordanian lawyers to work on all aspects of cases on freedom of expression, including defending them in courts of law. A specialized web portal was then created and launched in May 2015, to back up the network, and to serve as a source of all legal documentation, legislation and amendments to media laws in Jordan.

In the area of greater gender equality within the media, Egypt has commenced planning for a series of workshops to conduct an assessment based on the Gender Sensitive Indicators for Media, with financial support from the Finnish funded project. In South Sudan, an additional listening group for women and youth was established in Aweil, northern South Sudan, which provides a radio-based platform for participation of rural populations, and to teach media and information literacy based skills, including critical thinking and dialogue skills. In Tunisia, UNESCO provided training for community radios on gender sensitive reporting, creation of a system of alert/reporting of abuse against the image of women through media and reinforced cooperation between civil society organizations and community media in the field of gender equality

In February 2015, a regional expert pool was created on Media and Information Literacy in Morocco, including participants from Tunisia and other countries in the Maghreb, to support efforts to increase capacity in this area within the region.

#### **“Promoting Democracy and Freedom of Expression”**

The inception phase of the project took place between December 2014 and June 2015. This project, which has a global focus, seeks to build on activities that were begun under ongoing projects funded by SIDA and Finland specifically focused on the Arab States Region, and also seeks to promote synergies with other ongoing projects in the 18 target countries across four regions - Latin America, Asia, Africa and the Arab States. Best practices and lessons learned have been incorporated, and a snowball effect has been sought.

Concrete outputs achieved within the inception period have crossed all four expected results of the project and include: capacity development of judiciary powers in Latin America on freedom of expression, access to information and transparency; training of security forces in Somalia; separate trainings for Palestinian and Libyan journalists on code of conduct and ethics and conflict sensitive journalism; support for the development of a constitution and code of conduct for the media commission in Ethiopia; the identification of the need, and initial planning, for a Journalists' Safety Indicator Assessment in Myanmar, with linkages to the ongoing Media Development Indicator Assessment; and the launch of a research study titled 'Inside the News: Challenges and Aspirations of Women Journalists in Asia and the Pacific', which provides a number of recommendations in multiple, regional languages including Thai, Khmer, Lao, and Vietnamese.

### **Achievement(s)**

Finally, the next edition of the World Trends on Freedom of Expression and Media Development Report was launched via a Feasibility Study, which seeks to identify a sustainable model for the Report for the future. Experts have been identified and their Final Report will be submitted on 30 June, which will present two separate, possible scenarios for sustaining the Report beyond 2017.

The focus of the programme on Global Priority Africa is realized through the Global Initiative on Excellence of Journalism. For its part, the high-level launch of the Climate Change publication is indicative of the activity's heightened focus on Africa..

#### Lessons learned

The achievement of results can be ascribed to the numerous and successful partnerships that have been built up, particularly around World Press Freedom Day and the UN Plan of Action. It is absolutely clear that without these, the results would have been fewer and far less impactful. The lesson is that UNESCO can successfully catalyze energies in a concerted way, and by respectful relationships, can shape and guide processes. Extrabudgetary funding has been equally critical (and often interdependent with partnerships). This needs maintaining, notwithstanding the added 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. Mission critical positions must be filled. It has to be noted that through a dynamic partnership with UN Agencies, NGOs, and use of secondees or "loans" (such as from the Norwegian Refugee Council), the implementation of programme has been possible. Furthermore, activities took place in conjunction with other for a, thus limiting the overall cost. Partnerships with other donors/agencies allowed for cost-sharing. For example, the success of radio programme produced in Lebanon for Syrian Refugees attracted additional support from UNHCR who provided 1000 portable radios to refugees under the project. Finally, extra-budgetary activities have attracted other donors and had a snowball effect in fund-raising.

#### 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 the fulfillment of C5 results in this area.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
1. The biggest challenge met during 2014 and 2015 is the lack of resources, both financial and human. 2. Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, deterioration of security and political situation in some of the countries involved, political representation instability in some other countries, sensitivity of certain topics. 3. Concerning Internet, the challenge is posed by the expanded normative, legal and regulatory landscape posed by Internet and ICTs.	1. Efforts were deployed for fund-raising, special grants, "loans" of scholars and co-publishing - all initiatives that can support UNESCO's efforts to achieve its C5 expected results. 2. To overcome these obstacles, it is important to involve all stakeholders in the planning and implementation of the programmes. Furthermore, a nuanced approach was undertaken, making progress in those issues where there were prospects for success. 3. There is a need to continue evidence-based Internet freedom studies such as Internet intermediaries, a combined media-ICT policy framework and social media governance.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Number of community radio stations that adapted programming guidelines to strengthen women and young people's representation</p> <p><b>T 2014-2015:</b> At least 10 community radio stations, mostly in AFR, adapted programming guidelines. They conduct audience assessments, focus group workshops; establish listener's clubs, localize, published and implement guidelines</p> <p><b>T CAP 2014-2015:</b> 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</p>	In progress for women's representation Attained for youth guidelines: 10 community radio stations applied them	High
<b>PI:</b> Number of regulatory bodies that introduce/strengthen community media	In Progress	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>sustainability policies</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b> 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</p>		
<p><b>PI:</b> Number of countries piloting community media funding models</p> <p><b>T 2014-2015:</b> Community media funding models are piloted in at least one country</p> <p><b>T CAP 2014-2015:</b> Extrabudgetary funding would allow UNESCO to target additional 5 countries, especially in LAC and APA which are not priority regions for the Organization</p>	In Progress	High
<p><b>PI:</b> Number of countries celebrating World Radio Day (WRD) on 13 February each year</p> <p><b>T 2014-2015:</b> Radio pluralism is strengthened through World Radio Day celebrations in at least 40 countries</p> <p><b>T CAP 2014-2015:</b></p>	Surpassed: 83 countries	High
<p><b>PI:</b> Number of international/regional associations of media organisations promoting UNESCO's Gender Sensitive Media Indicators</p> <p><b>T 2014-2015:</b> At least 3 international/regional associations promote the GSIM</p> <p><b>T CAP 2014-2015:</b></p>	Attained: 3 associations	High
<p><b>PI:</b> Number of media institutions and journalism schools applying GSIM</p> <p><b>T 2014-2015:</b> At least 2 media institutions and 5 journalism schools are applying GSIM, particularly in Africa</p> <p><b>T CAP 2014-2015:</b> A higher allocation and/or extrabudgetary funding would allow</p>	Surpassed: 4 media institutions and 5 journalism schools	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>UNESCO to target additional 5 media institutions and 5 journalism schools, especially in LAC and APA which are not priority regions for the Organization</p>		
<p><b>PI:</b> Number of media partners contributing to the action "Women Make the News" <b>T 2014-2015:</b> At least 10 media partners contribute to the action "Women Make the News" <b>T CAP 2014-2015:</b> UNESCO could have additional 60 media partners through extrabudgetary funding</p>	<p>Surpassed: 32 partners</p>	<p>High</p>
<p><b>PI:</b> A global mechanism for partnership on gender and media strengthened <b>T 2014-2015:</b> Action plan by the Global Alliance on Gender and Media executed by relevant partners <b>T CAP 2014-2015:</b> This activity has zero RP budget allocation and would therefore be in need of extra-budgetary funding to meet the benchmark.</p>	<p>Attained: 1 Action Plan</p>	<p>High</p>
<p><b>PI:</b> Number of teacher training curricula integrating Media and Information Literacy (MIL) <b>T 2014-2015:</b> At least 1 teacher training curricula integrating MIL, especially in AFR, and one youth association <b>T CAP 2014-2015:</b> 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</p>	<p>Attained</p>	<p>High</p>
<p><b>PI:</b> Number of Member States developing MIL-related national policies and strategies <b>T 2014-2015:</b> At least 2 Member States initiate MIL-related national policies and strategies <b>T CAP 2014-2015:</b></p>	<p>Attained</p>	<p>High</p>

### Achievement(s)

Good **community media practices and policies** continue to be fostered. An international seminar titled "Community media sustainability: Strengthening policies and funding" is scheduled to take place at UNESCO Headquarters on 14 and 15 September 2015. A core number of regulators, public service broadcasters and community media representatives will showcase the complementary roles of public and community media.

The first phase of the project "**Empowering Local Radio Stations with ICTs**" came to an end. In its final year of implementation, the project consolidated the capacities of 32 local radio stations in the targeted countries: Democratic Republic of the Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia, to provide low-income populations, especially women and girls, access to information and foster their active participation in the public debate on development issues of local concern. Trainings have improved both the depth and range of interaction of radio stations with the populations they serve. All stations are increasingly using ICTs after the trainings, since broadcast became easier with ICTs – and less expensive. As a result, listeners have noticed changes in the content broadcast by the local radio stations, including greater interaction with them. Local radio stations are providing their audiences an inclusive platform where they can ask questions and demand solutions from authorities, private companies and other local actors, ensuring the latter's accountability to the community. Correspondent networks have extended the radio stations' news coverage area and brought more local voices to the airwaves, diversifying their sources and testimonies. They have helped the audience feel closer to their local station despite its remoteness. A special focus has been given to increase the local radio stations' understanding of financial planning and management, in order to improve their financial sustainability. Activities have been following country-level work plans designed together with radio station staff. UNESCO was able to adjust to any eventualities faced along the period under review. Progress towards output objectives have been constantly followed up by UNESCO. A final evaluation of the project was carried out by an external independent evaluator. The report pointed out 27 findings on relevance, effectiveness, efficiency, impact and sustainability, where the project scored overwhelmingly under the "high" values and sub-values. The second phase of this project was launched at the end of 2014, to include now also Burundi, Rwanda, and Uganda.

**World Radio Day** (WRD) 2015 saw unprecedented visibility, building significantly on the already-impressive levels seen the previous years. UNESCO broke for the third consecutive year the record on the number of staff media interviews, this time the figure rising to 133. These interviews were delivered throughout the world. Visibility exchange partnerships were conducted with more than 50 international organisations, NGOs and broadcasting organisations. A total of 329 events were registered, spread out across 83 different countries, with 26 UNESCO Field Offices organising celebrations. The signature event in Paris brought 19 radio stations from 11 countries to UNESCO HQ. Online visibility was also unprecedented for UNESCO, with the dedicated website registering more than 100,000 page views between 22 January and 26 February 2015, and the #dialmundialdelaradio hashtag becoming the No.1 trending hashtag in Spain on 13 February. Videos posted on YouTube attracted a total of 20,520 views, which is a very high number by UNESCO standards. UNESCO fostered a strong mobilisation around this year's WRD with the theme of "Youth and Radio. The central goal of 2015 World Radio Day, to encourage greater inclusion of young people in radio as producers and broadcasters, was achieved.

The benchmarks for the promotion of the **Gender-Sensitive Indicators for Media** were attained, that is:

\* Four media institutions and 5 journalism schools applied the GSIM: the Djibouti Association of Journalists, the Association of Mongolian Journalists, la radiodiffusion Télévision Congolaise (RTC), les Organes de presses de Gabon, the Harare Polytechnic, the Namibia Polytechnic, Malawi Institute of Journalism Education, Zambia Institute for Communication,

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<p>and the University of China (UNESCO Chair)</p> <p>* Three joint activities were successfully and cost-effectively carried out with the Caribbean Broadcasting Union (CBU), the Southern African Broadcasting Association (SABA) and the Eurovision News Exchange Network for South East Europe (ERNO).</p> <p>Overall, outputs include:</p> <ul style="list-style-type: none"> <li>•Two statements of commitment and one resolution adopted by the governing bodies of the respective organizations</li> <li>•Training of 32 Gender Focal Points from 32 organizations in 25 countries completed (details below)</li> <li>•1 regional action plan prepared</li> <li>•Eleven individual action plans prepared</li> </ul> <p>At least 32 partners including media organizations and civil society organizations promoted the <b>Women Make the News 2015</b> initiative. During the initiative, 9 media partners have pledged to commit to achieve 30% of all sources interviewed in the news are women and to working towards 50%.</p> <p>There are limited resources to implement related actions connected to <b>GAMAG's</b> Global Framework and Plan of Action. Proposal has been prepared and extra-budgetary resources are being sought. However, UNESCO and GAMAG successfully held a Side Event on Gender and Media at the 59th Session of the Commission on the Status of Women in New York, 12 March 2015, in collaboration with UN Women, Nordic Council of Ministers and GAMAG. The side-event launched preliminary findings of the global survey on media and gender being undertaken by UNESCO. It contributed to increased awareness of the need for public policies on gender and media and the integration of gender and media in the development agenda. GAMAG prepared and distributed a Position Paper on Gender, Media and ICTs in the SDGs in English, French and Spanish. Close to 300 participants attended, including over 20 representatives of GAMAG.</p> <p>An international conference titled, '20 years after the BPfA International Forum,' was held in Mexico City from May 27-28, 2015. It was organized through a partnership among UNAM-CEIICH, UN Women, UNESCO, the Global Alliance on Media and Gender (GAMAG), Communication and Information of Women (CIMAC), National Network of Women Journalists (Red Nacional de Mujeres Periodistas). The meeting focused on the Post Beijing Review and strategies for future advocacy action. In addition, the LAC Chapter of GAMAG was launched during this meeting. Over 150 participants from LAC attended. UNESCO through partnerships was able to draw attention to gender equality in and through media and technology at the Human Rights Council.</p> <p>On 17 June, during the 29th regular session of the Human Rights Council, UNESCO joined forces with the, Women's World Summit Foundation, the Global Alliance on Media and Gender (GAMAG), and the Women's UN Report Network to highlight issues surround gender equality in and through media. Over 70 participants attended. The launch of the European Sub-Chapter of GAMAG was initiate and steps are being taken to finalize the process. To further stimulate awareness of the importance of gender-sensitivity in the media, the annual Women Make the News (WMN) online awareness raising policy advocacy initiative was organized under the theme, "Advancing Global Partnerships to Achieving Gender Equality in and</p>

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through Media” in 2014 and “Yes we must! Reaching Gender Equality in the Media by 2030” in 2015.

Over the past six months progress has been made to strengthen and deepen **Media and Information Literacy** (MIL) objectives achieved in the previous biennia. To ensure media and information literacy for all, achieving media and information literate societies, work has focused on three pillars: 1) capacity building of Member States on MIL education and training, policies and monitoring and evaluation; 2) research to support policy formulation; and 3) networking to create multiplier effects and synergies. An entry level Massively Open Online Course on MIL (MIL MOOC) for young girls and boys, focusing on intercultural dialogue and gender equality, was launched in February 2014. Over 25 youth organizations from as many countries have been engaged in MIL through the MIL MOOC. By the end of the biennium, an additional 20 youth organizations from the Arab States and Nigeria would have received training and taking steps to integrate MIL in their activities. Adaptation of the MIL Curriculum continues to be the basis of MIL education and training. Through a cooperation with United Nations Alliance of Civilizations training workshops on MIL were organized for educators.

National consultations on the formulation of MIL policies were carried out. A Regional Forum on Media and Information Literacy in MENA was organized on 22 and 23 April 2015 in Cairo, Egypt in collaboration with the Arab League. It has led to increased awareness in the MENA member countries of UNESCO and its efforts in the area of Media and Information Literacy (MIL). The meeting pushed for national MIL policies and strategies to ensure systematic integration of MIL in education systems. Over 150 educators, policy makers and civil society partners attended, representing 17 Arab States. Their capacity was enhanced on integration of MIL in educational curricula in the need for national MIL policies in MENA countries. UNESCO is also carrying out a global research on young people (14-25 years old) respond to issues such as freedom of expression, access to information, quality media, gender equality, intercultural and interreligious dialogue, online extremist and radical content after having acquired MIL competencies. The research is linked two MIL MOOCs also supported by UNESCO.

Finally, UNESCO has joined force with NORDICOM and the MILID Network to undertake a feasibility study to set up an International MIL Institute. UNESCO partnered with UNAOC, GAPMIL and the MILID Network to organise the 5th Global Media and Information Literacy Week, June 22-28. Global MIL Week feature conference was held from 25-27 June in Philadelphia. UNESCO and UNAOC supported the GAPMIL Global MIL Award 2015 which was won by Ms Tesso Jolls, Media Literacy Centre, USA and Mr Jad Melik, Digital Media Literacy Network, Lebanon. UNESCO, NORDICOM other partners launched the third MILID Yearbook. The MILID Yearbook 2015 title is Media and Information Literacy for the Sustainable Development Goals. Over 200 attended MIL Week 2015 which was linked to the National Association of Media Literacy Education (NAMLE, USA) Conference. The Sidi Mohamed Ben Abdallah University in Morocco has piloted the MIL Curriculum and taking steps to integrate MIL in the language and linguistic programme in the university.

The MIL curriculum has been piloted in Slovakia and Kazakhstan and translated in the languages of these countries. The curriculum was also piloted in India and over 28 educators trained. It has informed one distance education MIL course and one online MIL course being developed in Hindi. Through a partnership between and the King Abdullah International Centre for Intercultural and Interreligious Dialogue (KAICIID) and UNESCO, the MIL Curriculum was adapted to develop a specialised media and information literacy and interreligious training resources. The adapted version was piloted among over 80 religious leaders in Nairobi, Kenya; New Delhi, India; Riyadh, Saudi Arabia; and in Bishkek, Kyrgyzstan.

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<p><b>Cost-effectiveness</b></p> <p>The economically most efficient way to achieve the expected result is found to be ensuring partnership-building across all activities. It is also preferable to invest the scarce resources of the Regular Programme in upstream, policy action rather than downstream, operational activities. One resource is increasingly difficult to optimise given the competing priorities between outputs - and that is staff's time .</p> <p><b>Contribution to C/5 result</b></p> <p>All actions are in line with the C5.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of human and financial resources to raise the quantity of activities, and to expand action to other regions. Presently the Section for Media Development and Society, answering for media pluralism, is CI's Section receiving the minor C/5 allocation and less staff members. Traditional Member States' priorities, such as community media, cannot be correctly serviced in these conditions.	* Partnership-building * Fund-raising * Re-consideration of C/5 allocations

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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"</p> <p><b>T 2014-2015:</b> 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;</p> <p><b>T CAP 2014-2015:</b> 10 additional countries included ICT CFT based teachers training in their national education policies;</p>	<p>National OER Policies developed in 3 Member States. In Ethiopia, Indonesia, Kenya, Oman and Rwanda, ICT CFT based teacher training has been introduced in national education policies. Tanzania and Uganda are in the process as well as many institutions in China. 62 additional National level institutions developed mandates and policy on Open Access. OA week celebrated in 8 different developing countries. A major conference involving 150 OA journal publishers and OA Experts was organized in Paris. Detailed indicators on OA in Latin America were published and consultation on "FOSS, Open Data adoption indicator" is ongoing. No of journals in DOAJ increased by 123 and OA repositories by 60. The major international conference "From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities" (India, 2014) brought together nearly 700 participants from 80 countries. Endorsed by the Executive Board, the New Delhi Declaration will be submitted to the General Conference.</p>	Medium
<p><b>PI:</b> Number of Member States institutional capacities strengthened to access, develop and share knowledge resources including through broadband-enhanced</p>	<p>62 national level institutes developed mandates and policy on OA. Through strategic partnerships, the YouthMobile Initiative is increasingly recognized. A</p>	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>ICTs, mobile devices and Open Solutions, with special emphasis on teachers, learners, researchers, information professionals or scientists</p> <p><b>T 2014-2015:</b> 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;</p> <p><b>T CAP 2014-2015:</b></p>	<p>number of national assessments were conducted for further develop field activities. Over 120 youth trained in Apps development, including in South Sudan and Kenya, to deploy real-life applications. In partnership with the Oulu City Council, Finland, UNESCO launched the 1st Ocean Apps Challenge in June 2015, in collaboration with IOC. The Paris Declaration on Media and Information Literacy (MIL) in the Digital Era launched during the first European MIL Forum (2014) 7 Member States supported in developing and implementing ICT-CFT programmes in teacher training and profession development, including through workshops (Oman, Rwanda, Togo, Kenya, Ethiopia, Tanzania, Uganda) A workshop was held in this period in Kenya to develop OER-licensed courses on the ICT CFT based on Moodle (an open source learning management system).</p>	
<p><b>PI:</b> Number of teachers effectively harnessing ICT in their professional practice to promote quality learning environments</p> <p><b>T 2014-2015:</b> At least 5 Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)</p> <p><b>T CAP 2014-2015:</b> 5 additional Teacher Education Institutions use the ICT Competency Framework for Teachers (ICT CFT)</p>	<p>Workshops to support the adoption of elements from the ICT CFT to support ICT in Education goals and the use of OERs were conducted in several countries: Uganda, Ethiopia, Tanzania, Indonesia, Oman, Rwanda, Togo and Kenya. A workshop was held in this period in Kenya to develop OER-licensed courses on the ICT CFT based on Moodle (an open source learning management system).</p>	<p style="text-align: center;">High</p>
<p><b>PI:</b> Policy support initiatives for open, distance, flexible and online (e-learning) education capitalizing on open solutions</p> <p><b>T 2014-2015:</b> At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed Dynamic community-based inter-regional policy</p>	<p>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.</p>	<p style="text-align: center;">Medium</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>tool bringing together best practices and policy advise for open, distance, flexible and online (e-learning ) education</p> <p><b>T CAP 2014-2015:</b> 3 additional policy support tools for open, distance, flexible and online (e-learning) learning developed</p>		

#### Achievement(s)

#### 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.

Oman and Bahrain developed and launched a National OER Policy with the support of UNESCO.

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 as well as capacity building in South Sudan Ministry of Information. Libraries of the higher music institutions from Kazakhstan, Kyrgyzstan, Belarus, Russia, Tajikistan and Ukraine signed a Memorandum of Cooperation on a project on "The music library of the CIS", based on the Paris Declaration, helping to librarians in sharing musical publications.

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.

Uptake of the ICT CFT on a national level in Ethiopia was conducted through trainings in partnership with local NGOs.

Following up on the development of National-level OER policies for Oman, Bahrain, and Kenya, UNESCO undertook major OER Projects in Nigeria where 4 OER courses were developed at the National Open University of Nigeria, and in Indonesia with the University of Terbukas. Two online OER events were organized with the University of Paris III: Sorbonne Nouvelle and the Education Fast Forward Foundation, and negotiations finalized with the Colombian government for the regional seminar on Open Educational Resources in 2016 Two key UNESCO OER publications have also been translated into French, Spanish, Portuguese, and Arabic and will be made available in the open ePub format for access on mobile devices.

### Achievement(s)

UNESCO has also supported the 2014 Conferences for ACDE and AAOU, and the 2015 Open Education Conference to advocate for OER. UNESCO supported the Athabasca University, Canada to transform the IDDROL Journal to a Journal on OER. The new Journal will be launched in late 2015 with a special issue.

#### **Open Solutions: YouthMobile**

Over 120 youth have been trained to intermediate-level skills in mobile apps development, including in South Sudan and Kenya. Some of these trainees were able to use their new skills to deploy real-life applications. There is significant global awareness of the YouthMobile Initiative among potential technical and financial partners, and the CI Field Offices, which have conducted a number of national assessments. Key partnerships have been established, including with the private sector and relevant NGOs.

In partnership with the Oulu City Council, Finland, UNESCO launched the 1st Ocean Apps Challenge in June 2015, in collaboration with IOC.

#### **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. Currently UNESCO is planning Open Access Regional Consultation for South Asia

OA week was celebrated with 10 institutions from 8 different developing countries. A major conference involving 150 OA journal publishers and Open Access Experts was organized in Paris. Six events of different sizes were supported by UNESCO in countries such as Bulgaria, Mexico, India, Portugal and France.

UNESCO is working to develop OA policies in South Africa, Mauritius and Uganda. In order to improve tracking of Open Access, UNESCO developed a set of indicators. UNESCO partnered with CLACSO, SciELO' RedALyC' AJOL' and FLACSO-Brazil to publish a report on Open Access in Latin America.

Progress has been made in the sensitization of relevant institutional and academic actors in Cuba and the Dominican Republic on the benefits deriving from the formulation of OA policies

UNESCO organized a regional consultation for Africa in January 2015. A seminar to link Open Access with Open Sciences was organized in April 2015.

Furthermore, 62 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 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. The major international conference "From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities" in

Achievement(s)
<p>New Delhi, India in 2014 brought together 700 participants from 80 countries for discussion, knowledge and solution sharing and establishment of new partnerships. The New Delhi Declaration will be submitted to the General Conference with an draft decision endorsed by the Executive Board. During the reporting period, a document entitled "Proceedings of the international conference in New Delhi" has been prepared and distributed. The document provides a good overview of key issues discussed, presents best practices and includes final recommendations for action in the area. UNESCO Member States capacities were strengthened to integrate inclusive and open solutions in their national policies, programmes and activities through work done at national and international level. Closer linkages established among industry, civil society and public sector. UNESCO role as one of the implementer of the UNCRPD has been promoted and advice provided to a number of public partners on inclusive policy development issues. UNESCO also contributed to the UN work, more specifically by coordinating UN action on the implementation of UNCRPD and co-organizing a workshop with UNDESA on disability statistics which provided recommendations for elaboration of strategies on open solutions and big data on disability issues.</p> <p>The UNESCO ODL Guidelines for the inclusion of Persons with Disabilities has been further developed and presented at a number of international events. The launch of contextualizing the ICT CFT Harnessing OER has been further widened to include project activities in 3 new countries - Togo, Philippines and Djibouti.</p> <p>Negotiations with UNESCO Kingston Office are ongoing with representatives from Belize and Jamaica for a possible organization of a Caribbean Conference on the Role of ICTs for Persons with Disabilities in the Caribbean. A regional ICTs for Persons with disabilities in Central America Conference is being prepared.</p> <p>UNESCO supported the 1st South Sudan ICT4d conference in March 2015 which culminated with key recommendations aimed at accelerating integration of Information and Communication Technologies (ICTs) in all the sectors of South Sudan.</p> <p>FOSS Solutions were highlighted at the first international conference on ICT for persons with disabilities, where a specific session was organized and contributed to the conclusions captured on the final declaration to be submitted to Member States.</p> <p>A study on Open Data, FOSS and Open Standards has been launched, with a view to ease situation analysis in Member States. An experts meeting will validate the findings towards the establishment of "FOSS adoption indicators".</p> <p>A project agreement with Tencent was established for the creation of an Open Digital Library on Traditional Games: this intersectoral project will innovatively use ICTs to collect, digitally preserve, and disseminate information about traditional games around the world.</p> <p>Initiated activities on OpenData and Citizen Science in Nepal, Kyrgyzstan, Ethiopia and Peru. A model for south-south collaboration has been drafted for scientific exchange. Five meetings have been organized in UK, Nepal, India and in Paris on citizen science and knowledge. Several other activities have been initiated to link sensor based technologies with other form of data collection and exchange.</p> <p>"Women in African History: An E-Learning Tool" was introduced into curricula in Ethiopia, Kenya, and Tanzania, and translations of the tool are currently being completed in amharic, arabic, kiswahili, lingala, and haitian creole.</p> <p>A project supporting the implementation of Amharic using Open Source software for library management in University libraries in Ethiopia was launched.</p>

**Multilingualism in Cyberspace**

### Achievement(s)

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 World Report on IDN Deployment 2014: Universal Acceptance and Arab States was released. 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. The international expert meeting from 28 to 29 October 2014 was linked to the implementation both Recommendation and IFAP strategic priority on multilingualism.

The 3rd consolidated report summarizing measures of the Member States taken during last four years to implement the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace was submitted to the Executive Board. A brochure summarizing key activities implemented during the last decade of promoting the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace published in English. The French and Spanish versions will be available shortly.

A mobile ICT solution Voice of Village (Aiyi) for was released to 18 community multimedia centers and 4 Community Radios for an improved access to municipal information among 70,000 villagers' in 7 districts of Kyrgyzstan. The solution is especially targeting rural women and youth.

The Multilingualism in Cyberspace Indigenous Languages for Empowerment Conference to be held in September at UNED, in Costa Rica.

Through international experts' consultations, UNESCO is developing a concept to upscale UNESCO Atlas of Languages in Danger to a World Atlas.

### **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.

For OERs, the most significant challenge is to carefully position support for OERs into existing policies for ICT in Education and to obtain broad support from all stakeholders. A high degree of strenuous effort has been placed on continuous fundraising activities.

### **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 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

<b>Achievement(s)</b>
<p>can be accomplished before setting up ambitious objectives which are difficult to meet with the limited financial resources. This is the biggest lesson learnt during the first semesters of the quadrennium.</p> <p>The establishment of two new Chairs in OERs in Slovenia and Mexico and the commencement of joint activities has increased UNESCO's effectiveness. A Partnership with the UNESCO Category 2 Regional Center for ICT (Bahrain) to organize sub-regional OER events for Gulf Cooperation Council Member States has been very beneficial. UNESCO has increased joint activity planning and coordination with Field Offices and received extrabudgetary funds from the European Commission for specific OER Projects.</p> <p><b><u>Contribution to C5 results</u></b></p> <p>The C/4 strategic objectives aims to promote openness in content, technology and processes through awareness raising, policy formulation and capacity building. Our initiatives so far 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.</p> <p>UNESCO's advocacy activities have actively contributed to the tangible increase in awareness among Member States of the benefits of the Open Solutions programmes. UNESCO has also directly contributed to the formulation of enabling policy frameworks well-aligned to national strategic development plans and accompanied by institutional and individual capacity-building to maintain relevance and sustainability.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>The most important obstacle was the acute shortage of financial resources in order to meet our targets in respect to the very large and ambitious mandate by the Member States. A significant challenge emerged from assisting many countries with existing ICT policies to incorporate Open concepts and then to find the resources for implementation.</p>	<p>Strategic partnerships with the private sector and alliances with centres of excellence including our Category 2 Institutes were leveraged. In addition, the consolidation of activities, greater synergies with Field Offices and a concentration on core issues relating to the ER3 mandate facilitated a higher level of implementation.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States through the Memory of the World programme and a Recommendation</p> <p><b>T 2014-2015:</b> -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</p> <p><b>T CAP 2014-2015:</b></p>	The Memory of the World Programme continued to encourage projects and activities not only from a global perspective, but also from regional and national ones. This was most clearly visible through the increased number of nominations from the Member States (100) for consideration to be inscribed in the International register. Also two new Regional Memory of the World Committees are in making, namely a European Regional Committee and a Regional Committee for the Arab countries.	High
<p><b>PI:</b> Member State's libraries and archives contributing to the preservation of documentary heritage</p> <p><b>T 2014-2015:</b> At least 2 new digital library services established by Member States</p> <p><b>T CAP 2014-2015:</b></p>	Work on sensitizing Member States about the need to create digital library services was continued and a project for supporting multilingual library service in Ethiopian university libraries was established.	High
<p><b>PI:</b> WSIS stakeholders implementing the World Summit on the Information Society (WSIS) outcomes through knowledge-sharing and multistakeholder partnerships</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b></p>	Organization of the second, 2014 WSIS+10 Review Event with ITU, UNDP and UNCTAD in Geneva from 9-13 June 2014 was successfully delivered, including the target of adopting a joint "WSIS beyond 2015" statement and vision. Some 1500 participants joined the event, including more than 60 Ministers. UNESCO organized or contributed to at the WSIS+10 High-level Event in terms of a long preparatory process, which included six physical meetings for the negotiation of the two outcome documents, which were adopted.	High
<p><b>PI:</b> The international debate on Internet Governance (IG) prominently includes</p>	UNESCO submitted three workshop proposals and a request for an Open Forum.	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>issues in UNESCO's field of competence</p> <p><b>T 2014-2015:</b> Global Internet Governance agenda and debate includes issues in UNESCO's field of competence in relevant fora</p> <p><b>T CAP 2014-2015:</b></p>	<p>All requests were accepted by the IGF's Multistakeholder Advisory Group (MAG). UNESCO also hosted the IGF Open Consultations and MAG meetings from 19-21 May, allowing for an enhanced cooperation between the IGF and UNESCO Secretariat. UNESCO then fully participated in the 9th Internet Governance Forum (IGF) on "Connecting Continents for Enhanced Multistakeholder Internet Governance", which took place in Istanbul, Turkey, from 1 to 5 September 2014. UNESCO Secretariat enhanced cooperation with the IGF's Multistakeholder Advisory Group (MAG) also by hosting the IGF Open Consultations and MAG meetings (2015). UNESCO then fully participated in the 9th Internet Governance Forum (IGF) on "Connecting Continents for Enhanced Multistakeholder Internet Governance", (Turkey)</p>	
<p><b>PI:</b> Multistakeholder implementation of WSIS outcomes enhanced through the strengthening of UN partnerships and networks</p> <p><b>T 2014-2015:</b> - UN partnerships and networks strengthened through high-level and working level meetings in 2014 and 2015</p> <p><b>T CAP 2014-2015:</b></p>	<p>UNESCO, as vice-chair of the United Nations Group on the Information Society (UNGIS) co-facilitated a high-level UNGIS meeting and a working level meeting in 2014, at which parts of the ongoing and future workplans were discussed. UNESCO, represented through its DDG, co-chaired the High-level UNGIS meeting (2015) and also co-chaired the working level meeting (2015). UNGIS produced a Matrix which spells out how the WSIS Action Lines can contribute to the future SDGs. UNESCO innovated by proposing a joint initiative on using ICTs for people with disabilities and a conference, which was organized in New Delhi in November 2014 by UNESCO and others. This joint initiative was a resounding success and was also integrated into the UNGIS workplan.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of IFAP National Committees established or strengthened by Member States, particularly in Africa &amp; SIDS Member States, to assess and operationalize responses to national policy needs in the IFAP priority areas through strategies, policies and projects</p> <p><b>T 2014-2015:</b> At least 5 National IFAP Committees established/ strengthened by Member States, of which 3 are in Africa and/or SIDS.</p>	<p>New National IFAP Committees have been established in Gabon, South Africa, Mongolia, and Guatemala with related activities launched also in Iran, China, Costa Rica, as well in SADC countries and APA.</p>	<p align="center">High</p>

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of formal partnerships established with IGOs, INGOs, private sector &amp; academic institutions to promote cooperation, outreach formulation and implementation of policies in the 6 IFAP priority areas. <b>T 2014-2015:</b> -At least 2 formal partnerships established; -Cooperative programme of work elaborated /funded and activities implemented ; <b>T CAP 2014-2015:</b></p>	<p>Within its multilingualism priority IFAP organized the Third International Conference on Linguistic and Cultural Diversity in Cyberspace in Yakutsk, Russian Federation in July 2014, the meeting adopted a policy declaration. Subsequently in October 2014, IFAP in concert with the Secretariat organized an Expert Meeting on Improving Access to Multilingual Cyberspace which developed an action plan and recommendations.</p>	<p align="center">High</p>
<p><b>PI:</b> 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:</b> Two Member States integrated information policies resources in their national information strategies <b>T CAP 2014-2015:</b></p>	<p>Four national IFAP workshops in the priority area of information ethics were organized in Namibia, Swaziland, Lesotho and Mozambique in concert with the ACEIE, and a regional capacity building conference for African policy-makers was attended by senior policy-makers from 14 African countries. French versions of the 2008-13 IFAP Report was published, Guatemala and Egypt expressed interest in developing Spanish and Arabic versions. A concept note for an ICT platform supporting participation of persons with disabilities in the information society was presented at UNESCO's International conference on the Role of ICTs for Persons with Disabilities (India, 2014). 2 sessions on information ethics and information accessibility priority areas were also organized; IFAP contributing to the UNESCO Comprehensive Internet Study process.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of MS implementing strategies and actions related to the Ethical dimensions of the Information and Knowledge Societies <b>T 2014-2015:</b> One SIDS and one developing countries in Africa implementing strategies and actions in the Ethical dimensions <b>T CAP 2014-2015:</b></p>	<p>An information ethics training kit for policy-makers based on the work undertaken as part of the WSIS+10 review was developed. Pilot testing workshops were conducted during the 8th int.al conference on the theory and practice of e-governance, organized by the UN University's Operating Unit on E-governance (Portugal, 2014) when UNESCO also co-chaired and co-organized the 3-day conference track on ethics, accountability and transparency. A series of intersectoral and interdivisional meetings were organized at UNESCO headquarters to facilitate information exchange and the preparation of joint</p>	<p align="center">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
	<p>activities with the African Center of Excellence for Information Ethics (ACEIE). In 2015, Information Ethics training workshops were ran in four SADC countries (Lesotho, Mozambique, Namibia and Swaziland), for 96 participants, including government policy-makers, university lecturers, researchers, information specialists (44% women).</p>	
<p><b>Achievement(s)</b></p>		
<p><b><u>Memory of the World Programme (MOW)</u></b></p> <p>The period covered by this report was particularly dense for the Programme.</p> <p>Following Resolution 53 of the 37th session of the General Conference, UNESCO organized international experts and Intergovernmental Special Committee meeting to discuss and finalize a draft text of a “UNESCO Recommendation concerning the Preservation of, and Access to Documentary Heritage, including in Digital Form”. At its 191st session, the Executive Board of UNESCO recommended that the 38th session of the General Conference decide that the issue of preservation and access to documentary heritage be regulated at the international level by means of a normative instrument.</p> <p>Member States have submitted 100 nominations for consideration and possible inscription in the MOW international register. The MOW Register Sub-committee retained 88 nominations to be submitted to the IAC for further consideration and recommendations</p> <p>UNESCO convened a Consultative meeting of experts to explore the establishment of a multi-stakeholder platform for the discussion of digitization practices, digital heritage selection policies, standardization and digital heritage preservation involving all relevant stakeholders.</p> <p>UNESCO and the European Union are teaming up through the 10th European Development Fund support for culture in order to collect, document, preserve and commemorate the mosaic of Africa's irreplaceable documentary heritage accumulated in Tanzania during the period of the independence movements.</p> <p>The MOW Programme also jointly organized, with the Oman National Commission for UNESCO, the first-ever regional training workshop for the Arab region of this scope, from 15 to 18 December in Muscat, Oman, which brought together experts and representatives from 12 Arab countries.</p> <p>Several other national and regional workshops were organized in the reporting period.</p> <p>UNESCO launched the PERSIST Project in order to foster a high-level policy dialogue among heritage institutions, governments and ICT-industry on digital heritage preservation and long-term accessibility under the aegis of UNESCO's Memory of the World Programme.</p> <p>16 new documentary items from 13 countries were inscribed in the Asia-Pacific Register of the Memory of the World, doubling the number of inscriptions in the register.</p> <p>MoW National Committees were successfully established in Argentina, British Virgin Islands and St. Maarten.</p> <p><b><u>Information for All Programme (IFAP)</u></b></p>		

### Achievement(s)

IFAP continued to contribute to the international policy debate, facilitating the exchange of experiences across countries through the organization of international conferences and expert meetings. The outcomes of these meetings include the development of policy resources and networks implementing the recommendations emanating from these meetings. Major events included the Third International Conference on Linguistic and Cultural Diversity in Cyberspace in Yakutsk, Russian Federation in July 2014, the Expert meeting on Improving Access to Multilingual Cyberspace organized at UNESCO Headquarters in October 2014, as well as the 8th international conference on the theory and practice of e-governance, organized in Guimaraes, Portugal with the United Nations University (UNU). Various regional capacity building activities in the information ethics priority area were convened in Southern Africa. National IFAP network partners in Africa, Asia, as well as Latin America and the Caribbean have also been reinforced. Support was provided to the creation of the Mongolian IFAP National Committee and in activities related to Internet Governance (World Internet Conference Wuzhen Summit 2014) Through the support to the National Commission, the Beijing office contributed to the establishment of the Gabonese national IFAP Committee.

#### **WSIS and UNGIS**

UNESCO successfully organized the second 2014 WSIS+10 Review Event with ITU (the host), UNDP and UNCTAD in Geneva from 9-13 June 2014, including the target of adopting a joint "WSIS beyond 2015" statement and vision. Some 1500 participants joined the event, including more than 60 Ministers. UNESCO organized or contributed to the WSIS+10 High-level Event in terms of a long preparatory process, which included six physical meetings for the negotiation of the two outcome documents, which were adopted.

As vice-chair of the United Nations Group on the Information Society (UNGIS), UNESCO co-facilitated a high-level UNGIS meeting and a working level meeting in June 2014, at which parts of the ongoing and future workplans were discussed. After another teleconference in July 2014 to finalize the workplan, it was adopted. UNESCO innovated by proposing a joint initiative on using ICTs for people with disabilities and a conference, which was organized in New Delhi in November 2014 by UNESCO and others. This joint initiative was a resounding success and was also integrated into the UNGIS workplan.

#### **Internet Governance Forum (IGF)**

UNESCO submitted three workshop proposals and a request for an Open Forum. All requests were accepted by the IGF's Multistakeholder Advisory Group (MAG). UNESCO also hosted the IGF Open Consultations and MAG meetings from 19-21 May, allowing for enhanced cooperation between the IGF and UNESCO Secretariat. UNESCO fully participated in the 9th IGF on "Connecting Continents for Enhanced Multistakeholder Internet Governance", which took place in Istanbul, Turkey, from 1 to 5 September 2014. Throughout 2014, the Organization continued to play a prominent role in the IGF and remained a driving force in field of Internet Governance, standing for a rights-based, open, accessible and multistakeholder facilitated Internet.

UNESCO, represented through its DDG, co-chaired the High-level UNGIS meeting (2015) and also co-chaired the working level meeting (2015). UNGIS produced a Matrix which spells out how the WSIS Action Lines can contribute to the future SDGs (see [www.ungis.org](http://www.ungis.org)).

#### **Information Ethics**

<b>Achievement(s)</b>
<p>To foster discussion amongst policy-makers and other stakeholders, four information ethics workshops were organized in Namibia, Swaziland and Lesotho. UNESCO co-chaired and co-organized the 3-day conference track on ethics, accountability and transparency during the 8th international conference on the theory and practice of e-governance and also presented its information ethics resource kit during a tutorial session. Concerning the comprehensive Internet Study on Internet-related Issues, over 200 contributions were received from all UNESCO regions. In addition, regional and international information ethics events have served to promote the study in addition the CI Sector's knowledge cafe organized a special session with the African Center of Excellence for Information Ethics to highlight ethical issues around personal data.</p> <p><b><u>Challenges, corrective actions and lessons learnt</u></b></p> <p>Limited resources remain the main challenge for delivering on Major Programme V. The successful fund-raising efforts by the UAP team ensured programme implementation. This however, is not a sustainable long term solution.</p> <p><b><u>Lessons learned</u></b></p> <p>The progress achieved is the result of collaborative relations based on shared goals and interests – HQ-Field, across Sectors and with external partners. However, the management of these partnerships can be further improved.</p> <p><b><u>Cost effectiveness and efficiency measures</u></b></p> <p>The scope of various projects went far beyond the initially planned in some cases which created an additional pressure on staff.</p> <p><b><u>Contribution to C5 results</u></b></p> <p>All activities undertaken were relevant and tightly coupled with the approved C5 targets.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Limited resources remain the main challenge for delivering on Major Programme V.	The successful fund-raising efforts by the UAP team ensured programme implementation. This however, is not a sustainable long term solution.

## Global Priority Africa

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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 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).	
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)	
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)	
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)	
Flagship 3, ER9 - Preservation of documentary heritage for enhanced access to knowledge through Memory of the World	

### Notes:

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of community radios adapting programming guidelines to strengthen women and young people's participation <b>T 2014-2015:</b> At least 10 community radio stations adapted programming guidelines	At least 22 community radio stations are adapting programming guidelines to strengthen representation of women and young people.	High
<b>PI:</b> 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:</b> At least 1 youth association engaged in media and information literacy	At least 3 youth organizations	High

Achievement(s)
<p>Through the Extra-budgetary project “Empowering Local Radio with ICTs”, continued improvement is marked in the skills and capacity of local radio stations to produce content through the use of ICTs; in line with professional journalistic ethics and streamlining good management practice including a focus on gender equality and women’s empowerment. The 32 radio stations in seven Sub-Saharan African countries are reflecting an increase in the number of programmes dedicated to women’s issues, growing voices of women heard on the airwaves as experts, reporters and interviewees, and a marked participation of women at 50% in all training workshops. In 2014, a total of 1403 people were trained in 7 countries of which 708 are women.</p> <p>Gender equality is a UNESCO Global Priority and a transversal subject addressed across every action. Workshops also included practical exercises on the adoption of gender-sensitive reporting guidelines for respective radio stations. As a result, an increasing number of radio programmes dedicated to women’s issues was noticed. Local radio stations under the project are paying more attention to gender issues, and a greater number of female voices are being heard in their programming. The external evaluator highlighted that, “as a key element of quality of news and information content produced by local radio stations, gender-sensitive reports significantly increased”.</p>

Achievement(s)
<p>Gender equality principles in regards to trainings' attendance have also being progressively taken into account by the radio stations. According to the final evaluation, the trainees "consider that project training increased their interest in reporting in a more gender-sensitive manner". Gender policies are being developed and applied by the local radio stations in order to include gender-sensitivity in their editorial strategy. In Uganda good practices for the community media organization (COMNETU) was supported and documented to enlarge inclusion and participation. At least 18 community radio stations are adapting programming guidelines to strengthen representation of women and young people.</p> <p>Concerning MIL At least 3 youth organizations from Africa have received training on MIL, gender and intercultural dialogue through the online MIL MOOC. Enhancing media and information literacy (MIL) as well as intercultural competencies among teachers is a key action of UNESCO's strategy to promote knowledge societies and foster the development of free, independent and pluralistic media and universal access to information and knowledge for good governance.</p> <p>Cost-effectiveness/efficiency measures:</p> <p>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. Exchange programs between the radio stations facilitated on-site individual training sessions. Local managers and personnel are motivated to learn more from one another, they enhance each other's capacities and understanding on ICTs in radio broadcasting, and share ideas and best practices, thus creating a sound basis for the sustainability of the results.</p> <p>Contribution to C5 results</p> <p>The outputs achieved have contributed to results, although empirical measurement of this is not always possible.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
In the current financial context, it is particularly difficult to respond to the growing demands from Member States to carry out similar action. Other challenges being faced include increasing learning levels from the activities and publicizing results.	Further fundraising is being sought, although this is a time-consuming and difficult task which stretches the team.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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).	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Number of Member States which have formulated Policy Frameworks on Universal Access to Information using ICTs and Open Solutions <b>T 2014-2015:</b> - 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	-UNESCO assisted the Ministry of Education of Kenya to develop a National Policy Statement on Open Educational Resources which will be incorporated into a revised National ICT in Education Policy. With funding support from the European Union, UNESCO has launched a major OER - MOOC project at the National Open University of Nigeria to implement a model OER Policy and open-license more than 1,500 courses. In partnership with OER Commons, UNESCO supported the development of 4 new openly-licensed courses at the University of Nairobi, Kenya. Discussions have been held with the African Council for Distance Education and the African Association of Universities to join a partnership for a potential new UNESCO OER Recommendation encouraging Governments to adopt national-level OER Policies. - over 120 youth were trained in mobile applications development, including in South and Sudan and Kenya to deploy real - life applications. - With regard to Open Access to Scientific Journals, (OA), UNESCO is working to develop OA policies in South Africa, Mauritius and Uganda. UNESCO supported the 1st South Sudan ICT for Development (ICT4D) conference in March 2015 which culminated with key recommendations aimed at accelerating the integration of ICTs in all sectors of South Sudan.	Medium
<b>PI:</b> • 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	- A project supporting the implementation of Amharic using Open Source software for library management in university libraries in Ethiopia was launched. Four national IFAP workshops in the priority area of information ethics were organized	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>Multilingualism and Universal Access to Cyberspace <b>T 2014-2015:</b> 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 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</p>	<p>in Lesotho, Mozambique, Namibia and Swaziland, and a regional capacity building conference for African policy-makers was attended by senior policy makers from 14 African countries. - New IFAP Committees have been established in Gabon and South Africa. Experts working in the subject area made presentations which contributed to the formulation of the Outcome document. - In the framework of the Memory of the World Programme, some 40 participants participated in a training workshop on the digitization of audio, photographs and paper heritage archives in Tanzania</p>	
<p><b>PI:</b> • 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:</b> - 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</p>	<p>- Kenya support for the open licensing of university courses has been undertaken. A Kenya National Statement on OER as well as support to OER MOOCS involving 30 African universities has been achieved. - The publication 'Women in African History: An E-Learning Tool' was introduced into curricula in Ethiopia, Kenya and Tanzania, and translations of this tool are currently being completed in Amharic, Arabic, Kiswahili, and Lingala. - The national contextualization of the ICT Competency Framework for Teachers (ICT CFT) using Open Educational Resources (OER) are ongoing in Djibouti, Ethiopia, Kenya, Rwanda, Tanzania, Togo and Uganda</p>	<p style="text-align: center;">Medium</p>
<b>Achievement(s)</b>		
<p>In the area of <b>ICT in Education</b>, a number of activities focusing on Open Solutions by the Communication and Information Sector have been undertaken. Concerning activities focusing</p>		

<b>Achievement(s)</b>
<p>on the national contextualization of the ICT Competency Framework for Teachers (ICT CFT) using Open Educational Resources (OER) are ongoing in Djibouti, Ethiopia, Kenya, Rwanda, Tanzania, Togo and Uganda. In addition, in Kenya support for the open licensing of university courses has been undertaken. A Kenya National Statement on OER as well as support to OER MOOCS involving 30 African universities has been achieved. Furthermore, the publication 'Women in African History: An E-Learning Tool' was introduced into curricula in Ethiopia, Kenya and Tanzania, and translations of this tool are currently being completed in Amharic, Arabic, Kiswahili, and Lingala. A project supporting the implementation of Amharic using Open Source software for library management in university libraries in Ethiopia was launched. Four national IFAP workshops in the priority area of information ethics were organized in Lesotho, Mozambique, Namibia and Swaziland, and a regional capacity building conference for African policy-makers was attended by senior policy makers from 14 African countries. New IFAP Committees have been established in Gabon and South Africa. In the framework of the Memory of the World Programme, some 40 participants participated in a training workshop on the digitization of audio, photographs and paper heritage archives in Tanzania.</p> <p>Over 120 youth were trained in mobile applications development, including in South and Sudan and Kenya to deploy real – life applications. With regard to Open Access to Scientific Journals, (OA), UNESCO is working to develop OA policies in South Africa, Mauritius and Uganda. UNESCO supported the 1st South Sudan ICT for Development (ICT4D) conference in March 2015 which culminated with key recommendations aimed at accelerating the integration of ICTs in all sectors of South Sudan.</p> <p><b><u>Cost-effectiveness</u></b></p> <p>Partnerships were leveraged and innovative ways explored to reduce costs.</p> <p><b><u>Contribution to C/5 results</u></b></p> <p>This outputs contributed to the C/5 results.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
The funding provided for programme implementation has been limited, and the need to ensure greater partnerships between HQs/Field, sectors and external partners has been significant.	Extrabudgetary resources have been sought and attained. Partnerships HQ-Field, across sectors and with external partners is continued.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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)	

<sup>(1)</sup> Note: ■: Not on track; : Partly on track; ●: On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>PI:</b> • African girls and boys received relevant, high quality and motivating training at the local level, providing mentoring for the development of mobile phone applications.</p> <p><b>T 2014-2015:</b> At least 750 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile 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.</p>	<p>- over 120 youth were trained in mobile applications development, including in South and Sudan and Kenya to deploy real - life applications. -Consultations are ongoing to facilitate mobile apps competitions -partnership developed with Zain (mobile provider in South Sudan) and Technovation NGO (USA)</p>	Medium

**Achievement(s)**

**Output and Results**

UNESCO has taken significant steps to address the disproportionate lack of women in the growing field of mobile apps development through the YouthMobile Initiative which aims to empower youth—particularly young women—with the high-level skills and confidence to create smart mobile apps that are locally-relevant and contribute to the reduction of chronic youth unemployment, and enhancing sustainable development and global citizenship. The YouthMobile Initiative created a comprehensive Global Roadmap in March 2014 with the contributions of experts including 5 women leaders in apps development from Uganda, Kenya, USA, UK, and Vietnam.

Achievement(s)
Capacity-building Workshops in South Sudan and Kenya in 2014 and 2015 have resulted in young female programmers acquiring programming skills and releasing locally relevant apps addressing women's literacy and peace messaging. In April 2015, UNESCO entered into a Partnership with the Technovation NGO (USA) which conducts an annual challenge attracting more than 6,000 young girls worldwide to undertake a 3-month training course in apps programming, design, marketing, and entrepreneurship. The Partnership has resulted in Technovation releasing their Curricula with open licenses encouraging multiple language translations to increase the reach of the programme.
<b>Cost effectiveness</b> Cost have been reduced through the leveraging of partnerships.
<b>Contribution to C/5 results</b> This ER contributed to the C/5 results

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
A lack of resources has affected programme delivery,	UNESCO continues to strengthen its relationship with partners including those in the private sector in order to improve programme delivery.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Awareness raising, monitoring and advocacy for freedom of expression and access to information as a basic human right is increased and related	In South Sudan, UNESCO supported the drafting of three media bills endorsed by members of the National Legislative. Following an appeal by the Director-General,	Medium

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>internationally recognized legal, ethical and professional standards are applied</p> <p><b>T 2014-2015:</b> - 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 WPF 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.</p>	<p>the President signed bills into law. These laws will contribute to an improved media landscape with an enabling environment for freedom of expression, reduction on the very high levels of self-censorship and increased safety of journalists including female journalists. Leadership and Guiding Principles for African Media Owners and Operators initiative aimed at strengthening professional ethics were launched in 12 countries Local activities held on the occasion of WPF in at least 20 countries</p>	
<p><b>PI:</b> International and national campaigns and capacity-building for safety of journalists and dangers of impunity are reinforced</p> <p><b>T 2014-2015:</b> - 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.</p>	<p>The UN Plan of action on safety of Journalists and the Issue of Impunity is being implemented in South Sudan Training of 98 media professionals and government authorities was carried out in Kenya, Somalia and Uganda. Concerning the framework of the Universal Periodic Review Process (UPR), UNESCO submitted information related to freedom of expression to OHCHR for 8 countries.</p>	<p align="center">Medium</p>

**Achievement(s)**

**Outputs and Results**

The UN Plan of action on safety of Journalists and the Issue of Impunity is being implemented in South Sudan and reinforced by the established Media Sector Working Group in the country. The Plan is also being promoted in Nigeria, Gabon and Zimbabwe where dedicated training and conferences were organized and follow up ensured (e.g. Media Sector Working Group operating in South Sudan). The current situation in South Sudan has not contributed to a safer environment for journalists and additional efforts are necessary to reduce the violence against journalists. Training of 98 media professionals and government authorities was carried out in Kenya, Somalia and Uganda. More training is needed, especially for

<b>Achievement(s)</b>
<p>the police force to adequately address the threats against journalists in the above mentioned countries. Concerning the framework of the Universal Periodic Review Process (UPR), UNESCO submitted information related to freedom of expression to OHCHR for 8 countries.</p> <p>Celebration of the World Press Freedom Day took place across many African countries in 2014 and 2015. These activities continue to promote the importance of press freedom and freedom of expression.</p> <p><b>Cost effectiveness</b></p> <p>The Organization continues to build relationships with NGOs and private sector partners as a way to reduce costs.</p> <p><b>Contribution to C5 results</b></p> <p>The outputs achieved have contributed to results, although empirical measurement of this is not always possible.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>1. The biggest challenge met during 2014 and 2015 is the lack of resources, both financial and human. 2. Implementation of activities at the country level continues to be challenging due to various factors including lack of awareness, functioning of the media landscape, deterioration of security and political situation in some of the countries involved and political representation instability.</p>	<p>1. Efforts were deployed for fund-raising, special grants, "loans" of scholars and co-publishing - all initiatives that can support UNESCO's efforts to achieve its C5 expected results. 2. To overcome these obstacles, it is important to involve all stakeholders in the planning and implementation of the programmes. Furthermore, a nuanced approach was undertaken, making progress in those issues where there were prospects for success.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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)	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of journalists, journalism educators and their institutions is increased and their capacities are enhanced <b>T 2014-2015:</b> - At least 150 journalists, of whom 50% are women, apply new reporting techniques - At least 150 journalists, of whom 50% are 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	64 media development projects approved by the IPDC Bureau in 2014 and 2015. UNESCO's journalism curricula and its additional syllabi were promoted in different African countries, through IPDC's special initiative on journalism education excellence. curricula and additional syllabi were promoted over 530 journalists trained on science and development, investigative journalism and democratic governance.	High
<b>PI:</b> Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation <b>T 2014-2015:</b> - 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	At least twenty-two community radios in Kenya, Rwanda and Uganda have been supported to strengthen women and young people's representation.	Medium

Achievement(s)
<b>Among the 71 media development projects approved by the IPDC Bureau in 2015</b> , for a total amount of US\$ 1 253 392, 29 will be implemented in Africa. Special attention was given this year to media development projects submitted by Ebola-affected countries, and the Bureau approved three such projects to be implemented in Liberia, Sierra Leone and Guinea respectively. <b>In 2014, of the 80 media development projects approved, 35 concerned Africa. Forty two percent of the total funding (US\$ 1 270 000) provided by the IPDC to expand opportunities from free and independent media, was channeled to Africa.</b>

### Achievement(s)

The Global Initiative for Excellence in Journalism Education was set up, in collaboration with ORBICOM. To this end, twelve African schools of journalism -- in Uganda, Kenya, South Africa, Namibia, Sénégal, Nigeria, Zimbabwe and Madagascar -- were enlisted for free as Associate Members of ORBICOM for the period 2014-2015. Added to this was the fact that ORBICOM successfully applied for a grant from the IPDC to bring four African schools of journalism -- from Kenya, Namibia, Madagascar and Senegal -- to the ORBICOM annual conference held at the University of Bordeaux from 6 to 7 November 2014. The conference involved exchanges between these schools and their Latin American and other counterparts in as far as teaching, practising and researching journalism is concerned. In addition, the Nairobi and Dakar Regional Offices have trained over 530 journalists, among whom 340 of the women on science and development, investigative journalism and democratic governance.

Furthermore, the IPDC-funded ORBICOM conference referred to above served as a 'recruiting' ground for some possible authors of new specialized syllabi. More specifically, two experts have now contributed a syllabus, while three helped to review the syllabi submitted for the publication 'Teaching Journalism for Sustainable Development: New Syllabi'. The publication includes 8 syllabi that will be relevant to African countries. For example, the syllabus on 'Reporting Sustainable Tourism' was reviewed by an African journalism scholar. Plans are underway to launch this publication in October 2015 during the ORBICOM annual conference scheduled for Mexico.

Other key milestones to report here included, firstly, the launch in Ghana of UNESCO's publication "Climate Change in Africa: A Guidebook for Journalists" by the country's former President, and current UN Special Envoy on Climate Change John Kufuor.

An important aspect of this publication is that UNESCO is now collaborating with the French Agency for Media Cooperation (CFI) to train 18 African journalists from Kenya, Madagascar, Rwanda and Tanzania, who will then use their new knowledge and skills to authoritatively report on the proceedings of both the International Scientific Conference and the COP21 event, linking them to broader questions of human development in African societies. The first event took place in Paris, and the COP21 is scheduled for December 2015. The training workshop was evidence of the ongoing relevance of the guidebook as a resource for new reporting techniques for African journalists.

Furthermore, in seeking to promote the wider use of the publication, UNESCO introduced the Guidebook to over 50 journalism teachers and students during a conference at the University of Douala in Cameroon. The participants were from Cameroon, Canada, Burkina Faso and France.

#### **Cost effectiveness**

The Organization continues to build relationships with NGOs and private sector partners as a way to reduce costs.

#### **Contribution to C5 results**

The outputs achieved have contributed to results, although empirical measurement of this is not always possible.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The lack of human and financial resources continues to affect programme delivery.	Programme delivery is being strengthened through stronger relationships with stakeholders.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
Flagship 3, ER9 - Preservation of documentary heritage for enhanced access to knowledge through Memory of the World	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Safeguarding, Preservation and accessibility of documentary heritage enhanced in Member States <b>T 2014-2015:</b> -At least 3 new inscriptions on Memory of the World Register	11 submissions were made by 8 African countries. The evaluation process is ongoing. 2 MoW National Committees in the West of Africa are in the process of being created and/or operationalized. The draft Recommendation is being prepared. In the framework of the Memory of the World Programme, some 40 participants participated in a training workshop on the digitization of audio, photographs and paper heritage archives in Tanzania.	Medium
<b>PI:</b> Member States and their institutions empowered in information preservation. <b>T 2014-2015:</b> 4 Member States	1 Member State	Medium

Achievement(s)
<p><b>Results &amp; Outputs</b></p> <p>A proposal for training on digitization and access of information resources for the Ministry of Information and Broadcasting for South Sudan was prepared, negotiated and approved. Extrabudgetary funds secured from the Dutch will support the identification, digitization and preservation of the information resources of the Public Information Center of the Ministry of Information and Broadcasting, Juba, South Sudan.</p> <p>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</p>

<b>Achievement(s)</b>
<p>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.</p> <p><b>Results</b></p> <p>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.</p> <p><b>Cost-effectiveness / efficiency measures</b></p> <p>The leveraging of financial and in-kind resources through the support of Member States (Poland) and cooperation with professional NGOs in this field played an important role in contributing to the realizations that have been achieved.</p> <p><b>Contribution to C5 results</b></p> <p>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.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Lack of resources have hampered programme delivery.	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.

### Global Priority Gender Equality

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
ER 1: Member States and media institutions develop and implement Gender-sensitive journalism policies and use gender-sensitive media indicators.	
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.	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans:(1)
ER 1: Member States and media institutions develop and implement Gender-sensitive journalism policies and use gender-sensitive media indicators.	

(1) Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Media institutions taking up UNESCO's gender-sensitive indicators or other gender-sensitive actions, including gender balance at leadership levels.</p> <p><b>T 2014-2015:</b> 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</p>	At least 32 partners including media organizations and civil society organizations promoted the Women Make the News 2015 initiative. More than 40 media institutions, journalism training and NGOs in over 30 countries 6 partners (broadcasters, print media unions and associations) have adapted and piloted the GSIM with the partnership with UNESCO.	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation.</p> <p><b>T 2014-2015:</b> At least 10 community radio stations adapt programming guidelines to strengthen women and young people's representation</p>	<p>At least 22 community radio stations are adapting programming guidelines to strengthen representation of women and young people.</p>	<p align="center">High</p>
<p><b>PI:</b> Journalists trained who use new reporting techniques and report on science and development.</p> <p><b>T 2014-2015:</b> 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</p>	<p>40 journalists have been trained and empowered in new reporting techniques to report on science and development.</p>	<p align="center">Low</p>
<p><b>PI:</b> Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality.</p> <p><b>T 2014-2015:</b> At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality</p>	<p>37 young girls and boys trained while another 2330 youth registered for an online MIL course</p>	<p align="center">High</p>
<p><b>PI:</b> International/regional partnerships established among media relevant institutions.</p> <p><b>T 2014-2015:</b> At least two international/regional partnerships strengthened</p>	<p>UNESCO, UN Women and the International Federation of Journalists launched findings of a study to identify strategies to improve gender equality in Asia-Pacific media. Preparation is underway to launch a Gender and Media UNITWIN University Network which will serve as the research arm of GAMAG. The Network aims to articulate local and global research and foster cooperation.</p>	<p align="center">Medium</p>
<p><b>PI:</b> Civil society actors to promote awareness on existing gender inequalities and to contribute to change.</p> <p><b>T 2014-2015:</b> Agreement reached to cooperate on joint projects relating to gender equality and media</p>	<p>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. UNESCO with the support from Embassy of Austria in China has translated the landmark Violence and Harassment against Women in the News Media: A Global Picture study into Chinese</p>	<p align="center">High</p>
<p><b>PI:</b> Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships.</p>	<p>UNESCO partnered with International Women's Media Foundation (IWMF) and the International News Safety Institute (INSI) who carried a survey "Violence and</p>	<p align="center">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> Agreement reached to cooperate on joint projects relating to gender equality and media</p>	<p>harassment against women in the news media: a global picture. UNESCO with the support from Embassy of Austria in China has translated the landmark Violence and Harassment against Women in the News Media: A Global Picture study into Chinese</p>	
<p><b>Achievement(s)</b></p>		
<p><b>Gender-Sensitive Media Indicators (GSIM):</b> Through the GSIM, UNESCO encourages media organizations, particularly those which are public service institutions, to address gender inequalities. Empowerment through the media includes action to empower women in and through the media both in their operations and editorial work, such as promotion of multi-dimensional, non-stereotyped portrayal of men and women. More than 40 media institutions, journalism training and NGOs in over 30 countries have applied the GSIM including in the following countries: Cameroon, Central African Republic, Democratic Republic of Congo, Gabon, Ivory Coast, Kenya, Lesotho, Liberia, Malawi, Mauritius, Namibia, Rwanda, Republic of Congo, Senegal, Swaziland, Tanzania, Uganda, Zimbabwe; Bahamas, Barbados, Grenada, Guyana, Jamaica, St Lucia, St Vincent and the Grenadines, Suriname, Trinidad and Tobago; Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Serbia, Slovenia, Romania; China, Thailand, Mongolia; South Sudan, Morocco, Palestine, Iraq, Viet Nam, and Djibouti.</p> <p>In addition, 6 partners (broadcasters, print media unions and associations) have adapted and piloted the GSIM with the partnership with UNESCO, which include: African Union of Broadcasters, South African Broadcasting Association, Caribbean Broadcasting Union, OTI (Organización de Telecomunicaciones Iberoamericanas), Asia-Pacific Broadcasting Union. To further stimulating awareness of the importance of gender-sensitivity in the media, the annual Women Make the News (WMN) online awareness raising policy advocacy initiative was organized under the theme, "Advancing Global Partnerships to Achieving Gender Equality in and through Media" in 2014 and "Yes we must! Reaching Gender Equality in the Media by 2030" in 2015.</p> <p>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.</p> <p>At least 32 partners including media organizations and civil society organizations promoted the Women Make the News 2015 initiative. During the initiative, 9 media partners have pledged to commit to achieve 30% of all sources interviewed in the news are women and to working towards 50%.</p> <p>In the Maghreb countries civil society has been mobilized and increased interest on the gender equality issues and the role of media has been achieved through the widely circulated newsletter, "Genres et Médias au Maghreb" civil society's contribution of articles and research findings. To give an example, there are more than 700 members who joined the Facebook group "Femmes et médias au Maghreb" through which the newsletter is disseminated. For the June 2014 issue more contributions were received than could be accommodated.</p>		

Achievement(s)
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In Morocco, in partnership with the Embassy of France in the country, a regional seminar "Women Make the News" was organized in the premises of the French Institute of Casablanca on 1 and 2 April 2015. The Embassies of France in Algeria and Tunisia also gave support. Conferences and training workshops involve media leaders, program directors, editors, journalists, journalism students, etc. They addressed many strategic themes: representation of women in media, women's access to media and decision making, safety and working conditions. Moreover, UNESCO office in Rabat is supporting the HACA in implementing an ambitious programme to improve the image of women in the audio-visual media, with an inclusive approach involving all the broadcasters for conceptualization phase to the implementation. This programme is intended to create a sustainable framework guarantying gender-equality in the supervising process among the broadcasters but also a better representation of women in the contents according to the recommendations of the HACA in its study.

**Community Media:** Through this work, UNESCO makes community broadcasters – in particular community radios, aware of both gender policies in the workplace and gender focus in content production. Radio stations have applied gender-sensitive indicators to monitor news gathering, and in reporting at the radio, they have adjusted programming schedules to increase time allocated to gender-specific programmes, encourage the participation of women and ensure news sources and correspondents are not only men. World Radio Day is an important day to leverage gender equality, by promoting the balanced presence of women and men in media coverage as well as the elimination of stereotypes and multi-dimensional portrayal. UNESCO succeeded in drawing world attention to the issue of gender equality in radio and influencing the salience of issues in media content through World Radio Day 2014, under the theme "Enhancing gender equality in radio and empowerment of women" which played an agenda-setting role and was observed in at least 155 locations worldwide. The Day focused on (the 3 sub-themes here) Two hundred and forty eight celebrations were registered on UNESCO's WRD Crowdmap The Day generated a blockbuster social media response. The message of gender equality in and through the media was carried by 145 broadcasters around the world.

Through the Extra-budgetary project "Empowering Local Radio with ICTs", continued improvement is marked in the skills and capacity of local radio stations to produce content through the use of ICTs; in line with professional journalistic ethics and streamlining good management practice including a focus on gender equality and women's empowerment. The 32 radio stations in seven Sub-Saharan African countries are reflecting an increase in the number of programmes dedicated to women's issues, growing voices of women heard on the airwaves as experts, reporters and interviewees, and a marked participation of women at 50% in all training workshops. In 2014, a total of 1403 people were trained in 7 countries of which 708 are women.

Gender equality is a UNESCO Global Priority and a transversal subject addressed across every action. Workshops also included practical exercises on the adoption of gender-sensitive reporting guidelines for respective radio stations. As a result, an increasing number of radio programmes dedicated to women's issues was noticed. Local radio stations under the project are paying more attention to gender issues, and a greater number of female voices are being heard in their programming. The external evaluator highlighted that, "as a key element of quality of news and information content produced by local radio stations, gender-sensitive reports significantly increased".

Gender equality principles in regards to trainings' attendance have also being progressively taken into account by the radio stations. According to the final evaluation, the trainees

### Achievement(s)

“consider that project training increased their interest in reporting in a more gender-sensitive manner”. Gender policies are being developed and applied by the local radio stations in order to include gender-sensitivity in their editorial strategy. In Uganda good practices for the community media organization (COMNETU) was supported and documented to enlarge inclusion and participation. At least 18 community radio stations are adapting programming guidelines to strengthen representation of women and young people.

**Massive Open Online Course on Media and Information Literacy (MIL MOOC):** Through a cooperation with the Athabasca University and Media and Information Literacy and Intercultural Dialogue University Network the MIL MOOC was developed in 2014. The online course provides training for women and men, and girls and boys in media and information competencies and how to use this new knowledge, skills and attitude to advocate for gender equality. 37 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. In the second pilot which is ongoing 2330 girls and boys are registered and now pursuing the course.

**Global Alliance on Media and Gender (GAMAG):** GAMAG is UNESCO-led global movement to promote gender equality in and through media in cooperation with other United Nations agencies, media partners and other stakeholders globally. It is one of the key outputs of the Global Forum on Media and Gender which was held in Bangkok, Thailand, 2-4 December 2013.

GAMAG is successfully building bridges between media and civil society. The International Steering Committee (ISC) of GAMAG has been established with 20 members of GAMAG as a step towards operationalizing agreement to cooperate on joint projects. The GAMAG-ISC reflects regional, linguistic and generational diversity, and includes representatives of key stakeholder sectors such as media professionals and their unions, media organizations, governments, civil society organizations, international agencies and youth representatives. During the Bali Global Media Forum, 26-28 August 2014, media and other civil society actors debated and agreed on an action plan to set up the Asia-Pacific Chapter of GAMAG 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.

GAMAG is carrying out global advocacy through social media to increase awareness on the topic and push for media as well as public policies.

UNESCO’s contribution to the gender and media aspects of the 20-year review of the Beijing Platform for Action, which took place in the context of the Commission on the Status of Women in 2015, has been defined through the launch of a global survey of Members States’ actions relevant to Strategic Objective J, Media and Gender, of the Beijing Declaration. The survey is intended to stimulate public policies in favour of gender equality in the media. Based on the Preliminary Report of the Survey, while 96% answered that their government has national gender policies and/or strategies, only 26% stated that media is covered by governmental gender policies as to decision-making level of organizations.

In addition, UNESCO has successfully held a Side Event on Gender and Media at the 59th Session of the Commission on the Status of Women in New York, 12 March 2015, in

### Achievement(s)

collaboration with UN Women, Nordic Council of Ministers and GAMAG. The side-event launched preliminary findings of the global survey on media and gender mentioned above. It contributed to increased awareness of the need for public policies on gender and media and the integration of gender and media in the development agenda.

#### **Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships:**

The main event to celebrate World Press Freedom Day was held (San Jose, 2-3 May 2013) under the theme "Safe to Speak: Securing Freedom of Expression in All Media". A parallel session at the conference focused on the issue of the safety of women journalists, and preliminary findings of a study on the topic were presented. On World Press Freedom Day, 45% of the participants and 33% of the speakers were women and the opening keynote speaker was Ms Tawakkol Karman, the 2011 Nobel Peace Prize Laureate. 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. UNESCO with the support from Embassy of Austria in China has translated the landmark *Violence and Harassment against Women in the News Media: A Global Picture* study into Chinese. The original study available in English was conducted by International Women's Media Foundation (IWMF) and the International News Safety Institute (INSI) with the support from the Austrian Government and UNESCO.

**International Programme for the Development of Communication (IPDC):** Gender equality perspectives will continue to be a key criterion in the approval of projects by the IPDC Bureau, including proposals for the establishment of community radio stations and other media development initiatives. All project proposals that go to the Board are required to give a gender disaggregation of beneficiaries, and six projects have been approved for safety training of women journalists in particular. 500 women journalists, community radio practitioners, policy-makers, and teachers have been trained on various topics including safety of journalists online and offline, developing gender-related content for community radio stations and how to mainstream gender in their operations, gender sensitivity in mainstream media, and media and information literacy and intercultural dialogue. A key enabler of capacity development projects promoting gender equality has been the International Programme for development of Communication (IPDC).

#### **Cost effectiveness/efficiency measures**

UNESCO leveraged its relationship with a wide range of partners to tackle the costs associated with programme implementation.

#### **Contribution to C/5 Results**

The activities associated with this ER contributed to the C/5 Results

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
<p>Gender and media actions hold much potential and are a basis to accelerate other gender equality objectives. However, there is a limited dedicated UNESCO budget for these initiatives to ensure systematic follow-up. The Global Alliance on Media and Gender (GAMAG) is an example. There are limited resources to implement related actions connected to GAMAG's Global Framework and Plan of Action. In some innovative activities, it is still difficult to obtain gender parity in participation and implementation of activities.</p>	<p>Proposals have been prepared and extra-budgetary resources are being sought. Strategic partnership with media and other civil society partners can help to achieve certain results. Furthermore, though gender equality is becoming popular among donors, there is an opportunity to stimulate more donor interest in the role of media and ICTs to enabling women's development and empowerment. Often small, but sustainable, NGOs that focus on the gender perspective, are involved in the implementation of activities. This provides visibility to these small organizations and by partnering with UNESCO, the NGOs are better recognized in national, regional and international fora.</p>

<p align="center"><b>37 C/5 Expected Result</b>                      (\$507M Expenditure Plan and resources other than Regular Budget)</p>	<p align="center"><b>Assessment of implementation of Workplans:<sup>(1)</sup></b></p>
<p>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.</p>	<p align="center"></p>

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<p align="center"><b>\$507M Expenditure Plan</b>                      Performance Indicators (PI) and Targets (T)</p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b>                      as at 30/06/2015</p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> 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</p>	<p>50 young women trained An app on improving women's literacy developed. In addition, negotiations are ongoing to promote mobile applications through the relevant competitions Partnership developed with Zain (mobile provider in South Sudan) and Technovation, an NGO in (USA)</p>	<p align="center">Medium</p>

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>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.</p>		
<p><b>PI:</b> Percentage of usage of UNESCO databases providing free and easy access to gendered knowledge and data disaggregated by sex <b>T 2014-2015:</b> 50% increase in the number of online databases providing free and easy access to gendered knowledge</p>	<p>Work is ongoing in this area</p>	<p align="center">Medium</p>
<p><b>PI:</b> Open Access articles and Open Data repositories for gender equality research created. <b>T 2014-2015:</b> 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</p>	<p>A draft survey was designed in order to conduct a survey on women with disabilities application of ICTs and good practices identification.</p>	<p align="center">Medium</p>
<p><b>PI:</b> 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:</b> 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.</p>	<p>Material in En &amp; Fr is now available for 9 women figures central to African history. 5 comic strip artists from Africa and the African diaspora participated in the development of multimedia content. Illustrators from the Democratic Republic of the Congo, France, Kenya, Madagascar, and Nigeria and hip-hop artists and slammers from across the United States, Senegal, and Eastern Africa have participated in the development of the pedagogical material that is available and can be consulted on computers</p>	<p align="center">Medium</p>
<p><b>PI:</b> Number of sessions with an explicit gender perspective organized in WSIS-related fora</p>	<p>The WSIS Forum 2014 included two sessions with an explicit gender perspective.</p>	<p align="center">High</p>

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> At least 4 gender sessions organized</p>		
<p><b>Achievement(s)</b></p>		
<p><b>Youth Mobile:</b> UNESCO has taken significant steps to address the disproportionate lack of women in the growing field of mobile apps development through the YouthMobile Initiative which aims to empower youth—particularly young women—with the high-level skills and confidence to create smart mobile apps that are locally-relevant and contribute to the reduction of chronic youth unemployment, and enhancing sustainable development and global citizenship.</p> <p>The YouthMobile Initiative created a comprehensive Global Roadmap in March 2014 with the contributions of experts including 5 women leaders in apps development from Uganda, Kenya, USA, UK, and Vietnam. Capacity-building Workshops in South Sudan and Kenya in 2014 and 2015 have resulted in 50 young female programmers acquiring programming skills and releasing locally relevant apps addressing women’s literacy and peace messaging. In April 2015, UNESCO entered into a Partnership with the Technovation NGO (USA) which conducts an annual challenge attracting more than 6,000 young girls worldwide to undertake a 3-month training course in apps programming, design, marketing, and entrepreneurship. The Partnership has resulted in Technovation releasing their Curricula with open licenses encouraging multiple language translations to increase the reach of the programme.</p> <p><b>Women in African History: An E-Learning Tool:</b> Following the launch in November 2013 of “Women in African History: An E-Learning Tool,” Open Solutions for Open Educational Resources, Open Access and Free and Open Source Software and ICT accessibility including multilingualism to promote gender equality and equitable access has been promoted in Ethiopia, Kenya, Tanzania, and Member States of the African Union. This internet platform consists of multimedia content including comic strips, interactive pedagogical units, audio modules, and quizzes in order to highlight the role of women in African History.</p> <p>The first phase of the project (2012/2013) was dedicated to the development of the architecture of the platform and the production of the first eight modules; a particular emphasis is given to historical women figures from Sub-Saharan Africa and the Diaspora. Phase 2 (2014-2015) is dedicated to the uptake of the tool in Africa and the African Diaspora, development of additional modules, and translation of the tool into African languages. In this way, the project develops ICT tools for knowledge acquisition and sharing that encourages the general education and ICT capacity of young women, promotes the use of ICTs, and capitalizes on intangible heritage to promote the link between technology, culture, education, and sustainable development. The platform is dedicated to all students, pedagogues, teachers, and the general public interested in the General History of Africa, and particularly women’s role in the continued economic, social, cultural, and political development of the region.</p> <p>In order to promote gender perspectives through the development of media and local content, 5 comic strip artists from Africa and the African diaspora, the majority under 35, participated in the development of multimedia content. Illustrators from the Democratic Republic of the Congo, France, Kenya, Madagascar, and Nigeria and hip-hop artists and</p>		

<b>Achievement(s)</b>
<p>slammers from across the United States, Senegal, and Eastern Africa have participated in the development of the pedagogical material that is available and can be consulted on computers, mobile phones, and tablets and downloaded free of charge as open educational resources. Furthermore, the content has been validated by the Scientific Committee for the Pedagogical Use of the General History of Africa and is in line with the provisions of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access in Cyberspace adopted in 2003, and also responds to the efforts in the framework of the Memory of the World Programme to promote digital preservation across the African region. Since December 2013, and in order to promote the uptake of the tool, Ethiopia, Kenya, and Tanzania, in partnership with the NGO Camara, have introduced the tool in classrooms across the three countries.</p> <p>Awareness raising of the tool has been carried out among Member States of the African Union, and translations of the tool have begun into Amharic, Arabic, Kiswahili, Lingala, and Haitian creole. Visibility of the project to ensure further expansion on a Pan-African level has been ensured through the production of a promotional video of the use of the ICT-CFT and "Women in African History: An E-Learning Tool" to raise the visibility of the activity, specifically as it relates to the Gender Equality Action Plan and the Operational Strategy for Priority Africa following the awarding of the tool with the GEM-TECH 2014 1st prize award jointly delivered by the ITU and UNWOMEN. Four of the Modules on Women in African History (Phase 1) will be published by Harper Collins.</p> <p><b>WSIS:</b> The WSIS Forum 2014 included two sessions with an explicit gender perspective.</p> <p><b>Cost-effectiveness</b></p> <p>UNESCO leveraged its relationship with partners to manage the costs associated with programme implementation.</p> <p><b>Contribution to C/5 results</b></p> <p>The activities covered by this ER contributed to the C/5 results</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
A lack of resources has affected programme delivery,	The Sector increased efforts to raise funds and/or in kind contributions.

## Part II.A. UNESCO Institute for Statistics

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: More relevant and timely education statistics and indicators produced	
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data	
ER 4: Use and analysis of education statistics promoted	
ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes	
ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States	
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States	
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States	
ER 9: The quality of data produced by UIS is improved and constantly monitored	
ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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:  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 and resources other than Regular Budget)	Assessment of implementation of Workplans:(1)
ER 1: More relevant and timely education statistics and indicators produced	

(1) Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Availability of more comprehensive and relevant global education data available to meet the needs of post-2015 goals <b>T 2014-2015:</b> New global data collections designed to collect comparable, policy-relevant information implemented annually <b>T CAP 2014-2015:</b>	Data release- including regional aggregated data- has been achieved in June 2015.	High
<b>PI:</b> Availability of more comprehensive and relevant regional and national education data available to meet regional and national policy and monitoring needs <b>T 2014-2015:</b> - 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 <b>T CAP 2014-2015:</b>	New regional module on teacher's at sub-national for the Asia region was launched in April 2015.	High
<b>PI:</b> Availability of education data disaggregated by specific population groups <b>T 2014-2015:</b> Education indicators from censuses and surveys, especially in relation to group differences are integrated into UIS databases and disseminated. <b>T CAP 2014-2015:</b>	Data for 74 countries released in March 2015	High

### Achievement(s)

UIS has completed the redesign of its education survey based on the implementation of ISCED 2011 and taking into account the needs of post-2015 agenda. The first round of data collection based on ISCED 2011 was launched in April 2014 and two data releases have already been done base on this survey: pre-liminary data published in February 2015 and

<b>Achievement(s)</b>
<p>reference data-including aggregated totals and averages- published by UIS in June 2016. Up to 75% countries were able to report core data for UIS questionnaire A on students and teachers for pre-tertiary education and 60%; and 50% of countries reported tertiary education and education finance data respectively.</p> <p>The UIS has developed and launched a global education survey module on teacher characteristics and working conditions in April 2015 with the 2015 UIS survey on formal education. UIS has also developed and launched a regional data collection to collect detailed data on teachers at sub-national level in the Asia region and will start the data collection in April 2015.</p> <p>With regard to education statistics from household survey data, the UIS added data for the following indicators of school participation to the UIS Data Centre in March 2015:</p> <ul style="list-style-type: none"> <li>• Out-of-school rate for children of primary school age (household survey data)</li> <li>• Out-of-school rate for adolescents of lower secondary school age (household survey data)</li> <li>• Net attendance rate: primary education (household survey data)</li> <li>• Net attendance rate: lower secondary education (household survey data)</li> <li>• Adjusted net attendance rate: primary education (household survey data)</li> <li>• Total net attendance rate: lower secondary education (household survey data)</li> </ul> <p>The indicators are disaggregated by age, sex, location and household wealth quintile. The first such release by the UIS offers data for 74 countries, covering the period 1998-2013. In total, 25,075 observations for 236 indicators (including levels of disaggregation) were added to the UIS Data Centre.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>UIS surveys: The transition from ISCED 1997 to ISCED 2011 was more challenging than anticipated because of the necessity for wide-ranging modifications of existing processes and tools at the UIS. In particular, the revision of the UIS indicator calculation software (CalcIndic) is still underway. Household survey database: Because of resource constraints, the UIS has not been able to analyse the most recent household survey datasets for all countries. The increased emphasis on disaggregated data - especially for post-2015 monitoring - requires more efforts in this area at the UIS.</p>	<p>UIS surveys: The UIS is aiming to make a full transition from ISCED 1997 to ISCED 2011 with the November 2015 data release. For the forthcoming release, education indicators will be calculated with a new version of CalcIndic that is fully based on ISCED 2011 instead of ISCED 1997. Household survey database: An additional UIS staff member has been moved to the team working with household survey data, mainly to assist in the analysis of the most recent education data from household surveys. The goal is to expand the coverage of the UIS database by increasing the number of countries and years with disaggregated data.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of Member States with updated mappings of their national education system to ISCED 2011 <b>T 2014-2015:</b> At least 80 countries with published ISCED 2011 mappings. <b>T CAP 2014-2015:</b>	The validation process for draft mappings is on track. Approximately 75 mappings are now final.	High
<b>PI:</b> Revised classification of fields of education (ISCED-F) implemented in UIS data collections <b>T 2014-2015:</b> UIS surveys redesigned to collect data according to ISCED-F from 2016 <b>T CAP 2014-2015:</b>	The redesign process is on track. The detailed field descriptions will assist countries in implementing the new ISCED-F classification in 2016.	High
<b>PI:</b> Number of Member States reporting ISCED 2011 data to the UIS <b>T 2014-2015:</b> All survey respondents provide data to the UIS in reference to ISCED 2011. <b>T CAP 2014-2015:</b>	Reporting countries have complied with ISCED 2011. Non-reporting countries remain an on-going issue (though non-compliance with ISCED 2011 is not usually the main reason for non-response).	Medium
<b>PI:</b> Documents published by UIS to describe new conceptual frameworks and to increase understanding of UIS methodologies and indicators <b>T 2014-2015:</b> 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. <b>T CAP 2014-2015:</b>	1 of 2 planned documents (the Operational Manual for studies on OOSC) will be published early in the second half of 2015.	Medium
<b>PI:</b> Number of countries with data on mean years of schooling (MYS) in UIS Data Centre <b>T 2014-2015:</b> 115 countries with data for 1950-2014	151 countries with data for 1950-2013	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of indicators for monitoring of post-2015 education targets with data in the UIS database <b>T 2014-2015:</b> The UIS database contains data for two thirds of indicators to monitor post-2015 education targets <b>T CAP 2014-2015:</b></p>	<p>Work to review potential indicators for the post-2015 education targets is underway.</p>	<p style="text-align: center;">Medium</p>

#### Achievement(s)

##### Outputs: (ISCED)

- The implementation of ISCED 2011 at the UIS is on track. All relevant questionnaires for data collection have been revised from ISCED 1997 to ISCED 2011 and Member States are reporting data in reference to ISCED 2011 to the UIS.
- The ISCED 2011 classification and the ISCED Fields of Education and Training 2013 (ISCED-F 2013) have both been published by the UIS in all six official UN languages. ISCED-F will be introduced in the UIS education surveys from 2016.
  - Draft ISCED 2011 mappings are available for approximately 160 Member States of which approximately 75 are final.
  - The UIS, OECD and Eurostat have published a joint operational manual for mapping national education programmes and qualifications to ISCED 2011. The manual will be published in the second half of 2015 in French and Spanish.
  - To help countries report data accurately according to ISCED-F, the UIS has developed a new guide on the definitions of the detailed fields in English. The guide includes a full-listing of the contents of each field and correspondence tables between ISCED-F and previous classifications of fields of study.
  - The number of countries responding to UIS education and literacy surveys received as of 3 July 2015:
    - Educational attainment and literacy - launched in January
      - UIS/ED/AT: 84 (41%) in 2014 and 30 (14%) so far in 2015
      - UIS/LIT: 58 (29%) in 2014 and 17 (8%) so far in 2015
    - Formal Education - launched in April with deadline for response end July
      - UIS\_ED\_A (ISCED 0-4): 114 (70%) in 2014 and 8 (5%) so far in 2015
      - UIS\_ED\_B (Education finance): 76 (47%) and 0 so far in 2015
      - UIS\_ED\_C (ISCED 5-8): 84 (52%) in 2014 and 5 (3%) so far in 2015

Achievement(s)
<p><b>Results: (ISCED)</b></p> <p>By developing new operational guides and methodological documents, the UIS is leveraging the impact of its workshops, national site visits and collaborative initiatives with regional data partners to improve the accuracy of cross-nationally comparable indicators. Countries have a growing set of resources to report data properly according to the classification of post-secondary education programmes in ISCED2011 and to the new classification for fields of study.</p>
<p><b>Challenges, corrective actions and lessons learnt: (ISCED)</b></p> <p>The scope of training efforts to enable better use of ISCED2011 has been underestimated – there is a real need to broaden efforts. A particular challenge is in the adaptation of household survey instruments to better reflect qualifications in ISCED.</p>
<p><b>Cost-effectiveness/efficiency measures: (ISCED)</b></p> <p>The UIS managed to contain the costs related to the ISCED operational manual through close collaboration with partners. The manual, for example, was a co-publication with OECD and Eurostat.</p>
<p><b>Outputs: (OOSCI and MYS)</b></p> <p>Drawing on the findings of an OOSCI project review carried out in 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 such studies - from assembling national teams and conducting statistical and policy analysis to the final presentation and interpretation of results. As of June 2015, the text has been completed and the publication is now undergoing editing and design; publication is foreseen for the third quarter of 2015. 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.</p> <p>In March 2015 the UIS released updated estimations of mean years of schooling for 151 countries covering the period 1950-2013. The MYS estimates were shared with the Human Development Report Office of UNDP and will be used for calculation of the Human Development Index in the forthcoming Human Development Report. A team of UIS staff continues to work on refining the existing methodology to allow calculation of mean years of schooling for a larger number of countries and years. A more detailed description of the UIS methodology for calculation of MYS is currently under preparation and will be released in the second half of 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
ISCED: The scope of training efforts to enable better use of ISCED 2011 has been	ISCED: The UIS is actively developing resources available to Member States to assist their

Key challenges	Remedial actions
<p>underestimated - there is a real need to broaden efforts. A particular challenge is in the adaptation of household survey instruments to better reflect qualifications in ISCED. OOSCI: Not all OOSCI partners have a good understanding of the OOSCI methodology because of gaps in existing documentation, in particular the OOSCI Conceptual and Methodological Framework published in March 2011. MYS: Work on the MYS is progressing at a slower pace than desired because of resource constraints at the UIS. An additional challenge is that countries are not always able to report fully disaggregated data on educational attainment (for example, the percentage of persons with incomplete primary education is combined with the percentage of persons with completed primary education), which complicates the estimation of MYS.</p>	<p>implementation of ISCED 2011. For example, the UIS, OECD and Eurostat have published a joint operational manual for mapping national education programmes and qualifications to ISCED 2011, which is currently available in English and will be published in French and Spanish in the second half of 2015. OOSCI: The UIS and UNICEF have developed an Operational Manual for national OOSCI studies that is currently undergoing final editing and will most likely be published in the third quarter of 2015. This document addresses gaps identified in existing documentation and 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 and related resources will be widely disseminated through a dedicated OOSCI website, launched in January 2015: allinschool.org. MYS: To overcome the current resource constraints, the UIS is reviewing the tools for producing MYS estimates with an aim for increased efficiency through automation. The UIS is also developing methods to decompose aggregated data on educational attainment.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions</p> <p><b>T 2014-2015:</b> 4-6 regional workshops (2-3 per year)</p> <p><b>T CAP 2014-2015:</b></p>	<p>9 regional or sub-regional workshops were conducted in 2014 and the first half of 2015, some with the financial support of partners</p>	High
<p><b>PI:</b> National data plans and/or data quality assessments conducted and the recommendations implemented by Member States</p> <p><b>T 2014-2015:</b> in at least 10 member states (5 per year)</p>	<p>National assessments of education data systems were conducted, with ALECSO, in 3 Arab States (Comoros, Egypt and Tunisia) while technical missions to improve data quality and coverage took place in Malaysia and Singapore.</p>	Low

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>Achievement(s)</b></p>		
<p><b>Outputs:</b></p> <p>Regular regional workshops were conducted for countries in:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(ii) the Caribbean, in May in Montego Bay (Jamaica) for 23 countries;</li> <li>(iii) Eastern and Southern Africa, in May in Harare (Zimbabwe) for 25 countries;</li> <li>(iv) South and West Asia, in May in Bangkok (Thailand) for 9 countries;</li> <li>(v) East Asia, in June in Bangkok (Thailand) for 14 countries;</li> <li>(vi) West and Central Africa in Abidjan (Côte d'Ivoire) for 24 countries.</li> </ul> <p>Three additional workshops were conducted for countries in:</p> <ul style="list-style-type: none"> <li>(vii) the Arab States, jointly organized by the UIS and the Arab League Educational, Cultural and Scientific Organization, in February 2014 in Tunis (Tunisia) for 21 countries;</li> <li>(viii) the Gulf States and the Yemen, organized by the UIS in partnership with the Ministry of Development Planning and Statistics in Qatar, in March 2014 in Doha for 7 countries;</li> <li>(ix) Asia on Education Finance Indicators, jointly organized with Quality Learning Foundation, for 3 countries.</li> </ul> <p>In the second half of 2014, together with ALECSO, UIS conducted national assessments of education data systems in three countries: Comoros, Egypt and Tunisia. Technical support to improve data quality and coverage has been provided on an on-going basis to Malaysia and Singapore. In addition, a national workshop on MDG indicators was organized in Azerbaijan in partnership with the UN Economic Commission for Europe.</p> <p>The UIS has revised its approach to data plans and the data quality assessment framework (DQAF). The aim is to revise the DQAF methodology and ensure coherence with the similar SABER EMIS module.</p> <p><b>Results:</b></p> <p>Through regional workshops, the UIS continues to improve data quality by promoting national ownership of the Institute's global education database. The workshops help to build networks of data producers and users while supporting a growing community of practice aimed at resolving data quality issues through the development of South-South solutions. They also allow UIS staff to gain a richer understanding of national data quality to ensure robust cross-national indicators and benchmarking. They also enable the UIS to explore issues related to national data infrastructure and EMIS while identifying national statistical capacity needs.</p>		

Achievement(s)
<p><b>Cost-effectiveness/efficiency measures:</b></p> <p>Workshops and other links to countries are often organized in close partnership with regional partners.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
An important challenge in improving data quality at the national and global levels lies in maintaining and reinforcing networks of data providers.	Network building is a key result of the training workshops. We can build on these efforts by sharpening the focus on the benefits of cross-nationally comparative indicators for national data providers and raising the profile of their contribution to the UIS global education database. In addition, regular training workshops are needed to minimize the risk of inaccurate reporting of data which frequently occurs due to staff turnover in education ministries.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: Use and analysis of education statistics promoted	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> UIS education data disseminated regularly</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	- Education data released in February and June 2015. - Educational attainment data released in March 2015. - GED-type tables still under consideration; indicators from household surveys added to the database.	High
<p><b>PI:</b> Data presented more visually</p> <p><b>T 2014-2015:</b> E-atlases in new platform and other new ways to present data visually</p>	- UIS eAtlas on out-of-school children updated for July release of new data on out-of-school children. - UIS eAtlases on literacy and teachers will be updated following next reference year data releases in the second half of 2015.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Technical, analytical, and informative products developed <b>T 2014-2015:</b> One flagship thematic report, at least two technical papers, two policy notes and six factsheets <b>T CAP 2014-2015:</b></p>	<p>- Work ongoing: TAG report with indicator recommendations for post-2015 released in May; policy note on out-of-school children to be released in July.</p>	<p style="text-align: center;">High</p>
<p><b>Achievement(s)</b></p>		
<p><b>Outputs</b></p> <p>In 2015, the UIS shifted its dissemination policy from three education data releases to two releases to improve efficiency. As a result, education data were released in February. For the first time in June, the UIS will release data collected through the revised education survey (which introduced ISCED 2011).</p> <p>Two new survey modules were introduced – a global module on teachers and another on teacher deployment in East Asia. Both surveys will contribute data that will be analysed in a global report on teachers, which is planned for 2016.</p> <p>In January 2015, the UIS released a global report, Fixing the Broken Promise of Education for All – Findings from the Global Initiative on Out-of-School Children, with UNICEF during the Education World Forum in London. The Forum provided the Institute with direct contact with Education Ministers and other key policymakers. In addition, the UIS produced an interactive data visualization presenting a range of indicators, disaggregated by sex, location and household wealth for 23 countries (more countries will be added in the future).</p> <p>The UIS continues to expand efforts to disseminate data and analysis electronically by leveraging new technologies and communication channels. In 2015, the UIS produce two new interactive data visualization products on out-of-school children and girls' education in Africa while expanding its e-Atlas series (see MLA 4, Expected Result 10). New approaches may also be generated through the UIS gallery for data visualization.</p> <p>The UIS produced a report on indicators for post-2015 in four languages, which is the authoritative text on existing indicators and the data development agenda for education in the run-up to the UN General Assembly in September 2015.</p> <p><b>Results</b></p> <p>The UIS will continue to enhance tailored data and support to main partners reporting on education progress to 2015.</p> <p>The UIS is reaching wider audiences through the development of interactive data visualization products. These products present policy-relevant data in engaging formats to attract</p>		

Achievement(s)
general and technical audiences.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The new e-atlas platform has come with a learning curve, but the new system has already shown clear benefits in terms of the presentation and dissemination of UIS data.	The shift in data releases (from three to two) has helped to streamline data checking efforts and create efficiency gains without affecting the data and publication needs of major clients. The UIS continues to pursue partnerships with other organizations on analytical outputs.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States <b>T 2014-2015:</b> Student assessment initiatives in at least 50 countries analyzed <b>T CAP 2014-2015:</b>	Assessments for 26 countries already online.	High
<b>PI:</b> Good working practices are identified and used in oral assessments of reading proficiency	Submissions for articles to be featured in a guide on good practices submitted. This guide will include recommendations from more than 20 global assessment	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<p><b>T 2014-2015:</b> Consensus built among measurement stakeholders. Common framework promoted.</p> <p><b>T CAP 2014-2015:</b></p>	implementers, practitioners and donors.	
<p><b>PI:</b> LAMP results are disseminated and public user files made available.</p> <p><b>T 2014-2015:</b> Publish results and disseminate data</p> <p><b>T CAP 2014-2015:</b></p>	LAMP's methodology is currently undergoing an external review process. Only upon receipt of the three independent reports, will decisions be made about publishing LAMP results.	Medium

#### Achievement(s)

Outputs and results:

##### 1. Catalogue of Learning Assessments

- The Catalogue of Learning Assessments was launched online in April 2015. The Catalogue currently has summaries of 57 assessments from 26 countries. The Catalogue is updated periodically.
- Two training workshops were conducted during this period: Dakar in March 2015 for 18 countries (French-speaking) and Harare in May 2015 for 15 countries (English-speaking). These two workshops combined aimed to cover the remaining countries in Sub-Saharan Africa.
- A communications brochure for the Catalogue of Learning Assessments was produced in Arabic, English, French, and Spanish.
- A database that accompanies the Catalogue has been designed. The database will serve to extract data requests submitted by users.

##### 2. Oral Assessments

- Two consultants were engaged in February 2015, after a formal bidding process was undertaken in January 2015. The consultants will provide support in the development of the oral assessments publication.
- A guideline for submitting contributions was developed by the UIS and the consultants and shared with the authors. Two types of submissions are expected: case studies which focus on a particular experience, and content contributions
- While meeting participants are expected to submit their contributions by 31 July, 13 out of 20 contributions have been received thus far.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>1. There is a need to strengthen the communication about the Catalogue of Learning Assessments, which may have been perceived as a tool to compare student achievement across countries. 2. Catalogue data collection response rates are over 85%, indicating a good response. Nevertheless, some of the countries are reluctant to submit data on actual student achievement. 3. UIS has implemented the Catalogue of Learning Assessment without an elaborated framework that defines the rationale of each collected variable. Nevertheless, a concept note does exist and can be shared for further comments. It however needs to be refined and edited. This stems from the fact that it is regarded as a stand-alone project (subject to funding). This may explain the length of the questionnaire, and the fact that some collected variables were not used in the Catalogue summaries. 4. Workshops are expensive in the long-run. A new strategy will need to be considered should the survey be expanded, or conducted on a more regular basis. Potentially, a strategy similar to other UIS surveys can be considered, by sending the questionnaire electronically. 4. At least four authors will not be submitting their contributions. Additionally, UIS has identified gaps in the article coverage from a technical perspective, as well as in terms of regional coverage.</p>	<p>Challenge (1): UIS released the communications brochure in Arabic, English, French and Spanish and reframed the text on the UIS website to clarify the purpose and scope of the Catalogue. At the same time, it may not be clear how the Catalogue and the World Bank's SABER complement each other. While a difference between the two is communicated to countries during training workshops, UIS plans to write a communication to highlight the complementarity of both projects. Challenge (2): The UIS plans in the coming workshops to show how the data on student achievement can be used to produce tools for communicating meaningful messages to policy-makers. Challenge (3): For turning the Catalogue into a stable survey, a detailed framework is required and is currently being drafted for the second version. Challenge (4): UIS has invited new authors, and coordinated with committed authors to cover additional topics.</p>

### 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> STI database extended</p> <p><b>T 2014-2015:</b> - Net response rate of 30% for countries to which UIS sends an R&amp;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 - R&amp;D metadata available for all countries with R&amp;D data in the UIS database</p> <p><b>T CAP 2014-2015:</b></p>	- 25% net response rate to R&D survey by June 2015 - 29 countries responded to the innovation survey, out of 65 questionnaires sent - 22 surveys were added to the catalogue of innovation surveys between January 2014 and June 2015 - All R&D metadata are available in the UIS data centre	Medium
<p><b>PI:</b> Methodologies developed to assist Member States in carrying out STI surveys</p> <p><b>T 2014-2015:</b> At least 5 developing countries requesting assistance in carrying out an R&amp;D or innovation survey yearly</p> <p><b>T CAP 2014-2015:</b></p>	5 in 2014; 6 in 2015	High
<p><b>PI:</b> Number of countries/participants where capacities have been enhanced to collect STI statistics</p> <p><b>T 2014-2015:</b> - 20 countries in 2 regional workshops (10 countries / 1 regional workshop per year) - 6 technical assistance workshops (3 per year)</p> <p><b>T CAP 2014-2015:</b></p>	- 9 countries in one regional workshop in 2014 - 5 national workshops in 2014 - 4 national workshops in the first half of 2015	High
<p><b>PI:</b> Reports and other electronic materials prepared that promote the use of STI indicators and their linkages to development issues</p>	- Twenty requests in 2014. - Twenty requests in the first half of 2015.	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 40 requests received for R&amp;D and innovation data by UIS (20 per year)</p> <p><b>T CAP 2014-2015:</b></p>		

<b>Achievement(s)</b>
<p><u>Outputs</u></p> <p>1.</p> <ul style="list-style-type: none"> <li>• On R&amp;D statistics, an intermediate data release was done in the UIS Data Centre in late July 2014. This led to publication of data and indicators for 156 countries and territories in the UIS Data Centre on its website to the general public.</li> <li>• The mailout of the sixth R&amp;D survey was postponed to early July 2014, to be able to convert the questionnaire from pdf to the new Excel-SDMX format. Data processing started with much delay in early 2015. In the end, UIS sent its questionnaire to 142 countries, of which 35% responded, but only 25% of countries replied with data. The data will be released on the UIS website in August 2015.</li> <li>• The STI unit is actively supporting the UNESCO Science Report (USR), the flagship publication of the policy and capacity building division of the science sector (SC/PCB), by providing data and reviewing chapters. The processing of the 2014 R&amp;D survey started later than agreed, causing delays in our support for the UNESCO Science Report.</li> <li>• Work on systematically producing regional averages proceeded slowly, due to higher priority activities and will continue in the third quarter of 2015.</li> <li>• Work on metadata (implement a system for storing, processing and publishing metadata in a more systematic manner) will be done in the second half of 2015.</li> <li>• Capturing historical data from UNESCO Statistical Yearbooks for data before 1996 has started with slow progress, and will continue in the second half of 2015.</li> <li>• In the area of innovation statistics, the first global data collection statistics was the priority activity in the first half of 2014. The data were released according to plan in July 2014. This is a major milestone for the STI team of the UIS.</li> <li>• The second innovation data collection was launched in June 2015, according to schedule. The questionnaire was sent to 162 countries.</li> <li>• Concerning the inventory, the French version of the Catalogue of Innovation Surveys was made available on the website. Twenty-two surveys were added to the catalogue in the first half of 2015.</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>• The Guide on the Conduct of an R&amp;D Survey was finalised and printed in English. Translations to French, Arabic and Russian were completed and printed. The Spanish version was finalised in early 2015. 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), Indonesia (May 2014), Mongolia (October 2014), Algeria (November 2014), Guyana (March 2015) and Jamaica (April 2015).</li> <li>• In 2014, a consultant was hired to prepare a discussion document on the revision of Scientific and Technological Activities. A first draft was discussed at a meeting of the Latin</li> </ul>

### Achievement(s)

American Network on S&T indicators (RICYT) in Buenos Aires in October 2014, and a final draft was submitted in March 2015, after consultation with a number of countries and experts. Based on this first round, a new document with proposals for revision was prepared by the consultant and will be put in front of an Expert Meeting in July 2015.

- The OECD is in the process of revising the Frascati Manual on measuring R&D. After the inclusion of an electronic Annex to the Frascati Manual (FM) on developing countries in 2012, which was prepared by the UIS, the OECD member countries have taken the important decision to mainstream the content of the Annex in the core of the manual, in recognition of the quality of the Annex and the fact that the FM is the de facto world standard, so the manual should become more inclusive. Our role therefore in this revision has been to ensure that the perspective of developing countries is integrated in the manual. The revision progressed well, with meetings in June and December 2014, and
- In 2014, technical assistance in the conduct of an R&D or innovation survey was provided to China, Angola, Indonesia, Mongolia and Algeria. In the first half of 2015 national workshops were conducted in Cape Verde, Jamaica and Guyana (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 2014 and the first half of 2015:

- 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)
- A regional R&D statistics workshop for North-African (Arab) countries in Morocco in June 2014, financially supported by the Islamic Development Bank (35 participants)
- A national training workshop on STI indicators in Mongolia in October 2014 (130 participants)
- A national training workshop on STI indicators in Algeria in November 2014 (130 participants)
- A national training workshop on STI indicators in Cape Verde in March 2015 (20 participants)
- A national training workshop on STI indicators in Guyana in March 2015 (65 participants)
- A national training workshop on STI indicators in Jamaica in April 2015 (35 participants)

The target is one regional workshop (with 10 countries) and three national workshops per year. This target has been surpassed.

These activities will help countries in implementing a national R&D or innovation survey (or both).

In addition, a RICYT technical workshop on R&D and innovation statistics was attended in Buenos Aires (October 2014) and in Lisbon (June 2015), and the Global Network for the Economics of Learning, Innovation, and Competence Building Systems (GLOBELICS) was attended to present the global innovation data collection (October 2014).

### Achievement(s)

4.

- One chapter was contributed to the UIS publication on Higher Education in Asia, which was released in 2014.
- The R&D eAtlas is being updated and will be released in the second half of 2015.
- A visualisation on Women in Science was published on the website, which was very well received and used.
- UIS will co-author a chapter for the UNESCO Science Report 2015 on the private sector and is coordinating a chapter on women in science.
- A chapter on the human factor in innovation was delivered and published in the WIPO/INSEAD Global Innovation Index 2014. UIS is also co-authoring a chapter in the Global Innovation Index 2015.
- 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.
- An information sheet on the innovation data collection was released on the UIS website in early 2015.
- A chapter was written on ICT and innovation for inclusion in the CETIC/CGI.br publication in 2015.

### Results

Main results:

- Inclusion of the developing country perspective in the OECD Frascati Manual is an important result, largely due to the work of the UIS.
- Releasing global innovation data for the first time by any agency
- The continuous demand for UIS support in conducting national R&D and innovation surveys.
- A basic agreement was reached that UIS would take care of data processing for the AU/NEPAD African Innovation Outlook. This shows the quality of the work of the Institute in ensuring data quality of country submissions.
- Inclusion of an R&D indicator in the SDGs.

### Cost effectiveness

- China, Mongolia and Jamaica paid part of the expenses of UIS staff; Indonesia, while Angola, Algeria, Cape Verde and Guyana paid all of the costs. 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.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Despite more than 10 years of R&D data collection and capacity building activities, there is no notable increase in the response rate to the R&D questionnaire, and the quality of the data are not always of the highest standard. 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. A challenge has been to deliver on tight deadlines for the UNESCO Science Report, while needing to process the R&D data at the same time. Because the data processing started 3 months later than agreed, this proved to be very difficult. The core work is sustainable under the current conditions. However, it is clear that taking on extra work stretches the unit to its limits, as is currently the case. Attracting more funding is essential.	Capacity building therefore remains an essential component of UIS work. The shift to more targeted assistance at the national level should and does help. In addition to targeted capacity building activities, a Guide to help countries conduct an innovation survey would be helpful.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Increase in the number of methodological resource documents produced to support the development of cultural statistics globally.</p> <p><b>T 2014-2015:</b> At least 2 methodological resource produced</p> <p><b>T CAP 2014-2015:</b> - At least 2 methodological resource documents produced (1 per year) - Completion of initial CSA report and work plan developed.</p>	- Handbook No. 4 was completed in 2015. - A report was commissioned and a partial 1st draft was received.	High
<p><b>PI:</b> Cross-nationally comparable data and indicators produced and featured in a wide range of global reports</p> <p><b>T 2014-2015:</b> Increase in the number of data and indicators available for dissemination for the Survey of Feature Film Statistics</p>	- UIS sent its questionnaire to 196 countries and data for the reference year 2012 and 2013 from received from 75 countries. - The 1st UIS Survey of Cultural Employment is currently being implemented by the DPS unit. - 1st draft of the Cultural Trade Report was completed. - Feature film analytical information paper is	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>T CAP 2014-2015:</b> - Increase in the number of feature film data available for dissemination. - Increase in the number of cultural employment data available for dissemination. - 1 analytical report produced per biennium.	delayed.	
<b>PI:</b> An increase in the number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics <b>T 2014-2015:</b> At least 2 regional training workshop conducted <b>T CAP 2014-2015:</b> - At least 2 regional training workshop conducted (1 per year) - Provide technical assistance to at least 2 countries (1 per year)	- Preparations for the Arab States regional workshop are underway. - Qatar National/GCC workshop was undertaken in March.	High

#### Achievement(s)

In 2015, the UIS started methodological work on culture satellite accounts, which form a key policy issue concerning culture and development. The unit commissioned the production of a state-of-the-art report to describe current examples of culture satellite accounts in order to understand the country-level experience in terms of their development and implementation. In addition, the report will make recommendations regarding the implementation of an international methodology. This is the first year of a multi-stage and multi-year project.

A first draft of the report on the international trade of cultural goods and services was produced and it is anticipated that the report will now be published in Q4 2015. This report is the next in the series of reports that have been produced approximately every 10 years. Handbook No. 4 on *Measuring the economic contribution of cultural industries: Serbia case study* was published and disseminated in 2015. A short research paper on the measurement of the intangible cultural heritage, which is being prepared by a Doctoral Student Intern, will be completed by the end of June 2015.

The UIS is finalizing the cultural employment data collection instrument and the first round of the global survey will be launched on 31 July 2015, with data anticipated to be released in Q2 2016. It is anticipated that the Institute will release the results of the 2014 survey of feature film statistics data collection by the end of June 2015. It is anticipated that an analytical paper will be produced by the end of 2015.

The UIS continues to provide capacity-building services to improve the production and use of culture statistics. In March 2015, a workshop specifically for Qatar and the GCC in partnership and financed by the Qatar Ministry of Development, Planning and Statistics was successfully conducted by Culture Unit with support from the UIS Field Staff. This workshop focussed specifically on the development of national frameworks for cultural statistics in the participating countries as well as the identification of existing sources of cultural data.

Achievement(s)
<p>In February, UIS attended and presented at the Monitoring National Arts Education Systems (MONAES) International expert meeting. The MONAES project consists of a group of academics working in the field of Arts and Education and UIS to date has supported the work in an advisory capacity.</p> <p><u>Results:</u></p> <p>The proposed cultural employment survey training workshop for UIS field staff was cancelled due to the fact that it was not cost effective to have field staff travel to Montreal for 2 days and to the fact that it was determined that field staff can be informed about the particulars of the new survey via other methods such as email and conference calls as necessary, sufficiently enough for them to be able to answer questions from member states. If required, more detailed support to countries will be provided by the Culture Unit in Montreal.</p> <p>The units' work on the economic dimension of culture was further developed through the publication of Handbook No. 4 and it will be further strengthened through the launch of the 1st Global Survey of Cultural Employment. This area of statistics will be further enhanced by the development of the global standard and methodology for Culture Satellite Accounts that will put UIS at the forefront of the field and be the global reference for member states interested in establishing CSA's.</p> <p>Given the fiscal situation, the Unit is reaching out to form partnerships in order to undertake key projects. The unit, in partnership with the <i>Observatoire de la culture et des communications</i> from the <i>Institut de la statistique du Québec</i> (OCCQ) was successful in obtaining funding from Heritage Canada to put towards the joint OCCQ-UIS international conference on measuring digital cultural products proposed for May 2016. Although organizing and scientific committees have been established, further funding is still needed.</p> <p>In partnership with Gallup, the UIS is proposing the development of a module on cultural participation for the Gallup World Poll. At this stage, the Institute is seeking funding to carry out the pilot phase of the project.</p> <p>It is anticipated that the core key results will be achieved by the end of the current biennium (2015).</p> <p><u>Cost-effectiveness/efficiency measures:</u></p> <p>Due to limitations in the budget, UIS technical support to countries needs to be funded by the requesting country or third party donor. UIS itself is not able to fund country level capacity building initiatives at this time although it has done so in past years. The unit has been able to deliver at or slightly below cost on most of its activities. However, there are potential new activities that are not able to be started due to funding constraints. The use of consultants is a cost effective method in which to proceed with selected work but this approach has limitations when examining the sustainability of core work over time.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
In regards to the cultural trade report, the unit encountered issues with the data and data extraction (data are obtained from UN partner agencies). As a result, the analysis has taken more time than initially anticipated. In addition, unit has had to prepare and submit an analytical chapter using the same data for inclusion in the new 2005 Convention Global Monitoring Report. The first draft of this paper was submitted on time to the 2005 Convention GMR editorial team at the end of April and the final paper will be submitted by the end of June 2015. This delay and additional unanticipated work for the 2005 Convention GMR has resulted in a delay in publication, which is now anticipated for Q4 2015.	Reallocation of staff resources and change in priorities.
In addition, it has resulted in the need for the unit to commission the Feature Film analysis as the team is unable to produce the analysis itself as had been originally planned. The commissioned analysis will be funded from the budget available from the cancelled activity noted in the results section.	Reallocation of financial resources to engage a consultant.
The release of the 2014 survey of feature film statistics data collection was delayed in 2015. The verification of the UIS processed data by the Culture Unit was delayed due to the workload of the culture team. It is anticipated that data will be released by the end of June 2015.	Reallocation of staff resources and change in priorities.
The actual cost of the Culture Satellite Accounts commission was more than budgeted. As such, part of the budget that was available for the proposed cultural employment training workshop for field staff (see results section) will be used to support the key work in CSA.	Reallocation of financial resources from one budget line to another.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Global data on ICT in education are available and regularly updated <b>T 2014-2015:</b> - response rate of 75% of the ICT in education regional survey; - response rate of 50% of the ICT in education global survey <b>T CAP 2014-2015:</b>	- 53% for the Francophone African data collection and 8/18 (44%) for the Anglophone African data collection - Global data collection response rate will be assessed in 2016	Medium

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Media statistics are available and regularly updated <b>T 2014-2015:</b> response rate of 75% of the media statistics regional survey <b>T CAP 2014-2015:</b></p>	<p>For lack of funding, no survey is being conducted</p>	<p>Low</p>

<b>Achievement(s)</b>
<p><u>Outputs</u> ICT in education:</p> <ul style="list-style-type: none"> <li>• An information report on ICT in education in the Asia region focusing on about 30 countries was finalised and released in 2014.</li> <li>• A paper was prepared for e-Learning Africa 2015 with the results of the two African data collections. This paper will feed into our own information sheet, which is ready.</li> <li>• Two chapters for WSIS targets 2 and 7 were written for the <i>Final Quantitative Assessment Report on the WSIS Targets</i>, 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.</li> <li>• A Symposium on Mobile Learning was attended in Paris in February 2014 and February 2015, as well as a CETIC (Brazil) methodology workshops in Sao Paolo in 2014 and 2015.</li> <li>• Data received from Francophone African countries were processed. A response rate was achieved of 53% of 36 countries surveyed (target 75%).</li> <li>• A workshop for Anglophone African countries was conducted in Harare, Zimbabwe, in September 2014, which was followed by a mailout of the questionnaire, which received a response rate of 44%.</li> <li>• A mini-workshop on ICT in education indicators for the Arab States region, originally planned for June 2014 was postponed until the month of November 2014. The event was co-organised with our partner TAG.org (Jordan).</li> <li>• Supported by Intel, discussions are ongoing with ITU about inclusion of ICT in education indicators in the ICT Development Index (IDI). The ITU World Telecommunication/ICT Indicators Symposium (WTIS) meeting gave the Expert Group on Telecommunication Indicators (EGTI) the mandate to examine the UIS proposal in more detail. Discussions were held with the Head of ITU's ICT Data and Statistics Division and ITU staff are open to the notion of studying and if appropriate to include UIS ICT in education indicators as they would shed additional light on ICT skills. ITU has committed to begin testing some of the current data to determine the possible impacts on rankings that might occur. UIS received rather strong endorsements from countries, in particular from Egypt and from Iran, who stated that the current indicators used in the ICT skills sub-index are inadequate to reliably measure ICT skills.</li> <li>• A Technical Advisory Panel was successfully organised in Paris, in December 2014. Based on the advice received, the ICT in education questionnaire was revised. This questionnaire will be distributed globally in November 2015. The draft questionnaire was sent to the TAP members and to about 25 countries for feedback, which was received from about half of the people. In addition, a final outcome report was produced as well as three commissioned papers to support ongoing methodological work. One paper is</li> </ul>

### Achievement(s)

posted online, one is being formatted by Communications unit, while the final paper is in final revisions.

- The UIS continues to serve as a member of the Partnership on Measuring ICT for Development, and has recently been elected to the Steering Committee.

#### 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. Due to political barriers, the Ministry of communication of Myanmar has provided partial data statistics that only covers the public sector. The UNESCO MDI assessment team was considering a very limited data to collect directly from private media for the purpose of their final report.
- UNESCO has hired a consultant to do a Feasibility Study for the Upcoming World Trends on Freedom of Expression and Media Development. The consultant held interviews with a broad range of stakeholders, including UIS. During the interview, the UIS situation and perspective were provided to the consultant. The UIS media survey has been developed around the Media Development Indicators from UNESCO, but we don't collect data on freedom of expression, and don't intend to do so, because of the sensitivity of the issue, and the possible negative impact it could have on our other data collections.

#### Media and Information Literacy

- UIS conducted a mission at the European Commission (Brussels, 17-22 November 2014) and at the learning conference organised by the Flemish Ministry of Education of Belgium. The UNESCO Global media and information literacy assessment framework was presented together with national MIL projects currently developed or conducted in the EC Member States.

#### Results

There is a significant demand for ICT in education data. For example during presentations with the Partnership, more than half of the questions are typically related to the topic of ICT in education. There is the possibility that one ICT in education indicator will be included in the SDG indicators, and that a few others will be used for thematic monitoring of the SDGs.

Although the ratings for the two performance indicators are medium and low, the activity is really on track. For ICT in education (which relates to PI1), all outputs/deliverables are fully on track to be met. All activities go as planned. The only reason for the medium rating is that the response target for African countries was set at a level that was too ambitious.

Therefore, although the response rate target will not be met, the activity as a whole is perfectly on target. For media statistics (PI2), this was put in SISTER to keep the visibility. There was no funding at the beginning of the biennium, and that situation unfortunately has not improved. Therefore, although the target will not be met, and no activities will be conducted, this

Achievement(s)
was expected as baseline, therefore it should not effect the overall rating of the activity.
<u>Cost-effectiveness/efficiency measures</u>
As much as possible, we are working with partners, such as KERIS, CETIC and TAG.org, with whom we share costs.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
1) 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 on response rates and quality of the data received, especially in Africa. 2) For media statistics, the first challenge is to get the survey back on track. 3) The ICT in education team is very small (2.5 people) and therefore very vulnerable to staff movements. Illness or departure of only one staff member would seriously hamper progress of the work. This has been the case recently with a lengthy absence of the statistical assistant due to (minor) surgery.	1) Over time, this should get better, aided by the capacity building activities of the UIS. 2) Funding is being sought. 3) Trying to attract more funding.

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

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 9: The quality of data produced by UIS is improved and constantly monitored	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> All UIS surveys and questionnaires included in data quality monitoring framework <b>T 2014-2015:</b> - response rates published for all survey collections -timeliness indicators published for all survey collections	Response rates and timeliness indicators for all regular surveys are included in UIS quality reporting. Governance of new and ad-hoc surveys will be improved to assure the timely inclusion of these activities. In addition, detailed quality reports have been produced to inform data quality and capacity building strategies. These	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>	<p>reports include cell level response rates of questionnaires, identification of historical country response trends to questionnaires, and identification of linkage/non-linkage between individual questionnaire cells and UIS outputs.</p>	
<p><b>PI:</b> Mechanisms to share data and metadata amongst international organizations and with users improved <b>T 2014-2015:</b> The first phase will be to develop a common Data Structure Definition and questionnaire for the education survey <b>T CAP 2014-2015:</b></p>	<p>UIS and partners reached consensus on an initial data structure definition but a small number of issues need to be resolved (e.g. mobile students).</p>	<p align="center">High</p>
<p><b>PI:</b> Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced <b>T 2014-2015:</b> The first phase in cost reduction will be to move towards standards based SDMX-Excel data collection instruments which will incur additional costs in 2014-2015. <b>T CAP 2014-2015:</b></p>	<p>9 questionnaires were migrated to the new format and 4 are in the process of being migrated.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of member states where statistical capacities have been enhanced as a result of UIS field staff interventions <b>T 2014-2015:</b> 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. <b>T CAP 2014-2015:</b></p>	<p>Arab States: 7 (including 4 meetings/workshops, 90 trained participants) Asia/Pacific: 14 (including 22 meetings/workshops and 320 trained participants) LAC: 8 (including 5 meetings/workshops and 25 trained participants) SSA: 18 (including 22 meetings/workshops, 40 trained participants)</p>	<p align="center">High</p>

**Achievement(s)**

UIS data quality reports include information on data processing for all regular UIS surveys and questionnaires.

The UIS is also producing another series of quality reports to better monitor and evaluate data coverage and availability. These include cell level coverage of UIS Questionnaires,

### Achievement(s)

identification of multiyear questionnaire response rates to surveys by country, and a mapping of cells in questionnaires that contribute to outputs in the UIS online data centre.

To improve the dissemination of UIS data, the UIS continues to work with partners to refine and implement the Statistical Data and Metadata eXchange (SDMX) standard. The partners have agreed to an initial education data structure definition although a small number of issues remain to be resolved (e.g. mobile students). A governance model has been agreed to in principle and is now being finalized among the participating organisations. The UIS will present this work at the SDMX Global Conference in September 2015.

The UIS has undertaken and completed a project designed to make further efficiency gains and improvements in survey activities by refining the processes and tools to support mail-out and reminder activities. The next phase of this work is being scoped.

#### **Key results in the field for the first semester of 2015**

##### **Gulf States**

Across the region, about 90 national statisticians representing education ministries and national statistical officers were trained by the UIS on classifications and instruments designed to improve the collection, production, quality and use of education data. This included four country level visits (Bahrain, Oman, Saudi Arabia, and United Arab Emirates) and a national training workshop on the methodology for out-of-school children in Qatar. All requests (hundreds) from the countries were responded to professionally on time.

##### **Asia and the Pacific**

Across the region, about 320 national statisticians representing education ministries or national statistical offices were trained by the UIS on classifications and instruments designed to improve the collection, production, quality and use of education data.

The UIS organized 22 technical meetings and country visits with national statisticians and organized the following training workshops about:

- UIS questionnaires and ISCED in the Democratic People's Republic of Korea;
- higher education statistics to statistical officers at the provincial level in Sri Lanka;
- out-of-school children methodology and indicators and technical support for country reports in Lao People's Democratic Republic, Nepal, Papua New Guinea, Thailand and Vanuatu;
- technical support about LAMP results to Lao People's Democratic Republic;
- EMIS implementation and use to Bangladesh, Bhutan, Maldives and Myanmar;
- attendance data for the out-of-school children project in Rajasthan, India;
- EFA 2015 review report in the Maldives.

### Achievement(s)

#### Latin America and the Caribbean

There were site visits to 5 countries in the region: Argentina, El Salvador, Ecuador, Guatemala and Paraguay. Three of these missions were organized to under the partnership framework with the World Bank and OECD in order to assess the availability and quality of system level information needed to implement PISA for Development.

Key results of efforts to improve the production, dissemination and use of UIS education data in the region include:

- Within the framework of the Statistical Conference of the Americas (SCA), the UIS became part of the SCA Working Group on International Classifications, which will help to raise the profile of ISCED 2011 among national statistical offices;
- UIS provided a short training course on educational finance data to Master's students of FLACSO University (Buenos Aires).
- Key results of efforts to develop methodologies and improve the coverage of international statistics across the region include:
- Joint work with Organization of IberoAmerican States to develop a manual on tertiary education indicators for the region;
- Agreement with Economic Commission for Latin America and the Caribbean on the process to use household surveys to obtain relevant information for the new UIS cultural employment survey;
- Agreement with the InterAmerican Development Bank to obtain support for the production of UIS indicators on teachers, educational finance and other issues with specific relevance for the region;
- Support to UNESCO Santiago to implement an information system focusing on students with disabilities in Bolivia.

#### Sub-Saharan Africa

Across the region, almost 300 national statisticians and policymaker were trained on international standards to produce high quality education data and UIS survey instruments. By the end of June, the UIS will have provided onsite support to 18 countries across the region on UIS survey instruments, data quality assessments and out-of-school children methodology. In addition, the UIS continues to provide training and guidance by distance on a wide range of issues related to the international reporting and use of education data.

Key results of efforts to improve the production, dissemination and use of UIS education data in the region include:

- Post2015 Indicators: UIS helped to inform discussions of the African Regional Meeting organized for countries and partners;
- Development of a regional strategy for EMIS capacity building: funding proposals and negotiations initiated with European Union, African Development Bank and the GPE;
- Training on EMIS use and administration provided to UNESCO consultants and national staff involved with related project.

#### Cost effectiveness/efficiency measures

The collaborative nature of the SDMX work will lead to considerable gains in efficiency in the Institute's data production and dissemination cycle.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The transition to ISCED 2011 and the adoption of the SDMX standard was a big challenge. It required many new tools, processes and systems. Staff turnover also put additional strain on the work.	The Institute successfully recruited and trained new staff, including an expert on SDMX. Staff put in overtime to meet our commitments and some of the work was re-scoped to allow for high quality outputs. In addition a committee was put in place to help with the prioritisation of future key cross-cutting activities to help improve the efficiency of data production activities.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> New types of web-products and electronic publications to promote UIS data developed</p> <p><b>T 2014-2015:</b> At least 2 types of new products added per year 2 enhancements to the data centre introduced per year</p> <p><b>T CAP 2014-2015:</b></p>	<p>Details of what has been achieved may be found under Progress reporting. The intermediate targets have been met and the plan for the remainder of the year is on track to introduce additional metadata into the UIS data warehouse, to update the UIS website homepage, to improve the effectiveness of the search experience on the UIS website, to upgrade the UIS.Stat product from v5 to the most recent version, v7, and lastly, to introduce a UIS Catalogue of National School Census Questionnaires.</p>	High
<p><b>PI:</b> Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>UIS data has been integrated into the UNESCO transparency portal and the UNESCO country pages websites. A proof of concept has been initiated with ESCAP to establish an SDMX data exchange.</p>	High
<p><b>PI:</b> User experience of the UIS online Data Centre monitored and used to bring</p>	<p>This activity is on track with consultations and user feedback studies contracted for</p>	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>improvements  <b>T 2014-2015:</b> 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.  <b>T CAP 2014-2015:</b></p>	<p>and planned to be carried out in August and September 2015.</p>	

<p><b>Achievement(s)</b></p>
<p>In the first half of 2014:  The UIS completed the migration of its online Data Centre to a new platform, UIS.Stat, which is the product of an ongoing collaboration with the OECD and other national and international statistical organisations.  Multiple visualisations were produced:  2014 February – Women in Science  2015 May – Global Flow of Tertiary Students  2014 June – Data Tell Us</p> <p>In the second half of 2014:  The UIS implemented a proof-of-concept open data web service to ensure all UIS data products were always up to date with the most recent data.  UIS introduced a new service “UIS Embeddable Datagraphs” for deploying UIS statistics within websites of other organisations. UIS developed embeddable graphics were included on the UNESCO Country Pages website.  Innovation data were published in the UIS Data Centre and disseminated for the first time by the UIS.  A new section in the education dataset on <i>Mean Years of Schooling</i> was made available in the UIS Data Centre.  The following visualization was produced:  2014 July – Out of School Adolescents</p> <p>In the first half of 2015:  UIS developed embeddable graphics were included on the country pages of the <i>UNESCO Transparency Portal</i>.</p>

<b>Achievement(s)</b>
<p>The <i>UIS Catalogue of Learning Assessments</i> was launched on 24 March 2015. This catalogue provides descriptive standardised and comparable information on public examinations, national and international assessments in primary and lower-secondary education programmes in countries across the world. To access the catalogues homepage, please click <a href="#">here</a>.</p> <p>All UIS glossary entries which provide detailed definitions of UIS statistical indicators have been fully integrated and merged into the online data warehouse UIS.Stat to place the definitions close to the data.</p> <p>The first phase of aligning our data products to ISCED 2011 was completed. This change impacted our online data warehouse UIS.Stat, country profiles, SDMX data exchange files and glossary entries.</p> <p>The UIS entered into a pilot project with ESCAP to begin the process of migrating the current MS Excel data exchange process over to a more efficient SDMX-based process. Preliminary discussions were initiated with the UNESCO Bangkok office with the objective of improving their access to and use of UIS statistics.</p> <p>Multiple data releases were successfully delivered throughout the entire period for Education, Science, and Culture data.</p> <p>The following visualisations were produced:</p> <p>2015 January – Women Researchers</p> <p>2015 February – Out of School Children data exploration tool</p> <p>2015 May – Left Behind – Girls’ Education in Africa</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>The key challenges relate to maintaining sufficient funding in order to continually deliver on this core work programme and to maintaining strong internal coordination and execution of the work.</p>	<p>Ensuring regular internal communication at senior levels, establish a steering committee across the organisation with senior level representatives of all units, and having a dedicated project manager to coordinate the planning and execution of all activities have been essential to the successes which have been achieved. All stakeholders contribute to ensuring a robust roadmap is established and that the workplan is planned and implemented with sufficient oversight and to promptly address any risks and slippages.</p>

## Part II.A. Chapter 1 - Management of Field Offices

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Coordination of UNESCO's Field presence implemented in line with decisions of governing bodies	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> First phase of UNESCO's reform of its field network (Africa) consolidated <b>T 2014-2015:</b> UNESCO Field reform in Africa in place <b>T CAP 2014-2015:</b>	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. Additional programme assistant posts have been assigned to Field Offices in Africa to reinforce programme delivery capacities.	High
<b>PI:</b> Coordination of interaction between HQ and Field units on complex management issues <b>T 2014-2015:</b> Field Offices across all regions supported and provided with answers/ guidance as appropriate <b>T CAP 2014-2015:</b>	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.	High

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Performance assessment of all Directors and Heads of Field Offices completed</p> <p><b>T 2014-2015:</b> Performance assessment of all Directors/ Heads of Field Offices completed at the end of 2015</p> <p><b>T CAP 2014-2015:</b></p>	<p>Consolidated performance objectives for Directors/Heads of Field Offices were developed and were validated by Directors/Heads of Field Offices in the performance assessment tool (MyTalent) by end of 2014.</p>	<p align="center">High</p>
<p><b>PI:</b> Field offices assisted in their participation in joint UN programming processes at the country and regional levels</p> <p><b>T 2014-2015:</b> See ER 3.</p> <p><b>T CAP 2014-2015:</b></p>	<p>See ER3</p>	<p align="center">High</p>

**Achievement(s)**

Backstopping was provided to Field Offices through coordination of the consolidated and coherent HQ response and action. Advice was provided and decisions taken in order to facilitate operations of the Field Offices. Within the function of BSP as entry point for programme reporting, programme coordination and monitoring of programme implementation at the field level was carried. BSP served as coordination platform for field management.

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.

Consolidated performance objectives for Directors/Heads of Field Offices were developed and all Directors/Heads of Field Offices validated these objectives in the performance assessment tool (MyTalent) by end of 2014.

Development of the new websites of field offices was supported and backstopping and page development and editing functions were provided to the field offices.

BSP coordinated joint initiatives concerning complex strategic orientations related to the field presence including house-wide arrangements for closure of Moscow Office foreseen for end of September 2015.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
sustainability of the relevance and pertinence of field offices in light of diminished financial resources	Reinforced partnership building at the country level, effective advocacy for and support in the implementation of the UN normative frameworks. Emphasis on added value of technical and normative strength of UNESCO in the joint UN programmes and projects.
The limited resources under UNESCO's regular programme, regular programme funds decentralized to field offices remain modest and insufficient for achievement of the C/5 expected results and thereby jeopardize the sustainability of the field network.	Enhanced efforts need to be deployed to generate extrabudgetary funds in order to provide significant contributions in support of national, sub regional and regional priorities and to be able to position UNESCO with joint UN initiatives at the country and regional levels.

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

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans: <sup>(1)</sup></b>
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	
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Constitution d'un réseau interdisciplinaire d'institutions africaines et d'autres	Réseau institué avec nombre de think tank et partenariats de travail établis -	Medium

<p align="center"><b>\$507M Expenditure Plan</b></p> <p align="center"><b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b></p> <p align="center"><b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>régions, dans le domaine de la prospective ("think tank"), qui se concentrera sur des besoins/thématiques prioritaires dans les domaines de compétence de l'UNESCO</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>Promotion et/ou association à des rencontres prospectives assurée -Mécanisme de suivi externe de la stratégie opérationnelle mis en place et réunion tenue - Deux réunions tenues</p>	
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>Mobilisation des partenaires: - Sensibilisation de l'UA renforcée autour de l'HGA, du patrimoine, de la culture de la paix et du genre - Consultations pour une coopération renforcée avec l'UEMOA et la CEDEAO - Contacts avec des partenaires institutionnels (BAD, BID, UE) et privés (Royal Air Maroc ; Office Chérifien des Phosphates, OCP) - Accord avec Airtel Gabon - Accord avec le Congo en STI - Sensibilisation aux STI pour le développement (conférence scientifique, Prix UNESCO-Guinée équatoriale) - Appropriation accrue des Etats membres à la mise en œuvre de la stratégie opérationnelle pour la PA et l'importance de partenariats multiformes - Partenariat avec la Fondation J. 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</p>	<p align="center">High</p>
<p><b>PI:</b> Participation active, au plan substantif, technique et du leadership, aux</p>	<p>l'UNESCO participe à 10 'clusters' en tant que membre et co-préside l'un des</p>	<p align="center">Medium</p>

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>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</p> <p><b>T 2014-2015:</b> - Coordination du "Cluster" de sciences et sous-groupe 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>clusters relatif au sport et à la culture.</p>	
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> - 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>1 publication sur la prospective est en cours de finalisation et une deuxième sur les femmes est en préparation.</p>	<p align="center">Medium</p>

**Achievement(s)**

**Progress Assessment:**

**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, Office Chérifien des Phosphates, Royal Air Maroc) a pu être également mobilisé. Cette mobilisation a abouti à la signature, le 17 octobre 2014, d'un accord de partenariat avec **Airtel Gabon** pour l'éducation des filles, l'enseignement scientifique et l'entrepreneuriat des jeunes (4,3 millions USD). L'accord de fonds-en-dépôt entre Airtel Gabon et l'UNESCO jette les bases de 'Train My Generation : Gabon 5000 [Former ma génération : Gabon 5000]', un projet sur trois ans qui vise à offrir – via les TIC - une formation scientifique et entrepreneuriale à des milliers de jeunes au Gabon. Le partenariat avec le Royal Air Maroc prévoit des mises à disposition de billets d'avion, y compris des collectes de fonds pour des activités relatives aux programmes phares ainsi que des événements de communication/visibilité.

### Achievement(s)

Par ailleurs, dans le domaine de la **Culture de la paix et de la non-violence**, des partenariats avec la Fondation Forest Whitaker (mise à disposition d'un consultant), le Gabon et la Fondation Omar Bongo Ondimba ((environ 120.000 USD – dont 30.571 USD en appropriation pour l'organisation du Forum de Libreville de décembre 2014), la Fondation Houphouët-Boigny pour la recherche de la paix (appui en nature à la réunion de Yamoussoukro, septembre 2014), la Royal Air Maroc (billets d'avion) et le Centre d'études et de prospective stratégique (CEPS) sont venus appuyer les différents événements mis en place durant ce début de biennium.

Dans le domaine du soutien aux politiques de STI, un **accord de partenariat avec le Congo** a été signé le 17 décembre 2014 (400.000\$), le Congo encourageant par cette signature d'autres pays africains à consacrer des ressources et moyens pour améliorer la gouvernance des STI dans leurs pays. L'importance des STI pour le développement avait par ailleurs été l'un des thèmes de la conférence scientifique organisée en marge de la cérémonie de remise du **Prix international UNESCO-Guinée équatoriale pour la recherche en sciences de la vie** (Malabo, 15 septembre 2014). La participation personnelle à cette cérémonie de Chefs d'Etat (Présidents de Guinée équatoriale, du Kenya, du Bénin, de Sao Tomé et Premier Ministre du Congo) ainsi que de nombreux Délégués permanents, témoigne de l'importance des STI sur l'agenda politique africain, et de l'engagement au plus haut niveau de placer la recherche au cœur du développement et de la renaissance africaine.

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.

Ainsi, l'organisation de l'hommage à Nelson Mandela en vue de lancer les célébrations du 70e anniversaire de l'UNESCO a témoigné de l'efficacité de la coopération intersectorielle, ainsi que de la force de mobilisation des Etats membres (Afrique du Sud, Chine), Ambassadeurs de bonne volonté ou partenaires (Apartheid Museum) qui ont contribué en termes de contenu, de présence ou de financement.

Sur un plan plus bilatéral, les audiences bilatérales (60) et visites officielles (8) 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 avec Airtel Gabon ou le Congo, démontre lui aussi la capacité des Etats membres africains à contribuer d'eux-mêmes à la mise en œuvre de projets d'envergure en Afrique.

### Achievement(s)

#### Défis principaux:

Une nouvelle équipe a été mise en place en 2015, ce qui requiert un temps d'adaptation avant la mise en oeuvre d'actions renforcées par le Département.

#### Communication et visibilité de la PA:

Dans le cadre de la mise en œuvre de la stratégie de communication pour la visibilité et la crédibilité de la stratégie opérationnelle de la priorité Afrique, les actions suivantes ont été effectuées durant la période janvier-juin 2015:

- Le Département Afrique a initié la venue au Siège de l'UNESCO de M. Kadré Ouédraogo, Président de la Commission de la CEDEAO afin de lui présenter la stratégie opérationnelle de la priorité Afrique au cours d'une séance de travail avec l'ADG Afrique. Une rencontre entre le Groupe Africain et le Président de la commission a également été favorisée par le département afin de permettre au Président de présenter les activités et priorités de son organisation qui pourraient être conjointement mises en œuvre avec l'UNESCO.

-Dans le cadre de la promotion de son programme phare 5 "Mettre le pouvoir de la culture au service du développement durable et de la paix dans un contexte d'intégration régionale", le département Afrique a, en collaboration avec l'ambassadeur de bonne volonté de l'UNESCO M. Salif Traoré dit A'salfo, organisé la conférence de presse de lancement de la 8ème édition du festival des musiques urbaines d'anoumabo placée sous le thème " Rapprochement des peuples et Intégration régionales". Cette conférence de presse a vu la participation de plus d'une cinquantaine d'organes de presse internationale et Africaine, tels TV5 monde, France 24, Africa 24 pour ne citer que ceux-là.

-Le Département Afrique dans l'optique de promouvoir en interne, les activités des bureaux hors-Siège les a encouragé à lui faire parvenir des communiqués de presse accompagnés de photos résumant les événements et activités majeurs qu'ils mettent en œuvre. Cette initiative a eu un écho favorable auprès de ceux-ci et plusieurs articles sur les activités des bureaux de Kinshasa, Maputo, Abidjan, Addis-Abeba ont été publiés sur le site du département et l'UNESCOMMUNITY. Cette initiative sera de plus en plus encouragée auprès des bureaux hors-Siège après la révision éditoriale et visuelle en cours du site web du département Afrique.

-Le Département Afrique a apporté son concours au Groupe Africain dans la mise en œuvre de la communication et de la visibilité de la semaine Africaine organisée du 25 au 29 mai 2015. Ce soutien apporté par le département a été traduit par la mise en place d'un site web dédié à la semaine Africaine et une présence quotidienne de l'actualité de la semaine sur les réseaux sociaux. Cette présence a eu pour effet une participation massive du public extérieur aux séances de projection cinématographique, aux conférences et à l'exposition. Pour la 1ère fois et dans le cadre de la promotion de la stratégie opérationnelle à travers le programme phare 5 "Mettre le pouvoir de la culture au service du développement durable et de la paix dans un contexte d'intégration régionale", le département Afrique a proposé une exposition mettant à l'honneur la jeunesse et l'art contemporain. Cette exposition intitulée « Regards croisés sur l'Afrique », offrait un parcours visuel de cinq jeunes photographes africains au Mali, au Mozambique, en Guinée, au Burkina Faso et au Congo.

- Dans le cadre de la conférence internationale "Les jeunes et l'Internet: combattre la radicalisation et l'extrémisme" organisée à UNESCO, le département a encouragé la venue d'une vingtaine de jeunes du Réseau panafricain UNESCO de la Jeunesse pour la promotion de la culture de la paix et la participation de son président à l'un des panels. Les jeunes ayant participé à la conférence ont été satisfaits et ont exprimé leur envie de continuer leur mission avec conviction.

Achievement(s)
<p>- Le Département Afrique a été invité à intervenir aux côtés de ministres africains et du commissaire des affaires sociales de l'Union Africaine lors des 50èmes assemblées annuelles de la Banque Africaine de Développement en Côte d'Ivoire, sur le thème « Compétences et technologie pour la transformation économique de l'Afrique". Cela a été l'occasion pour le Département Afrique de mettre en exergue, à travers le programme phare 3 de la stratégie opérationnelle "Mobiliser les STI et les connaissances au service du développement socioéconomique durable en Afrique", les actions principales et la vision de l'UNESCO sur le sujet.</p> <p>-Le Département Afrique a apporté son soutien à la délégation permanente de la Côte d'Ivoire dans l'organisation de l'exposition "l'art pour la paix" qu'elle a initié et qui a vu la participation de la 1ère Dame de la Côte d'Ivoire et de la Directrice Générale de l'UNESCO. Ce concours du Département Afrique a eu pour effet la participation d'une vingtaine d'organes de presse internationale et africaine. Cela a été l'occasion pour le Département de mettre en avant auprès du public présent, le programme phare 1 de la stratégie opérationnelle</p> <p><b>Défis principaux:</b> Les besoins de mise en place d'une nouvelle équipe ont ralenti les activités en 2014 mais celles-ci ont progressé pendant le premier semestre 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Les besoins de mise en place d'une nouvelle équipe ont ralenti les activités en 2014	Avec la nouvelle équipe en place en 2015, les activités ont progressé pendant le premier semestre 2015.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Nombre de pays adhérent à la campagne "Agissons pour la paix" par la mise en œuvre d'actions de sensibilisation au niveau national, notamment la célébration	L'Angola a très tôt adhéré à la campagne et organisé une journée pour la paix. D'autres pays ont organisé sous l'égide de l'Union Africaine des journées de	Medium

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>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.</p> <p><b>T 2014-2015:</b> Promotion de la culture de la paix et de la non-violence: 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.</p> <p><b>T CAP 2014-2015:</b></p>	<p>célébration de la paix. Des consultations ont eu lieu avec l'UA et la CEA et la BAD pour organiser des actions de sensibilisation du Plan d'action STI pour l'Afrique.</p>	
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> 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.</p> <p><b>T CAP 2014-2015:</b></p>	<p>L'UNESCO a activement soutenu et participé à l'organisation du Symposium international pour le lancement de l'Incitative Africaine d'Education à la paix et au développement par le dialogue interreligieux et interculturel (Cotonou, 26-28 mai 2015) qui a donné lieu à un Manifeste pour la Paix largement diffusé auprès des Etats membres et des Partenaires.</p>	<p align="center">Medium</p>

**Achievement(s)**

**Progress Assessment:**

**Outputs :** see : [www.unesco.org/africa4peace](http://www.unesco.org/africa4peace)

- **Réseaux "Femmes et Culture de la paix"**

A l'occasion du premier Forum Crans Montana pour les femmes africaines qui s'est tenu à Bruxelles du 19 au 22 mars 2014, AFR a présenté les objectifs et les actions d'un nouveau réseau dédié aux « Femmes pour une culture de la paix en Afrique ». Son ambition est de rassembler des organisations africaines et non-africaines engagées dans la promotion du rôle central des femmes africaines dans la prévention et la résolution des conflits. Trois « Organisations championnes » - le Forum des Educatrices Africaines (FAWE), la Fondation pour le développement de la Communauté (FDC), l'ONG Femmes, Africa, Solidarité (FAS), la Fondation Femmes pour l'Afrique (Women for Africa), l'Association pour le développement de l'emploi, de la formation et de l'insertion (ADEFI), la Fondation Congo Assistance - ont présenté leur vision de ce que pourrait apporter

### Achievement(s)

un tel réseau et souligné le besoin de lancer rapidement des actions exemplaires, prioritairement dans des pays affectés par des conflits. Pendant cette session, une centaine d'organisations africaines, non-africaines et de la Diaspora ont manifesté leur intérêt à adhérer au Réseau. Le lancement officiel de ce réseau est prévu à Brazzaville (Congo) dans le cadre du Forum Brazza+20.

- **Network of Foundations and Research Institutions to Promote a Culture of Peace in Africa**

Held in Yamoussoukro (Côte d'Ivoire), 20-24 September 2014, the celebration of the "International Day of Peace and 25th anniversary of the International Congress on Peace in the Mind of Men" had the dual aim of measuring the progress made since 1989 and exploring future avenues, including launching the activities of the "Network of Foundations and Research Institutions to Promote a Culture of Peace in Africa", established in September 2013 in Addis Ababa. As one of the main outcomes of the event, the participants adopted the "Yamoussoukro +25" declaration, which reaffirms the need to promote the culture of peace in all regions. Participants also expressed their support for the creation of a "Biennale of Culture of Peace in Africa", as proposed by the Government of Angola to UNESCO. An award ceremony, of a sum of 10,000 US\$ was awarded to a young Ivorian entrepreneur to create an online training tool within the support mechanism "Springboard for youth social entrepreneurship and a culture of peace", organized by the Centre d'Etudes et de Prospective Stratégique (CEPS) in partnership with UNESCO.

- **Youth and Culture of Peace Network**

The Forum "**African youth and the challenge of promoting a culture of peace**" was held from 11 to 13 December in Gabon, marked by the official launch of the "Youth and Culture of Peace" Network, made up of National Youth Councils and youth organizations from Africa and its Diaspora, engaged in actions aimed at promoting a culture of peace. The Omar Bongo Ondimba Foundation for Peace, Science, Culture and the Environment also announced the creation of an international youth prize for the culture of peace that will reward the action of three youth organizations, who will share a total of 45 million CFA (nearly 85 000 USD). At the end of the Forum, a bureau of the network was elected with two delegates from each of the six regions of Africa region, including the Diaspora. As one of the main outcomes the young people agreed upon the development of joint activities/project proposals relating to, a Multimedia Campaign to Advocate in Favor of Peace, Volunteerism for Peace and Reinforcement of Political Involvement, Responsibility, and Advocacy for Peace.

- **Mécanisme Tremplin pour l'entrepreneuriat social et la culture de la paix »**

Un partenariat avec le Centre d'études et de prospective stratégique (CEPS) a permis de remettre le Mécanisme Tremplin pour l'entrepreneuriat social et la culture de la paix à deux jeunes entrepreneurs en provenance de Côte d'Ivoire et d'Ethiopie. Ce mécanisme consiste en une contribution financière de l'ordre de 20.000 USD et d'un accompagnement de jeunes entrepreneurs dans les activités de leur projet pendant un an.

- **Biennale pour la Culture de la paix en Afrique (Luanda, Angola 2015)**

Le projet de Biennale pour la Culture de la paix en Afrique a été élaboré et négocié avec les autorités du pays hôte : l'Angola. Deux réunions de consultation et coordination avec les responsables de bureaux hors-Siège en Afrique ont eu lieu à Yamoussoukro (Côte d'Ivoire) et Libreville (Angola) à l'occasion de Forum déjà prévu. La première édition de la biennale est prévu au mois de septembre 2015.

#### **Resultats: Renforcement du mouvement pour la culture de la paix et de la non-violence en Afrique**

1. Des célébrations de la Journée de la paix le 21/09/2014 ont eu lieu dans plusieurs pays dont Soudan du Sud, Kenya, Mozambique, Côte d'Ivoire, Congo, RDC, etc. Le

### Achievement(s)

- lancement de la Campagne de sensibilisation de la culture de la paix au Liberia a dû être reporté à cause de la pandémie du virus Ebola.
2. Des forums de réflexion et de mobilisation de la société civile ont eu lieu en Côte d'Ivoire (septembre 2014), Gabon (décembre 2014). D'autres sont en préparation : Congo (juin 2015) et Angola (Biennale de Luanda – septembre 2015).
  3. Des réseaux sont initiés et suivi, des organisations de la société civiles sont mobilisées : Réseau des 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)
  4. Une coordination des programmes phares et en particuliers du Programme phare « Promouvoir une culture de la paix et de la non-violence » est mise en œuvre et des notes conceptuelles ont été proposées à des bailleurs de fonds (BAD, UE (ACP /Panafrican programme), Banque mondiale, OCP, RAM ...).
  5. Pour atteindre ces résultats des partenariats ont été développés avec :
  6. La Fondation Forest Whitaker, grâce à la mise à disposition d'un consultant pour l'élaboration et la mise en œuvre de projets sur la prévention et résolution de conflits par les jeunes (36.000 USD). Un ultérieur développement de ce partenariat a été annoncé lors du Forum de Libreville par la mise en place du projet « Youth Leadership and Connectivity for a Culture of Peace in Africa » dans 10 pays africains.
  7. La Commission nationale du Gabon et la Fondation Omar Bongo Ondimba. Ce qui a permis d'assurer la participation de l'UNESCO à l'organisation du Forum « Jeunesse et Culture de la paix » à Libreville (Gabon) en décembre 2014 (environ 120.000 USD – dont 30.571 USD en appropriation).
  8. Le Forum Crans Montana. Ce qui a permis d'organiser la première réunion sur la création d'un réseau « Femmes et Culture de la paix » à Bruxelles en mars 2014 (environ 20.000 USD en nature).
  9. La Fondation Houphouët- Boigny pour la recherche de la paix. Ce qui a permis l'organisation de la célébration du 25ème anniversaire de la culture de la paix à Yamoussoukro et de la réunion du Réseau des Fondations et Institutions de recherche pour la promotion d'une culture de la paix (80.000 USD en nature).
  10. La Royal Air Maroc. Ce qui a permis d'assurer le transport pour 30 personnes à Yamoussoukro (20 billets en business et 10 billets en classe économique pour une valeur d'environ 75.000 USD). L'Angola participe à cette rencontre avec un budget de 20.000 USD.
  11. Le Centre d'études et de prospective stratégique (CEPS). Ce qui a permis de remettre le Mécanisme Tremplin pour l'entrepreneuriat social et la culture de la paix à deux jeunes entrepreneurs en provenance de Côte d'Ivoire et d'Ethiopie (Côte d'Ivoire 10.000 USD et Ethiopie 30.000 USD)

#### **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 personnel du Département Afrique (4 personnes) et la conséquente redistribution des tâches du personnel restant a eu un impact considérable dans la mise en œuvre des activités.

12. **Jan to June 2015:** In the context of the upcoming 9th UNESCO Youth Forum (26-28 October **2015**) to be held one month before the 21st Conference of Parties (COP 21), UNESCO African Department, with the support of the UNESCO Liaison office in Addis Ababa has mobilized partnership with the United Nations Economic Commission for Africa (UNECA), The African Union Commission (AUC) to organize an Africa focused capacity building session for youth on climate change + youth + promoting culture of peace in Africa to feed into COP21.

Achievement(s)
<p>13. <b>Rapport coût-efficacité :</b>            On peut estimer à environ <b>380.000 USD la contribution financière et en nature de partenaires</b> 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 prévus sont en cours de réalisation.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>La mobilisation de la volonté politique des Etats pour le lancement des campagnes de sensibilisation est un élément crucial. Des actions sont entreprises au niveau de chaque pays par les organisations de la société civile pour sensibiliser les populations à une culture de la paix notamment en période pré-électorale. Ces informations ne sont pas largement diffusées sur le plan régional. A cause de restructurations internes au sein de l'UA et à l'augmentation des opérations de maintien de la paix en Afrique, la campagne Agissons pour la paix a subi un ralentissement et les ressources affectées aux campagnes pour la paix ont été réduites. L'UNESCO continue de soutenir les actions de prévention initiées par les organisations de la société civile telles que le Centre Panafricain de Prospective sociale au Benin et la Fondation Houphouet Boigny en Côte d'Ivoire, la Fundacion do paz en Angola, etc .</p>	<p>Des actions de sensibilisation continueront d'être engagées auprès des Etats membres et des institutions régionales. En ce sens les réseaux établis (fondations et instituts de recherche, jeunes) joueront un rôle de relais essentiel.</p>

### **Summary Strategic Assessment on the implementation of the Global Priority Africa Flagship Programme (01/01/2014 to 30/06/2015)**

The Africa Department, in line with its Operational Strategy for Priority Africa, coordinated closely with the Programme Sectors, providing guidance and support for the implementation of the six flagship programmes. High level advice and facilitation were provided, in particular, regarding implementation and follow up of AU's decisions and outcomes of high level meetings in Africa, including supporting DG/DDG's participation in such meetings. Other support included providing visibility to Field Offices and Member States' activities through the Department's website and facilitation in partnership development. The Department has in particular been very active in the coordination of activities related to the promotion of a culture of peace and non-violence and setting up of dynamic networks. Another forward-looking activity concerns the initiation, with SHS, of Futures' Forums for Africa.

#### **Flagship 1: Promoting a Culture of Peace and Non-Violence**

UNESCO established 3 networks in 2014 - the "*Network of Foundations and Research Institutions for the promotion of a Culture of Peace in Africa*" (Yamoussoukro, September 2014); the "*Women for a Culture of Peace in Africa*", Brussels, March 2014; and the "*Youth Network for a Culture of Peace in Africa*", Libreville, December 2014. Twenty Youth from this Network participated substantively in UNESCO's conference on "Youth and the Internet: Fighting Radicalization and Extremism", Paris, June 2015. Following AU's **decision on the culture of peace in Africa, adopted** in January 2015, UNESCO participated in May 2015 in the preparatory meeting for the co-organization, with the Government of Republic of Angola, of a biannual Pan-African Forum for a Culture of Peace planned for 2016 in Luanda. It also initiated a feasibility study on the creation of a 'School of Peace' in Côte d'Ivoire. **UNESCO also contributed to the organization of a Symposium related to the African Initiative for Peace through Interreligious and Intercultural Dialogue organized by the Republic of Benin in May 2015.** To enhance awareness-raising of the common heritage of African people, facilitate regional integration and contribute to the construction of an African citizenship and identity, pedagogical materials for African primary and secondary schools were elaborated on the basis of the General History of Africa (GHA).

In North Africa, in addition to NET-MED Youth Project, projects are ongoing to build youth awareness and skills around civic rights and participation. In West Africa, large amounts of teachers and teacher trainers have been trained on the ECOWAS manual on peace education, which has been translated in 27 ECOWAS local languages. A digital version is now available in English, French and Portuguese and includes a module on sports and values. Community radios are being used to relay messages of peace and reconciliation. The UN Counter-Terrorism Implementation Task Force and UNESCO promoted inter-faith and inter-ethnic dialogue and cultural understanding involving young people in Nigeria and Burkina Faso. In Central Africa, specific youth training on peace education, citizenship and the electoral process was launched in Burundi. UNESCO is also cooperating with UN agencies to promote transboundary dialogue for conflict prevention and management, in particular in North Cameroon and through transboundary biosphere reserve initiatives. In East Africa, activities were carried out within the Global Citizenship Education initiative. Tanzania is advocating for protection of rights of Albinos and ending FGM practices with strong support mobilized from Maasai leaders. In Southern Africa, UNESCO is reinforcing tolerance, fight against xenophobia and peaceful coexistence in Namibia and South Africa through community radio programmes and a media campaign on gender based violence and human rights.

#### **Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance**

UNESCO provided technical support for capacity strengthening in **sector-wide policies and planning**, addressing data gaps and systems strengthening, with a particular attention to equity, inclusion, gender and harmonization with on-going development programmes. In several West and Central African countries, support for sector reviews and plans were provided either in view of preparing GPE requests or implementing GPE-funded activities (e.g. Central African Republic, Chad, Congo). Other support included establishment of EMIS and improvement of data collection and analysis, including use of education policy simulation model (Burundi, Cameroon, Côte d'Ivoire, Ghana, Togo, Guinea Bissau, Nigeria and Tanzania). In **TVET**,

progress was made through projects such as BEAR (Better Education for Africa Rise) in the SADC region. Synergy was reinforced between UEMOA and ECOWAS as regards TVET, Higher Education and STI, as reflected in the Kigali discussions (February 2015). Within TVET, clarification of national and regional qualifications frameworks was also finalized. In the first semester of 2015, a further important step was finalised in terms of highlighting the links between TVET, **Literacy and Non-Formal Education (NFE)** in Senegal and sharing the results with the Sahel region at a sub-regional workshop end of May 2015. In the other sub-regions, progress has also been made in improving the link between literacy and the world of work. Activities in literacy and skills development, including through use of ICTs, targeting girls and young women, have been implemented in Senegal, Nigeria and Tanzania. In Nigeria, for example, close to 2 million adults and youth are expected to be made literate through the Revitalizing Adult and Youth Literacy project (RAYL). The organisation further harmonized curriculum frameworks for bilingual education in a multi-lingual and multi-cultural context, as well as diagnostic studies of bilingual education in a multi-lingual context in West Africa. In the area of **teacher** education, a national qualification framework for teachers in primary education in 9 ECOWAS countries was validated during a workshop in November 2014. Alongside it, the Abuja regional office is developing a regional curriculum framework for training of basic education teachers in ECOWAS/UEMOA countries. A landmark event was organized to adopt the 2014 Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Qualifications in **Higher Education** (Addis Convention, December 2014), UNESCO worked closely with the African Union Commission towards the adoption of this Convention, which takes emerging issues into account and provides a framework for harmonization and quality improvement of higher education in Africa.

In the area of **ICT in Education**, a number of activities focusing on Open Solutions by the Communication and Information Sector have been undertaken. Activities focusing on the national contextualization of the ICT Competency Framework for Teachers (ICT CFT), using Open Educational Resources (OER), are ongoing in Djibouti, Ethiopia, Kenya, Rwanda, Tanzania, Togo and Uganda. In Kenya support for the open licensing of university courses has been undertaken. A Kenya National Statement on OER as well as support to OER MOOCS involving 30 African universities has been achieved. The publication 'Women in African History: An E-Learning Tool' was introduced into curricula in Ethiopia, Kenya and Tanzania, and translations of this tool are currently being completed in Amharic, Arabic, Kiswahili, and Lingala.

### **Flagship 3: Harnessing STI and knowledge for the sustainable socio-economic development of Africa**

Technical assistance was provided for designing policy instruments, consultation on STI policy and formulating STI legislation in more than seven African countries. The second Ministerial Forum for Ministers of Science and Technology (S&T) in Africa affirmed their support to harness science for accelerated economic transformation in Africa post-2015 with emphasis on enhancing youth employment through education and technical skills training (Rabat, October 2014) while Ministers of S&T of Indian Ocean SIDS developed strategies for climate change disaster prevention through sustainability science. Sida provided funding to upscale GO-SPIN in selected countries (2015-2016). Mid-career African bioscientists were trained in genomics, resulting in over 100 high level experts in genomics and bio-informatics in Eastern Africa. An online course in geology for ECOWAS countries was developed to train young African geological science students and to enhance environmental sustainability. Efforts to promote women's participation in science and engineering were done in partnership with both L'Oréal and Elsevier Foundation, through the award of fellowships to distinguished female scientists and engineers to pursue high-level research. UNESCO continues to implement its capacity building programmes through supporting, strengthening and extending its networks of research institutes to enhance short-term and long-term education and training in emerging areas of nanotechnology, climate change science, and engineering. Capacity building in renewable energy policy and technologies in Africa was furthered in partnership with Panasonic and the Government of Japan to train experts and policy makers from several countries to implement a solar electrification system in 75 rural schools. Youth Mobile Project empowered young women and men to develop and disseminate relevant mobile applications designed to address local issues of sustainable development.

#### **Flagship 4: Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction**

The UNESCO-Sida partnership (2014-2017) provided a new impetus to the Earth Science Education Initiative in Africa and to the Africa Drought Monitor, put in place in West Africa, which will be expanded to Southern Africa. IGAD countries have benefited from new tools on seasonal forecasts and floods. Through the Trans-boundary Water Assessment Programme, African countries used an adapted methodology for the characterization and assessment of trans-boundary aquifers. A more detailed methodology has been applied to the Stampriet aquifer shared by Botswana, Namibia and South Africa. Within the Africa capacity building programme, eight water capacity needs assessments have been finalized. An IHP Africa water platform has been put in place. Over fifty experts from Africa were trained on atlas and information portal development, marine instrumentation, ocean modelling and forecasting, marine biogeography and biodiversity. Four Regional Training Centres were established in Kenya, Mozambique, Senegal and South Africa as part of the Ocean Teacher Global Academy, to provide more opportunities for marine science training. The MAB programme and BR network in Africa (AfriMAB) were continuously strengthened and expanded through capacity building and technical support from the MAB Secretariat; special attention was given to transboundary sites. The Green Economy in Biosphere Reserves (BR) project, funded by Koica, is being implemented in three BR (Tanzania, Ghana, and Nigeria). Three new BR have been approved (two in South Africa and one in Ethiopia). In 2014, 33 Master's students and 23 PhD students from 23 African countries were trained at ERAIFT (Regional School for Integrated Management of Forests and Tropical Territories, DRC). A feasibility study is currently underway to support Government of DRC's request to transform ERAIFT into a category 2 Centre. The UNESCO BR and World Heritage (WH) project (Lake Chad) was approved by the African Development Bank for funding through the Lake Chad Basin Commission. UNESCO and the African WH Fund organized a Risk Preparedness Training Workshop for 15 participants from WH sites from Lusophone African countries in Cape Verde in February-March 2015.

#### **Flagship 5: Harnessing the Power of Culture for Sustainable Development and Peace in a Context of Regional Integration**

Technical assistance and capacity building have been provided to encourage the ratification of the Conventions related to cultural heritage. In this regard, nine African countries are well advanced in the ratification process of the 1970, 1972, 2001 and 2003 Conventions. Madagascar ratified the 2001 Convention on the Protection of the Underwater Cultural Heritage in January 2015. South Africa also ratified this Convention as well as the 1999 Second Protocol to the 1954 Convention, UNESCO supported African Member States in the safeguarding of their tangible and intangible heritage, in the fight against illicit trafficking of cultural objects and the looting and commercial exploitation of underwater cultural heritage and in the protection of cultural property in the event of armed conflict, in collaboration with partners. As regards the promotion of the values of cultural heritage, in particular among youth, under the 1972 Convention, representatives of three African Member States and youth from five African Member States participated in activities carried out in the framework of the World Heritage Educational Programme. In partnership with the AWHF, World Heritage site managers, experts and local community representatives evaluated the business planning/entrepreneurship training carried-out for 14 World Heritage sites in the Africa region in order to increase direct economic benefits from World Heritage and promote sustainable development. The UNESCO Category II Centre WH-ARC in Bahrain financed a workshop on the Historic Urban Landscape (HUL) initiative for Lusophone countries in Cabo Verde in April 2015.

In the framework of the International Decade for People of African Descent (2015-2024), a series of activities involving several African countries were undertaken, including the elaboration of a Methodological Guide for the Managers of sites of memory related to the slave trade and slavery, the organisation of special events to celebrate the 20<sup>th</sup> Anniversary of the Slave Route project (in Kenya, Morocco, Cabo Verde, Congo, Cameroun, Mauritius, Senegal) and the organisation of meetings to discuss the contribution of people of African descent to modern societies.

### **Flagship 6: Promoting an Environment Conducive to Freedom of Expression and Media Development**

Progress has been made in strengthening the emergence of inclusive, open and democratic knowledge societies, building efforts to increase freedom of expression and enabling access to information and strengthening capacities particularly in the field of ICTs in Africa. Celebration of the World Press Freedom Day took place across most African countries in 2014 and 2015. Activities linked to the UN Plan of Action on the Safety of Journalists and the Issue of Impunity are being promoted across the continent, including Kenya, Tanzania, South Sudan, Somalia, Nigeria, Gabon and Zimbabwe, where dedicated training and conferences were organized and follow up ensured (e.g. Media Sector Working Group operating in South Sudan). A Manual on techniques and methods for safety of journalists during conflict was developed. About 60 African community radio stations have been supported to strengthen the capacity of radio instructors and broadcasters including women and young people, in the framework of the SIDA-funded project on "Empowering Local Radios with ICTs". Capacity on elections reporting was built in Malawi and Burkina Faso while training in editorial and self-regulation practices was undertaken in Zimbabwe. Within the context of IPDC's special initiatives, a comprehensive Media Development Indicators (MDIs) assessment was successfully completed in South Sudan. New MDI assessments were launched in Madagascar and Swaziland. In Gabon, revision of new media law was supported for securing provisions of press freedom. In the field of journalism education and the Global Initiative for Excellence in Journalism Education, efforts were made to facilitate the continuing use of the UNESCO Model Curricula for Journalism Education as well as its successor – the Compendium of New Syllabi - and to integrate African journalism educators into Orbicom, the network of UNESCO Chairs of Communication. A number of trainings took place in many of the countries in Africa focusing mainly on gender equality, capacity development in science journalism, investigative journalism, democratic governance, environmental information and, how to address questions related to climate change in the context of the post Rio+20 and post-2015 development agenda. Nairobi and Dakar Regional Offices have trained over 530 journalists, among whom 340 women on science and development, investigative journalism and democratic governance. In Senegal, 73 programs were produced on the theme of climate change and food security, with the concept of gender as the overarching theme.

#### **Challenges, lessons learnt and cost effectiveness:**

The implementation of the Flagship programmes suffered from budget restrictions and reduced activities resulting from the prioritization exercise. Limited human resources in the Field offices is also a further challenge. To address these setbacks, the Africa Department strengthened its role in terms of strategic facilitation and backstopping, including mobilization of financial and in-kind resources through its in-house expertise of African regional, sub-regional and national institutions, and also with the active collaboration of headquarters sectors, central services and field offices. It is also coordinating with HRM to materialize proposals from Member States to second staff to the Field Offices. For further cost effectiveness, it makes use of regular video conferences to ensure coordination and follow-up with Field Offices on 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 and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
ER 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment	●
ER 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence	●
ER 3: UNESCO's organisational culture promotes gender equality	●

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: ■: Not on track; ▲: Partly on track; ●: On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment	●

<sup>(1)</sup> Note: ■: Not on track; ▲: Partly on track; ●: On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> % of UN-SWAP indicators where UNESCO meets requirements <b>T 2014-2015:</b> 50 % of UN SWAP indicators <b>T CAP 2014-2015:</b>	100% of UN SWAP indicators' requirements met	High
<b>PI:</b> % of relevant workplans that mainstream GE considerations through the	22% according to the SISTER reports	High

<p align="center"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p>project cycle  <b>T 2014-2015:</b> 30 % of WPs  <b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> Number of gender specific programmes and/or work plans across the Organization  <b>T 2014-2015:</b> 3 gender specific programmes 45 gender specific WPs  <b>T CAP 2014-2015:</b></p>	<p>3 main gender specific programmes across the organization: (i) The Global Partnership for Girls' and Women's Education (ii) The UNESCO - L'Oreal programme For Women in Science (iii) The Gender-Sensitive Indicators for Media. In addition, 176 RP WPs are rated as gender-responsive or gender-transformative in SISTER.</p>	<p align="center">High</p>
<p><b>PI:</b> Number of activities focusing on gender stereotypes, women's leadership or GBV  <b>T 2014-2015:</b> 7 activities  <b>T CAP 2014-2015:</b></p>	<p>17 in total (3 WPs address gender stereotypes; 3 WPs address women's leadership; 11 WPs address GBV)</p>	<p align="center">High</p>
<p><b>PI:</b> Quality of activities in Indicators 2,3,4 as determined by the framework for building a knowledge base for GE  <b>T 2014-2015:</b> 20 % exceeding quality requirements  <b>T CAP 2014-2015:</b></p>	<p>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.</p>	<p align="center">Medium</p>
<p><b>PI:</b> % of UNESCO GE trainees using the newly acquired knowledge and skills  <b>T 2014-2015:</b> 50 % of trainees  <b>T CAP 2014-2015:</b></p>	<p align="center">80%</p>	<p align="center">High</p>
<p><b>PI:</b> Number of UNESCO staff who participate in trainings on gender equality by grade and by sex  <b>T 2014-2015:</b> 250 staff participate in trainings of whom 50% are women and 50% are men, and at least 30% of P4 and above.  <b>T CAP 2014-2015:</b></p>	<p>50 trainees with approximately 62% of women. More training sessions to come in field offices.</p>	<p align="center">Medium</p>

Achievement(s)
<p>During the current reporting period, the Division for Gender Equality in the Office of the Director-General (ODG/GE) continued to provide strategic guidance and technical support to sectors, central services, field offices and institutes for the effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II).</p> <p>In order to strengthen in-house capacities for the implementation of GEAP II, the Division implemented training sessions and provided technical advice to all units of the Secretariat. Special training/orientation sessions were conducted for the effective use of the Gender Equality Marker (GEM); for mainstreaming GE considerations into workplans.</p> <p>Other significant activities of the Division for gender mainstreaming in the work of the MPs included contributions for and representation of UNESCO at the Gender Group of the Broadband Commission in 2014 and 2015 as well as technical and financial support to (i) the GSIM (CI); (ii) the Mobile Learning Week (in 2014 and 2015); (iii) the gender report of the Culture sector; COP 21 Task Force; NET-MED project; the Youth Forum, among others. DIR/ODG/GE is now a member of the UNESCO Steering Committee for the UNESCO-L'Oreal Women in Science Programme, and in that capacity, she provides regular input into this important partnership. ODG/GE is also a member of various Intersectoral Working Groups, i.e., on Post-2015, Indigenous Peoples, Publications Board, Participation Programme, Learning Steering Board, UNESCO UNITWIN Network Evaluation Group, etc. During the reporting period, ODG/GE evaluated more than 160 Participation Programme proposals and provided recommendations and as an ex officio member of the UNESCO Publication Board, ODG/GE conducted an evaluation of 224 publication proposals.</p> <p>During the reporting period, ODG/GE drafted the GE related chapters and helped mainstream GE considerations for the participation of UNESCO in the Third International Conference on Small Island Developing States, held from 1 to 4 September 2014 in Apia, Samoa. The World Education Forum in Incheon in May 2015 was very significant for promoting gender equality in education. Both the Incheon Declaration and the Plan for Action have very strong commitments to gender equality. In Incheon, DIR/ODG/GE represented UNESCO in two sessions as panellists: (i) Thematic Debate on Gender Equality – chaired by UN Women Executive Director; (ii) Parallel session on education, GE, and disability.</p> <p>In collaboration with ED, ODG/GE provided technical assistance to the Permanent Delegation of France to UNESCO in preparing the Draft resolution on School-related gender-based violence (SRGBV), which was presented at the 196th session of the Executive Board. In June 2015, UNESCO hosted a Round-Table discussion on “Women in the Economy in France and in the United Arab Emirates (UAE).” The Director-General gave the opening remarks at this Round-Table, which brought together women entrepreneurs and executives from the UAE and France. The event was supported by the Delegations of Palao and of France.</p> <p>In this reporting period, UNESCO submitted its second and third reports on UN-SWAP to UN Women in 2014 and 2015. 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.</p> <p>A comprehensive analysis of all RP and XB workplans (714 and 1168 workplans, respectively) for the 2014-2015 biennium was carried out in April 2014 by ODG/GE. The results of this</p>

Achievement(s)
<p>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. Two other rounds were conducted to track change: the second in May 2014 and the third round in December 2014 (covering a total of 742 RP and 1515 XB workplans).</p> <p>After the restructuring exercise within the Secretariat, and within the accountability framework of GEAP II, UNESCO has renewed, in November 2014, the GFP Network, which is a critical resource for coordination and backstopping. Up-dated Terms of Reference and a requirement for the inclusion of GFP responsibilities in job descriptions with 20 % time allocation and inclusion of GE as a criterion in performance assessments of GFPs have been reinforced and monitored. To strengthen accountability for the implementation of GEAP II, compliance with the requirements of GEAP II and promotion of Priority GE are now included as criteria for the performance assessment of all senior managers, including heads/directors of field offices and Category I Institutes.</p> <p>To strengthen in-house capacities, ODG/GE continued to provide training and technical support to all units of the Secretariat and selected field offices. The Division also conducted several sessions of the “Gender Equality Clinics” in May and June 2015 to offer individual and tailored support to staff in mainstreaming GE considerations in their programming, implementation, and monitoring activities. The GE Clinics are very useful and innovative initiatives, as they establish direct and close contacts with GFPs while there is no financial cost as we use skype or emails. Results of the Clinics have been positive with improved planning and implementation of activities for gender equality.</p> <p>In particular, DIR/ODG/GE held a session of the GE Clinics in June 2015, for the Kabul office upon their request, and conducted a short GE training session via videoconference. The GFP staff member in the Kabul office gathered other colleagues to start a Gender Working Group (GWG) with all sectors represented, for implementing Global Priority GE at their level. ODG/GE reviewed their key documents in order to support the efforts of the Kabul GWG and consolidate them. In addition, DIR/ODG/GE provided training for 4 members of GWG (2 women and two men) who all demonstrated their eagerness to learn more. The training session focused on concepts of gender equality, equity and parity as well as on what constitutes gender mainstreaming and how to conduct a gender analysis.</p> <p>During the reporting period, an innovative project has been designed and set up in collaboration with FLACSO and its President Gloria Bonder, the General Coordinator of the UNESCO Regional Chair on Women, Science and technology in Latin America and a world renowned expert on Gender, Education and ICTs. This project has contributed to change the current pedagogy and tools to address the decrease in girls’ enrollment and attract more girls to science, ICTs and STEM pathways.</p> <p>To learn from the experience of other organizations, within the framework of the UNESCO Forum on Gender Equality, a seminar by Ms Caren Grown, Senior Director of the Gender Group at the World Bank, entitled “Advancing Gender Equality in the Post-2015 Development Agenda: Strategy, Substance and Structure” was organized in November 2014 for over 75 participants.</p> <p><b>ODG/GE</b> collaborated with <b>ERI</b> for the preparation of the fourth edition of the International Forum of NGOs which focused on “The Role of Women in Fighting Poverty.” The Forum took</p>

<b>Achievement(s)</b>
<p>place on 29 and 30 June 2015 at UNESCO Headquarters in Paris and included presentations from key-note speakers, thematic sessions and panels showcasing the best practices for NGOs to combat poverty with a view to ensure gender equality in society. DIR/ODG/GE gave a presentation on UNESCO's Priority Gender Equality and highlighted UNESCO's actions in fighting gendered poverty through its work in its domains, and particularly in education. The Forum concluded with several recommendations and strategies as means to end the remaining challenges which still prevent women from exercising their full rights and deprive them from contributing to local and global development.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>In the reporting period, the implementation of Global Priority Gender Equality continued to be affected by limited financial and human resources, which has made it difficult to sufficiently organize capacity building/training activities on gender equality and gender mainstreaming for GFPs and other colleagues from sectors, central services, field offices and institutes for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II). Staffing situation of the Division also proved to be very challenging in this reporting period. Two of the three professional staff of the Division were frequently absent for extended periods of time during critical and busy periods on personal and health grounds which put additional burden and stress on the Director and the remaining one professional staff and made it necessary to use junior interns who needed to be trained and supervised closely, further adding to the workload and stress level and making workplanning very difficult.</p>	<p>The challenge of overall capacity in the Organization for gender mainstreaming has been partially mitigated by relying on the expertise of the core ODG/GE team and a few very competent and hardworking GFPs. The Division was also lucky to be able to afford to keep one very competent intern as a junior consultant who was able to take over a great deal of responsibility and who provided the possibility of maintaining some of the work of the Division, working closely with the Director. The secretarial assistant of the Division also took additional responsibilities for some of the tasks that were, in principle, the responsibility of the professional staff who were not available. The staffing situation of the Division, however, is not tenable for the next biennium and a practical and concrete solution is needed for the Division to continue its activities and fulfil its mandate. Regular review of RP and EX workplans conducted by ODG/GE has also contributed to improve monitoring and reporting on key achievements and results obtained in the area of gender equality and women's empowerment.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of interagency coordination mechanisms related to GE to which UNESCO is invited to make a substantive contribution <b>T 2014-2015:</b> 5 inter-agency networks <b>T CAP 2014-2015:</b>	UNESCO is part of 6 inter-agency networks and participated to 7 inter-agency initiatives	High
<b>PI:</b> Number of active partnership agreements concluded across the Organization with a focus on GE or women's empowerment <b>T 2014-2015:</b> 5 active partnership agreements <b>T CAP 2014-2015:</b> 10 active partnership agreements	15 active partnerships	High
<b>PI:</b> Number of active research centres and networks supporting research and training on GE in UNESCO domains of competence are established <b>T 2014-2015:</b> 3 active centres and networks <b>T CAP 2014-2015:</b> 6 active centres and networks	2 research centers. In addition, the Division is working with the UNESCO Chairs on Gender	High
<b>PI:</b> Number of high visibility reports about GE or containing a chapter/part on GE. <b>T 2014-2015:</b> 6 reports <b>T CAP 2014-2015:</b>	8 reports	High

#### Achievement(s)

During the reporting period, UNESCO has continued to engage in high-level advocacy and networking initiatives in order to ensure the successful implementation of 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. UNESCO participated in the UN Women-led process of developing a UN system-wide basic on-line training course on GE for all UN staff and led – with funding from UN Women – the development of an online interactive eLearning module on “gender equality and education” in that framework.

Achievement(s)
<p>UNESCO actively participated in the 58th and 59th sessions of the Commission on the Status of Women (CSW) in New York, in March 2014 and 2015. The Director-General, DIR/ODG/GE and colleagues from ED, CI and Field offices chaired and/or participated in several high-level events. UNESCO also participated in the annual OECD GENDERNET meetings in 2014 and 2015.</p> <p>In terms of coordination and provision of technical expertise, a number of important initiatives were led/co-led by ODG/GE during this reporting period. DIR/ODG/GE is the team leader for the development of a new Joint Programme (JP) on Empowering Adolescent Girls and Young Women through Education in collaboration with UN Women and UNFPA. This JP represents an innovative initiative which brings together girls' education with the development of an enabling environment to promote GE in all aspects of life. In consultation with UN Woman, UNFPA and the World Bank, ODG/GE and ED have been finalising the governance structure of the JP with a view to facilitate common fund-raising for the initiative.</p> <p>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"; (vi) the third annual meeting of the Working Group on Broadband and Gender in New York, USA; (vii) key-note speech in the sixth World Women University Presidents Forum, focusing on "Women, Education, Leadership", held in Beijing, China; (viii) a presentation at the Conference on the Gender Dimensions of Weather and Climate Services focusing on the challenges and opportunities in science for girls and women at all levels and women's representation in science careers, which took place in Geneva, Switzerland; (ix) participation in the International Steering Committee in Geneva, Switzerland; (x) the For Women in Science Awards Ceremony organized by the L'Oreal USA in Washington, USA; (xi) participation in the 11th annual meeting of the Donors' Working Group on ending female genital mutilation/cutting (FGM/C) organized in Berlin, Germany, and co-hosted by the German Government and the European Union Commission; (xii) participation in the WMO Gender Information event in Geneva on 5 June 2015.</p> <p>During the reporting period, UNESCO launched its first training programme aimed at increasing women's leadership in the private sector. In June 2015, the week-long programme implemented as a pilot in Istanbul, Turkey, was attended by 230 senior and mid-level managers representing a variety of sectors and companies of Koç Holding, one of the leading private sector companies in Turkey with approximately 100,000 employees. This initiative is the first implementation of a project developed under a Cooperation Agreement between UNESCO and Koç University, signed in 2013, which envisaged the development of a joint executive-style training programme to increase women's representation in the private sector, especially in senior management. The UNESCO-Koç University Programme is unique in that it encourages corporations and their senior management to change recruitment,</p>

Achievement(s)
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professional development and promotion policies to open up space for professional women based on their skills and capacities and to allow them to advance in the private sector on their own terms.

In May 2015, ODG/GE organized a 2-day workshop on the prevention of harassment and violence against women at university for eight faculty members of Cairo University at UNESCO HQ. The objective of the pilot workshop was to support Cairo University's "Safe University" Campaign and was opened by DIR/ODG/GE and Mr Mohamed Sameh Amr, Ambassador of Egypt to UNESCO and Chairperson of the Executive Board of UNESCO. The two day workshop discussed university policies on prevention of harassment and violence and their implementation, and research on the prevalence and causes of violence and harassment.

In June 2014, in collaboration with the Rabat Office, ODG/GE 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). Research is carried out in Morocco and in Tunisia on women's participation in political parties, and the draft reports are being prepared. Training modules are also being prepared in conjunction with universities and academics. In Madagascar, UNESCO completed a training of trainers in six regions for trainings on prevention of violence against women and increasing women's political participation. The trainers will now deliver trainings to young women and men at community level, using training materials and brochure developed by UNESCO. The Palestinian Women's Research and Documentation Centre (Ramallah) has coordinated a study on the impacts of the 2014 conflict on women and on gender relations in Gaza. The study is now completed and should be published shortly.

International Women's Day represents one of the key advocacy opportunities with the Member States and other key stakeholders. In March 2014, UNESCO organized global exhibitions of nine women artists 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 took 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)".

ODG/GE organized the UNESCO Conference for International Women's Day on 4 March 2015 at headquarters, which was opened by the Director-General, followed by the presentations of high level panelists. ODG/GE contributed to the preparation of the Director-General's participation in the UN General Assembly thematic debate on "Advancing Gender Equality and the Empowerment of Women in the Post 2015 Development Agenda" (6 March), and coordinated with ED the launch of the Joint Programme on Empowering Adolescent Girls and Young Women through Education with UN Women, UNFPA and WB in New York (10 March), as well as several CSW side events in collaboration with ED and CI in New York (10-12 March). At headquarters, ODG/GE organized UNESCO Exhibitions for International Women's Day (6-13 March 2015).

To commemorate the 2014 International Day for the Elimination of Violence Against Women and mark the 25th anniversary of the International Convention on the Rights of the Child, UNESCO, together with the French association Adéquations, organized a panel discussion on "Gender, Violence and Rights of the Child", focusing on Europe in order to show that even in European countries, those issues remain deeply current. The discussion included two panels of experts on (i) domestic and intimate partner violence and its impacts on the rights of

Achievement(s)
<p>the child; and (ii) a gendered perspective on conflict, violence, refugee protection and the rights of the child.</p> <p>High-level advocacy events in the first half of 2015 include the 2015 edition of Mobile Learning Week (February); the Policy Forum of the Broadband Commission on the theme “Leveraging technology to empower women and girls” (February); the launch of the Joint Programme on Empowering Adolescent Girls and Young Women through Education (with UN Women, UNFPA and WB);; Director-General’s participation in the UN General Assembly thematic debate on “Advancing Gender Equality and the Empowerment of Women in the Post 2015 Development Agenda” in 2015.</p> <p>Partnerships with academic, policy-making networks, UNESCO National Commissions and UNESCO Chairs have been nurtured and developed. A network of UNESCO Chairs on GE is supported by the Division through technical cooperation and participation in expert group meetings. In 2015, UNESCO received a record number of applications for Chairs on GE, indicating the effectiveness of advocacy and networking on Priority GE and credibility of UNESCO as a major actor in this area. Collaboration agreements have been developed/signed with partners such as StrongHer/Alcatel-Lucent, European Women Rectors Platform and the World Women University Presidents Forum. UNESCO has also partnered with the first Women Leadership Academy established in China in September 2014 with regional outreach.</p> <p>Two Global Priorities of UNESCO (Africa and Gender Equality) will be highlighted in a new document – in preparation. This document, in the form of a brochure, will serve as a visibility and communication tool in the context of the African Union’s “Year of Women’s Empowerment and Development in Africa” and ODG/GE is also collaborating with <b>ERI</b> on two new initiatives: (i) a special publication on success stories related to Priority GE planned for distribution on the occasion of the 70th anniversary of UNESCO and the 38th session of the General Conference; (ii) a website dedicated to “Who’s Who of Women Speakers” – an online database of high-level women who can engage in UNESCO domains and participate as speakers at different events.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>In the reporting period, the implementation of Global Priority Gender Equality continued to be affected by limited financial and human resources, in particular in terms of conducting high-level advocacy and networking initiatives in order to ensure the successful implementation of Global Priority Gender Equality at global, regional and national levels.</p>	<p>This challenge has been partially mitigated by diversifying partnerships and reaching out to non-traditional partners, in particular the private sector and foundations. This has proven to be a worthwhile effort with funds raised especially for gender-specific projects in Member States such as the promotion of girls' education and women's literacy. Also, networks with research institutions, universities, civil society organizations and policy-makers have been very useful to enhance evidence base for policy reviews and build good practices for new modalities of project implementation as well as to create a constituency to highlight and support UNESCO's Priority</p>

Key challenges	Remedial actions
	GE in international contexts

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: UNESCO's organisational culture promotes gender equality	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: % of male and female staff at D-level and above T 2014-2015: 50 % T CAP 2014-2015:	64% of male staff and 36% of female staff at D-level and above	Medium
PI: % of supervisors who include GE in the criteria for the performance appraisal of staff under their supervision T 2014-2015: 30 % T CAP 2014-2015:	GE has been made a mandatory criterion of performance evaluation for all staff members, including SMT members and FO directors.	High
PI: % of GFPs who have 20 % of their time allocated to GFP functions in their JD T 2014-2015: 20% T CAP 2014-2015:	A majority of the new Gender Focal Point Members (which were renewed in November) have 20% of their time allocated to gender equality in their job description.	High
PI: % of overall resources allocated to GE 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	Medium

Achievement(s)
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 renewed the GFP Network in November 2014, and a group of 150 GFPs, representing HQ, Field Offices and Institutes, has been approved by the Director-general after a careful nomination process screened by ODG/GE. The revised Terms of Reference (ToRs) of the Network include a 20 % time allocation to support the implementation of GEAP II by the GFP Network. The new Network counts 150 GFPs, composed of 45 colleagues from HQ, 92 from field

Achievement(s)
<p>offices and 13 from institutes.</p> <p>GE-specific elements for the implementation of GEAP II have also been included in the Performance Frameworks of the SMT members and Directors/Heads of field offices and staff members whose supervisors include GE in Performance Evaluation have to report against it. 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.</p> <p>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 by carrying regular internal workplans analyses and will continue organizing regular stand-alone training sessions, as well as some in collaboration with BKI throughout the biennium. It is expected that GEM will help programme officers not only to commit to gender mainstreaming 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-specific expected results and indicators. A new HRM Gender Parity Action Plan will be drafted in 2015, but figures show progress towards parity at P-4 and above levels since the last reporting period.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>After the introduction of the Gender Equality Marker (GEM) in January 2014, ODG/GE has conducted several review exercise of RP and XB workplans of five programme sectors. This exercise indicated that staff understanding of the requirements of each scale/coding (Gender Transformative, Gender Responsive, Gender Sensitive, and No contribution for GE) needs to be improved to have more effective planning, implementation, and monitoring of UNESCO initiatives in this area.</p>	<p>The Gender Equality Marker in SISTER represents new and improved key elements to further institutionalize gender equality perspectives within the processes and the programmes of the Secretariat, and to better track financial allocation to the implementation of Global Priority Gender Equality. ODG/GE has continued to conduct reviews of RP and XB workplans to highlight good workplans and provide samples for programme specialists with a view to improve gender mainstreaming. Through the organization of training sessions and Gender Equality Clinics, ODG/GE continues to strengthen capacity for the utilization of the Gender Equality Marker and gender mainstreaming methodology.</p>

### Summary Strategic Assessment on the Implementation of Global Priority Gender Equality (01/01/2014 – 30/06/2015)

The Division for Gender Equality in the Office of the Director-General (ODG/GE) has provided strategic guidance and overall technical support to programme sectors, central services, field offices, institutes and centers for the systematic and effective implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II). To strengthen in-house capacities for the implementation of GEAP II, the Division continued to provide trainings and technical advice to all units of the Secretariat, including through Gender Equality Clinics. A comprehensive gender analysis of all RP and XB workplans was carried out by ODG/GE and 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. Follow-up reviews of the workplans were conducted throughout 2014 to track change and gather good examples of workplans to serve as models for programme specialists. Furthermore, ODG/GE has been closely monitoring the use of the Gender Equality Marker in SISTER and will continue to organize regular training sessions throughout the biennium and beyond.

Within the accountability framework of GEAP II, and after the restructuring exercise within the Secretariat, the Gender Focal Point Network was renewed in November 2014 and it now counts 150 GFPs in HQ, FOs and institutes. GE-specific criteria is now included in the performance assessments of the SMT members and Directors/Heads of field offices and institutes.

UNESCO has continued to engage in high-level advocacy and networking initiatives in order to ensure the successful implementation of Global Priority GE. The Organization continued to make a strategic contribution to the UN system, including the submission of the 2<sup>nd</sup> and 3<sup>rd</sup> UN-SWAP reports to UN Women and the active participation in the Commission on the Status of Women (CSW). In March 2014 and 2015, ODG/GE organized the UNESCO Conferences to celebrate International Women's Day as well as artistic exhibitions at headquarters and organized several CSW side events in collaboration with ED and CI in New York. In 2015, ODG/GE coordinated the launch of the Joint Programme on Empowering Adolescent Girls and Young Women through Education with UN Women, UNFPA and WB, proactively collaborated with ED for the organization of the Mobile Learning Week in Paris and the World Education Forum in Incheon.

**Major Programme I: Education** – UNESCO launched a joint programme with UN Women and UNFPA, aimed at empowering adolescent girls and young women through literacy/non-formal education, TVET and teacher training. UNESCO co-organized high-profile policy and advocacy events, including: CEDAW's General Discussion on Girls/Women's Right to Education, with OHCHR; the International Partners' Meeting on SRGBV, with UNGEI and France, to confirm global commitments; 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 (e.g. Ethiopia, Nepal, Nigeria, Pakistan, Mali, Niger, Senegal and Tanzania) benefitted from technical support at both policy and programme levels in the context of the Global Partnership for Girls and Women's Education. Tools were developed to promote and implement gender-responsive policies and teaching practices, in AFR in particular. A gender review of national EFA 2015 review reports was conducted in APA, and gender analysis of outcomes of regional learning assessments were undertaken in AFR and LAC.

**Major Programme II: Natural Sciences** – UNESCO created role models and provided over 370 fellowships for women to pursue science careers through the OWSD, the Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World and the L'Oréal-UNESCO For Women in Science partnership. UNESCO created a new network: the African Women in Mathematics Association. The international conference "The Gender Dimensions of Weather and Climate Services" messages to increase the number of women scientists contributing to climate science and to ensure climate services reach women users led to UNESCO's participation in the French Senate's round table "Women and the Fight against Climate Change". Over 400 girls received mentoring in STEM, including through the Scientific Camps of Excellence in Kenya. New projects by WWAP,

TWAS/ANSTI and SAGA (STEM and Gender Advancement) to work on gender equality indicators, data and policy instruments in water or science have gained new support and partners. The UN Secretary-General's Scientific Advisory Body has 46% women and UNESCO has increased women in its scientific conferences to 39%.

**Major Programme III: Social and Human Sciences** – Gender-sensitive policy making/planning for social inclusion was promoted through workshops in Malaysia, Thailand and Panama. A MOST school on “Gender Equality as a Global Priority in UNESCO” was organized in Morocco. Several Gender sensitive capacity-building initiatives were undertaken in Lebanon, Palestine, Burkina Faso, Mali, Senegal, Brazil and CIS countries. Community radios on female and male migrants’ rights and opportunities were developed in India. Recommendations to end violence against the most disadvantaged women and men, including people with disabilities, were incorporated into China’s Family violence draft law. A FIT project was launched in Malaysia, Timor Leste and Cambodia to assist policymakers in developing inclusive public policies that benefit women and men alike. The bioethics training themes/content included specific gender equality components. Work has progressed for a global framework on youth policy development emphasizing the need to integrate a gender lens. Quality Physical Education Policy Guidelines were designed to support Member States in developing inclusive policy to ensure physical literacy of girls and boys.

**Major Programme IV: Culture** – A key message to emerge from the UNESCO, UNDP and UNFPA co-led Culture and Development Dialogues of 2014 was that as a driver and enabler of sustainable development, as a sector of activity and as a dynamic resource for social transformation, culture is key to furthering women’s empowerment and achieving gender equality. The first UNESCO report on Gender Equality: Heritage and Creativity (available in Chinese, English, French and Spanish.) encouraged the development of policies promoting the contribution of women to cultural life. The 2003 and the 2005 Conventions introduced guidance in the periodic reporting frameworks and evidence from the 2003 Convention shows that the number of States providing gender-specific information in their reports is increasing. Work is underway to develop indicators where no baseline was previously available, such as the number of supported Member States that have introduced capacity-building policies aimed at broadening the creative horizons of women and girls. A training unit on gender and intangible cultural heritage has been developed.

**Major Programme V: Communication and Information** – UNESCO has continued to promote gender equality in and through the media by supporting media institutions to apply the Gender Sensitive Indicators in Media and the launchings and meetings of regional chapters of the Global Alliance on Media and Gender (GAMAG). GE issues were the focus of World Radio Day in 2015. The Empowering Local Radio with ICTs project in Africa contributed to increase radio programmes dedicated to women’s issues. The need to protect female journalists was also addressed during the World Press Freedom Day celebrations in 2015. Over 1000 girls enrolled in a Massive Open Online Course on Media and Information Literacy (MIL). Through the YouthMobile Initiative, young women in Kenya and South Sudan released locally relevant mobile apps addressing women’s literacy and peace messaging. The “Women in African History: An E-Learning Tool”, launched in 2013, has been introduced in several African counties’ classrooms. In addition, public policies are being stimulated through research initiatives such as the Global Survey of Media and Gender.

#### **Major challenges and lessons learnt**

The implementation of GEAP II continued to also suffer from limited financial and human resources, that has made it difficult to organize capacity building/training activities, especially for the field staff. Participation in high-level advocacy and networking initiatives has also been limited. Some of the challenges have, however, been mitigated by relying on extra-budgetary funding for specific events and dedicated funds-in-trust for pilot initiatives. Strengthened accountability and responsibility frameworks under GEAP II and the introduction of the Gender Equality Marker in SISTER represent key elements to further institutionalize gender equality perspectives within the processes and the programmes of the Secretariat and it is expected that their contribution will mitigate some of the remaining challenges.

## Part II.B. Chapter 3 - UNESCO's response to post-conflict and post-disaster situations

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
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	
ER 2: Contribution to and integration into global UN (and other) crisis coordination mechanisms and processes	
ER 3: Supporting in-house capacity for disaster preparedness, conflict prevention and peacebuilding activities, particularly by providing knowledge management services	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Active participation in crisis situations and UN humanitarian appeals <b>T 2014-2015:</b> systematic participation of UNESCO in humanitarian appeals in countries where the agency is resident <b>T CAP 2014-2015:</b>	Participation in crisis response and humanitarian appeals in: Nepal, Vanuatu, Syria RRP, Iraq, Libya, Bosnia, etc	High

Achievement(s)
<p>The 18-month reporting period was characterised by major humanitarian crises – protracted conflicts in Syria, Iraq and Libya, emerging conflict in Yemen, and devastating earthquakes that affected Nepal. Faced with these major crises, further compounded by the rise of ISIL and other extremist groups, UNESCO achieved the following progress over the reporting period:</p> <p><b>Nepal</b> – With the support of the Government of Flanders, UNESCO engaged in the Post-Disaster Needs Assessment (PDNA), jointly organized by the United Nations, the European Union, the World Bank, and led by the Government of Nepal. In this exercise UNESCO led the assessment in the field of culture, and was a member of the core group for education. Thanks to a swift response by UNESCO, a number of donors have already pledged financial support to UNESCO.</p> <p><b>Vanuatu</b> - UNESCO participated in the joint UN/EU/World Bank Post-Disaster Needs Assessment in Vanuatu, leading assessment of damage and recovery needs in the culture sector. UNESCO has allocated funding for emergency works to restore the traditional structure of the Chief's Nakamal, in Port Vila.</p> <p><b>Yemen</b> – UNESCO is an active member of the Yemen UN Country Team, and is gearing up for response through . UNESCO is contributing to international awareness, response and coordination for the emergency safeguarding of Yemen's cultural heritage. In this view, the Organization is organizing and hosting an International experts' meeting for the safeguarding of Yemen's cultural heritage.</p>

Achievement(s)
<p><b>Syria crisis</b> – UNESCO is stepping up its education response to the Syria crisis, focusing on providing access to quality education to young people affected by the crisis. This is made possible through a generous contribution of \$5million from Kuwait, which will allow UNESCO to focus on access to higher education for young women and men affected by the Syria, as well as providing more educational opportunities for young people inside Syria. An additional \$4.6 million were also raised during the reporting period through contributions by the Saudi Fund for Development, the Government of Finland and the Walton Foundation, and complement the previously existing extra-budgetary contributions for UNESCO projects in support of the Syria Crisis response implemented by the Amman, Baghdad and Beirut Offices. In response to the attacks on Syrian cultural heritage, the CPR unit supported the #unite4heritage campaign.</p> <p>- <b>Iraq</b> - In response to the unfolding IDP crisis, UNESCO’s operational engagement in the UN humanitarian response was supported, with a particular focus on providing emergency education to displaced youth, within the UN humanitarian response programme funded by Saudi Arabia, UNESCO provides accelerated learning and catch-up classes, teacher trainings and psychosocial support to adolescents in need. In the field of culture, an emergency Action Plan to Safeguard Iraq’s Cultural Heritage was devised with Iraqi and international partners during summer 2014. The Action Plan, as well as the outcome of the International Conference on the “Protection of Cultural Heritage and the Respect of Cultural Diversity in Iraq and Syria” provided the basis for renewed and intensified assistance to the protection of cultural heritage during conflict, particularly in Iraq and Syria. In support of the above, the Director-General undertook two official visit to Iraq in November 2014 and in April 2015. At the latter occasion, the Director-General launched the #unite4heritage campaign.</p> <p>- In <b>Gaza</b>, following summer 2014 conflict, UNESCO’s participation in damage and needs assessment in the field of education and in culture were supported. UNESCO’s response aims specifically to protect education from attack, promote schools and higher education institutions as safe zones, provide inclusive quality education in affected schools, and mitigate the impact of the crisis on university students and teachers.</p> <p>- Faced with the crisis in <b>Libya</b>, the programmatic focus of UNESCO operations were shifted towards emergency programmes, such as safety of journalists, protection of cultural heritage at risk and education in emergencies. Despite significant operational challenges posed by the context, including the physical separation between national and international colleagues, the role, relevance and impact of Tripoli Project Office is much more significant now that at any point since its inception in 2012.</p> <p>- UNESCO developed a strategy of response to the <b>Ebola virus disease</b>, which is fully aligned with the overall UN response, and directly supports its strategic objectives. CPR also helped in identifying and briefing NRC secondees serving as UNESCO EBola Coordinators.</p> <p>- UNESCO led the post disaster needs assessment (PDNA) in the field of culture in the aftermath of the record floods which affected <b>South East Europe</b> in early 2014. As a result resources were mobilized for the rehabilitation of affected cultural institutions in Bosnia and Herzegovina (USD 1 million from France).</p>

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
UNESCO's response to crises over the course of this biennium has shown that a small investment in the early stages of crisis response enables the Organization to establish itself as an important actor, and consequently consolidate the confidence of the government, as well of major donors. This in turn enables long-term financing that helps UNESCO respond to the needs and strengthen resilience of the affected government and populations. This was the case for example in response to Bosnia floods, where an investment of \$15,000 enabled UNESCO to mobilize \$1 million for rehabilitation of affected cultural institutions, but also in Nepal, in Vanuatu, and in other crisis situations. With the unexpected number of sudden onset and prolonged crisis, and limited resources of UNESCO, it remains a challenge to allocate appropriate funds to responding to a particular crisis, and there is a risk, particularly at the end of the biennium, that UNESCO may not have enough resources to enable swift response and the ensuing multiplier effect.	Careful planning and monitoring of use of regular funds, flexible arrangements with the use of PCPD special account, and quicker set-up of on-line fundraising tools.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Contribution to and integration into global UN (and other) crisis coordination mechanisms and processes	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number and relevancy of global coordination mechanisms and partnerships <b>T 2014-2015:</b> UNESCO systematically participates in key global coordination fora relevant to its mandate. New strategic partnerships <b>T CAP 2014-2015:</b>	UNESCO systematically participates in key global coordination fora (UNDG, EiE, etc)	High

Achievement(s)
Over the reporting period, continued engagement with the overall crisis UN response coordination mechanisms at global level was ensured in close liaison with the UNESCO New York and Geneva Offices, such as the UN Working Group on Transitions, as well as the newly established Task Team on Conflict Prevention.
Support was provided for UNESCO participation, at the level of the Director-General, in the Kuwait II Donor Conference for the Syria Crisis (January 2014, Kuwait City, Kuwait); in the

Achievement(s)
<p>“No Lost Generation initiative” high-level meeting (May 2014, World Bank, Washington DC); at the launching of the UN Guidance Note on Attacks Against Schools and Hospitals” (May 2014, UN, New York), in the visit to Baghdad to launch the #unite4heritage campaign (Baghdad, 28 March 2015); and at the adoption of Saving the Cultural Heritage General Assembly Resolution (New York, 28 May 2015). For the latter event, dedicated media kits were developed and disseminated.</p> <p>The Organization’s stand-by partnership with the Norwegian Refugee Council was further consolidated, as UNESCO participated in in the “Education in Emergencies Frontline Responders Training” (June 2014, Oslo, Norway) at which UNESCO shared experiences of its EIE global and Syria crisis-specific work, and discussed strategies and actions with other major stakeholders, notably UNICEF, NRC, Save the Children and UNHCR. In addition, the annual consultation meeting was held with NRC in November 2014 (UNESCO HQ) and focused on the planning and identification of common priorities for NRC deployments to UNESCO in 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Coordinating crisis response activities at the global and regional levels requires investment in time and resources. This is particularly the case for UNESCO - the only UN agency based in Paris. Since most coordination meetings are taking in New York and Geneva, participation is relatively easier for other UN agencies. The challenge therefore remains to find an appropriate balance between on-line and dial-in consultations and coordination, and when necessary personal participation in coordination mechanisms and events.</p>	<p>HQ services are closely collaborating with the liaison offices in New York and Geneva to ensure that UNESCO is present in all major coordination mechanisms. When strategically necessary, support is provided for UNESCO participation at the highest level to ensure UNESCO's integration into UN and other crisis-coordination mechanisms.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Supporting in-house capacity for disaster preparedness, conflict prevention and peacebuilding activities, particularly by providing knowledge management services	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of new initiatives/ activities of FOs and HQ addressing disaster preparedness, conflict prevention and peacebuilding <b>T 2014-2015:</b> New initiatives/activities focused on refined niches <b>T CAP 2014-2015:</b>	A number of new initiatives were developed to raise the visibility of UNESCO's work in crisis situations by developing and maintaining campaigns, on-line presence and tools. The process of creating and revamping field offices websites in countries affected by crisis and transitions is well on track.	High

Achievement(s)
<p>Knowledge management systems - since UNESCO has deployed 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, fully operational, UNESTEAMS platform for Crisis and Transition Response (built in SharePoint 2014).</p> <p>UNESCO website - UNESCO launched a new user-friendly webpage on the Syria crisis response, directly accessible through <a href="http://www.unesco.org/syria-crisis-response">www.unesco.org/syria-crisis-response</a>. This multi-lingual website provides comprehensive information on the Organization’s response in English, Arabic, French, Spanish and Chinese. The look of the main page was graphically revamped. As part of the scaling up of the response to the Syria crisis, UNESCO initiated a Syria Crisis on-line donation campaign that was simultaneously supported via social media - UNESCO Facebook and Twitter accounts, especially before, during and after international events related to Syria crisis. The launch of the “Bridging Learning Gaps for Youth” which forms a part of UNESCO Education Response to the Syria Crisis for 2015-2016, was also integrated into the existing online donation campaign and was equally supported by the social media.</p> <p>In line with the new house-wide web strategy, UNESCO launched a new “Crisis and Transition Response” webpage, an inter-sectorial user-friendly platform that incorporates holistic webpage design, provides entries both to crisis-specific responses and to key thematic areas. The platform has been fully operational since December 2014 and is available in English and French. Support was also provided to the creation or revamping of: UNESCO Office in Juba (South Sudan); Bamako (Mali), Kinshasa (DRC) and Khartoum (Sudan). The current “light version” of the Bamako web page turned to be insufficient in covering the office’s activities and resources produced. Hence the extended version is in creation.</p> <p>As part of the UNESCO emergency and early recovery response in the aftermath of the earthquake in Nepal an on line donation button for Nepal was set up.</p>

Achievement(s)
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As a result of CLT, ERI and ODG joined efforts, a social media campaign, #Unite4Heritage, was launched, aiming to counteract the hate propaganda of the extremist groups. Since its launch, media kits on “Safeguarding the Cultural heritage” were published for Iraq, Libya, Syria and Yemen and integrated into the campaign’s dedicated webpage.
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### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of up-to-date and quality pictures of crisis-affected areas limited public information activities. Gathering pictures appeared to be time consuming process often leading to a closed circle of the same pictures being used and reused among HQ/field offices. A shared photo gallery (platform/cloud) where relevant FO and HQ units could regularly upload pictures with credits could greatly improve UNESCO's outreach and visual impact. Consistent and up-to-date information sharing between HQ and FO also posed a challenge at times, and there was some time lag in reflecting new activities on UNESCO Crisis Response website.	Regular communication and information exchange with all Field Offices proved to be essential in resolving matters, but a shared information sharing platform and photo gallery (platform/cloud) where relevant FO and HQ units could regularly upload pictures with credits could further improve UNESCO's outreach and visual impact.

## Part II.B. Chapter 4 - Strategic planning, programme monitoring and budget preparation

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	
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	
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> 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	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	High

<p style="text-align: center;"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p>by the General Conference <b>T 2014-2015:</b> Draft 38 C/5 prepared in line with the decisions of the governing bodies <b>T CAP 2014-2015:</b></p>	<p>Executive Board (document 195 EX/13). Pursuant to 195 EX/Decision 13, BSP prepared four budget scenarios presented in Draft 38 C/5 which were examined by the Executive Board at its 196th session in April 2015. Subsequent to 196 EX/Decision 15, BSP prepared revised budget allocations to the 5 MPs, and in close cooperation with the five Programme Sectors and IOS, a list of improved expected results, performance indicators and targets for examination and decision by the 197th session of the Executive Board.</p>	
<p><b>PI:</b> Regular reports on programme execution prepared and quality of information improved <b>T 2014-2015:</b> New format EX/4 Reports prepared in line with the decisions of the governing bodies. <b>T CAP 2014-2015:</b></p>	<p>- Document 194 EX/4-Draft 38 C/3 (activities in 2012-2013) was prepared and submitted to the 194th session. - Document 195 EX/4 (first six months 2014) was issued in an online version following the request of the 194th Executive Board. - A proposal for the new EX/4 format was submitted to the 195th Executive Board Preparatory Group inter-sessional meeting in September 2014 then approved by the Executive Board. - Document 196 EX/4 (year 2014) presenting the new Programme Implementation Report (PIR) has been prepared according to 195 EX/Decision 4-V and the results of the consultations with interested Member States. - Document 197 EX/4 (year 2014 and first six months 2015) has been prepared as an online version according to 195 EX/Decision 4 Part V. - Result Framework and progress assessment rating has been continuously improved in consultation with Member States and the Secretariat.</p>	<p style="text-align: center;">High</p>
<b>Achievement(s)</b>		
<p>In light of the current financial situation, a preliminary <b>Workplan analysis</b> 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.</p> <p><b>Backstopping</b> 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, twelve and eighteen months.</p>		

### Achievement(s)

BSP has taken the role in guiding the restructuring exercise from the viewpoint of budgetary control and programmatic needs.

#### **Programming**

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. Pursuant to 195 EX/Decision 13, BSP prepared four budget scenarios presented in Draft 38 C/5 which were examined by the Executive Board at its 196th session in April 2015.. Subsequent to 196 EX/Decision 15, BSP prepared revised budget allocations to the 5 MPs and after several consultations with the Programme Sectors and IOS and close backstopping, a list of improved expected results, reduced and improved performance indicators and targets for examination and decision by the 197th session of the Executive Board.

#### **Results-Based Budgeting (RBB)**

A major step towards its progressive implementation has been taken for the preparation of the Draft 38 C/5 (budget for 2016-2017) whereby an advanced preparation of Workplans became the basis for the budget establishment. This new process enabled the organization to better cost the activities corresponding to the C/5 expected results and to better prioritize the activity proposals, and it involved directly the programme specialists at HQ and in the Field through a more bottom-up process. An IT tool for this preliminary Workplan preparation has been developed and utilized by the Organization, which contributed to the establishment of budget for each C/5 expected result. This process can be considered as a remarkable step forward towards RBB, and the IT tool will be further enhanced for the preparation of the next 39 C/5.

#### **Results reporting:**

Document **194 EX/4-Draft 38 C/3** reporting on the activities of the Organization during the biennium 2012-2013 was prepared and submitted to the 194th session. There was general satisfaction with the structure of the report, and particularly with the Executive Summary and the sections on challenges and lessons for the future. While considerable improvement was noted, it was also stated that the report should be more analytical, less data-dense and focused on achievements rather than on activities. It should clearly identify the links between inputs, outputs, outcomes and impact. In addition, there was emphasis on the need for more in-depth analysis of causes which hindered full achievement of results, challenges and lessons learned and proposals on how these would inform the way forward and future planning and implementation.

A joint BSP/IOS Formative evaluation of UNESCO's results-reporting was also presented to the 194th session of the Executive Board. At this session it was decided that the Preparatory Group of the Executive Board will meet between the 194th and 195th sessions on UNESCO's results-reporting framework, in particular the EX/4. Pending the results of the discussions, the Executive Board decided that the 195 EX/4 would be on line only and Document **195 EX/4**, reporting on the first six months programme implementation of the quadriennium has been prepared as an online version.

### Achievement(s)

Following the above mentioned joint BSP/IOS study launched to review and increase evidence-based result-oriented monitoring and reporting including through the use of a collecting tool for capturing beneficiary feedback at C/5 and Workplans levels, a proposal for the **new EX/4 format and cycle** was submitted to the **195th Executive Board** Preparatory Group inter-sessional meeting in September 2014. It was thereafter approved with a number of adjustments by the Executive Board. It was decided that the EX/4 report would be provided annually at each spring session in the form of a Programme Implementation Report (PIR) focusing on the status of achievement of outputs over the past year while every 4 years at the third spring session of each quadriennium it would take the form of a Strategic Results Report (SRR) focusing on achievement of results in terms of outcome as applicable and to the extent possible impact. Finally, the EX/4 would be published at the first spring session of the quadriennium in the form of a Programme Implementation Report (APIR) covering the status of programme implementation over the whole quadriennium. It was also decided that at the autumn session of the Executive Boards, the EX/4 be prepared as an online version.

Following the 195th EX/Decision 4, interested Member States and IOS were convened by BSP to two informal meetings to further review and refine the proposed format for the first Programme Implementation Report (PIR).

Document **196 EX/4**, reporting on the first twelve months programme implementation of the quadriennium, presenting for the first time a Programme Implementation Report (PIR) has been prepared according to 195 EX/Decision 4 Part V and the results of the consultations. At its 196th Session members of both the Preparatory Group and PX commission commended Member States who actively engaged in this process and underscored the fruitful collaboration with the Secretariat. They also expressed their satisfaction to the Secretariat for the quality of the report and the efforts made regarding its presentation and format. The document was considered to represent a considerable step forward which could serve as a solid basis for substantial discussions.

Document **197 EX/4**, reporting on the first eighteen months programme implementation of the quadriennium has been prepared as an online version. The format was adapted to align with the 196 EX/4 PIR Report in particular regarding the Performance indicators/Targets and Challenges/Remedial actions tables.

**Several improvements have been brought since January 2014:** For the 195 EX/4, 196 EX/4 and 197 EX/4, a C/5 expected result table format was elaborated in collaboration with Sectors/Bureaux/Services and approved by the Executive Board. It encompasses at each spring session **budget and financial figures** for Regular Programme, Extrabudgetary, Category 1 Institutes and funds mobilized.

The **new Result Framework** introduced in SISTER for the 37 C/5 allows a clear delineation between expected results and outputs, differentiating beneficiaries (Member States) and the Secretariat with regard to 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. It should also allow identifying low-performing activities and projects which may entail reprogramming actions (reallocation of funds, development of sunset clauses, exit or transition strategy).

### Achievement(s)

In response to Member States, the **three point scale** for the “Progress achieved against C/5 expected result Target/Benchmark” has been reviewed as follows: “High”; “Medium” and “Low” allowing to distinguish it further from the “Assessment of implementation of Workplans” by C/5 expected result and the “Overall assessment of Workplan implementation” for which has been maintained the three point tri-colour scale as follows: “Not on track; “Partly track” and “On track”. This feature presents at a glimpse, programme implementation associating both progress assessments (substance) and expenditure rates (budget execution).

To increase the quality and harmonization of these assessments of progress achieved, it has been:

- Defined an aggregation rule linking the “Overall assessment of Workplan implementation” to the “Assessment of implementation of Workplans” by 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.

The breakdown by region of the detailed assessment of implementation of Workplans is now available by Member States.

#### **RBM and SISTER**

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 the RBM terms further harmonized with those of UNDG (194 EX/4.INF.5). RBM introductory courses, RBM Training/Coaching workshops, RBM for Managers workshops and RBM Advanced 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.

In addition to introductory courses attended by 46 participants, 2 coaching meetings have been organized for 14 participants; 1 RBM for Managers discussion/workshop for 15 participants and 9 RBM Advanced workshops for 115 participants have been organized, bringing the total number of participants to 1,388 since 2008. As a result, 60 Workplans (RP and XB) were reviewed by the responsible officers to improve their results-orientation, bringing the total number to 583 since 2008. Along the same lines, thirty-two 37 C/5 Results Frameworks of eleven entities were reviewed in line with the RBM Principles and in light of the \$507M Expenditure Plan. Moreover, 30 38 C/5 Results Frameworks of 18 entities were reviewed.

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 and the Chair of IICBA’s Governing Board have participated in RBM presentations, bringing the total number of participants to 184 of which 90 from 37 Permanent Delegations and 74 from 28 National Commissions since September 2008.

In 2014 15 members of 5 Permanent Delegations have participated to a **SISTER** presentation proposed to all Member States, bringing the total number of participants to 79 of which 78

### Achievement(s)

from 40 Permanent Delegations since March 2010.

Reports on specific budgetary and/or substantive issues have been prepared on-request for UNESCO management and Executive Board' debate. 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.

#### UCPDs

Since 1st January 2014, 11 new UCPDs have been published online, bringing the total number of published UCPDs to 53. BSP continues to provide support and guidance to Field Offices and coordinating the process for the finalization of draft UCPDs and the preparation of new ones.

#### Category 2 institutes and centres

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 Part I.

#### Network of field offices

Backstopping was provided to Field Offices through coordination of the consolidated and coherent HQ response and action. Advice was provided and decisions taken in order to facilitate operations of the Field Offices. Within the function of BSP as entry point for programme reporting, programme coordination and monitoring of programme implementation at the field level was carried. BSP served as coordination platform for field management. 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. Consolidated performance objectives for Directors/Heads of Field Offices were developed and all Directors/Heads of Field Offices validated these objectives in the performance assessment tool (MyTalent) by end of 2014. Development of the new websites of field offices was supported and backstopping and page development and editing functions were provided to the field offices. BSP coordinated joint initiatives concerning complex strategic orientations related to the field presence including house-wide arrangements for closure of Moscow Office foreseen for end of September 2015.

With regard to the "Fit for purpose" Initiative to enhance **effective programme delivery** and streamline workflow processes, work on the activity began in March 2015 with the approval

Achievement(s)
<p>and publication of a concept note giving the strategy behind the Fit for Purpose (F4P) initiative. Since activities have centered on planning the initiative and setting up working groups. Achievements to date are:</p> <ul style="list-style-type: none"> <li>• Group leaders identified and four meetings to date to identify a common approach to the initiative and a group dynamic instilled &amp; chair appointed</li> <li>• Recognition and common agreement <ul style="list-style-type: none"> <li>○ That programme planning and delivery is the key element to federate all projects &amp; sub-projects within the initiative</li> <li>○ F4P should not be a one shot initiative but the objective should be to build a continuous improvement plan and quality management</li> <li>○ A participative approach involving colleagues at and away from Headquarters</li> </ul> </li> <li>• A first deliverable produced as a group: revised PMC mandate submitted to the SMT (published as DG/Note/15/13)</li> <li>• Identification of other “zero external cost” projects leveraging on existing reform efforts and these are ongoing e.g. the strengthened coherence of Category 1 Institute within the UNESCO family or the elaboration of an updated resource mobility strategy based on IOS report</li> </ul> <p>To finalize the work programme members of the F4P coordination group and a number of Headquarters staff have participated in workshops in the last month to identify the current operational issues and challenges as well as the drivers towards a “transformation programme”. The findings at Headquarters have been shared with a newly created F4P field taskforce in order to enrich the plan with the particular challenges and issues at the country office level. The initiative is still in its planning phase and thus it is premature to comment on its results.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Improvement of the reporting with the new format without losing the main content and harmonization while taking into account Sector's specificity.	Backstopping to Programme Sectors on monitoring and reporting. Meetings with all Sectors, Gender Equality Division and Africa Department colleagues have been convened from the outset and throughout the EX/4 process. Furthermore, regarding the 196 EX/4 Part I PIR Report, mock examples have been defined with three Programme Sectors which also served as the basis for the consultations with Member States.
Preparation of two budget scenarios and two expenditure plans for the Draft 38 C/5.	Enhanced and permanent cooperation with EOs, AOs and responsible officers of the programme and non-programme Sectors with several consultation meetings.
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 although there is an increase in participants' requests for coaching. The transition to the new result reporting format necessitates efforts at all levels. Despite the increasing	Workshops by entity rather than by level of RBM proficiency are favoured allowing to undertake more exercises and role plays based on the entity's specific work and areas of expertise. An interactive e-learning RBM introduction developed in particular, given the current financial constraints, to respond to the needs of Field Office and Category 1 Institute

Key challenges	Remedial actions
number of staff revising their programmes as a follow-up to RBM training, efforts need to be pursued in this regard.	colleagues is under review in collaboration with IOS and ODG/GE.
As regards SISTER particular attention will continue to be required regarding the finalisation of the various functionalities by KMI.	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 in collaboration with Sectors, Gender Equality Division and Africa Department colleagues.
Sustainability of the relevance and pertinence of field offices in light of diminished financial resources	Reinforced partnership building at the country level, effective advocacy for and support in the implementation of the UN normative frameworks. Emphasis on added value of technical and normative strength of UNESCO in the joint UN programmes and projects.
The limited resources under UNESCO's regular programme, regular programme funds decentralized to field offices remain modest and insufficient for achievement of the C/5 expected results and thereby jeopardize the sustainability of the field network.	Enhanced efforts need to be deployed to generate extrabudgetary funds in order to provide significant contributions in support of national, sub regional and regional priorities and to be able to position UNESCO with joint UN initiatives at the country and regional levels.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Total amount of voluntary contributions, including contributions and pledges from emerging countries and the private sector</p> <p><b>T 2014-2015:</b> Amount equal to 2012-2013 extrabudgetary contributions (excluded Emergency Funds) + at least the double of the funding gap (USD 106M)</p> <p><b>T CAP 2014-2015:</b> Four extrabudgetary secondments mobilized by and for</p>	The same level of XB contributions should be attained at the end of the biennium, but the objective of filling the funding gap will probably not be achieved.	Low

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
BSP/CFS to support the resource mobilisation efforts of UNESCO		
<b>PI:</b> Number of donors / partners by category <b>T 2014-2015:</b> + 10% in all categories <b>T CAP 2014-2015:</b>	The donors' base is gradually extended.	High
<b>PI:</b> Coherence between regular and extrabudgetary programme resources enhanced <b>T 2014-2015:</b> Better integration of results achieved with extrabudgetary funding in the EX/4 <b>T CAP 2014-2015:</b>	A significant breakthrough was achieved with the new format of the EX/4. It fully integrates the results achieved with RP and XB resources.	High

#### Achievement(s)

Extrabudgetary projects are crucial to achieve the Expected Results described in the C/5. The resource mobilization is globally stabilized at a level close to the previous years, despite the financial crisis in most of developed economies. The cash received in 2014 is around 12% lower than the year before due mainly to two factors which do not reflect the resource mobilization capacity of the Organization: a significant fluctuation of the exchange rate of the Brazilian money as well as the reception at the end of the year 2013 of a large amount of money from Japan for 2014 onward projects may give the impression that the Organization is underperforming.

In most of the categories of donors, positive signs of confidence and willingness to support UNESCO with extrabudgetary resources were observed and a growing number of partners are joining the community of donors.

#### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
The programme delivery rate has slightly improved, but remain too low and hinder the mobilization of new resources.	1° Managers receive regularly synoptic information by ER and by implementing unit about programme implementation and about funds mobilized. This improved monitoring mechanism should lead to a better follow-up. 2° Training programme focused on Programme Delivery are under construction for all programme specialists.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> UNESCO is represented in main UN reform initiatives at global/inter-agency level; UNESCO's 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</p> <p><b>T CAP 2014-2015:</b></p>	UNESCO is actively participating in the CEB and its pillars HLCP, HLCM, and UNDG, including at the most senior levels of the Organization. UNESCO's strategic interests and programmatic concerns are reflected in a number of key UN system deliverables, such as the work of the OWG/TST on post-2015, the UNDG standard operating procedures, as well as in various CEB programme-related initiatives. At the country level, CCA/UNDAF and One Programme/ Plan documents are reflective of UNESCO's input in education, the sciences, culture and communication and information - kindly refer to detailed reporting through 194 EX/4 Part I Add.	High
<p><b>PI:</b> 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)</p> <p><b>T 2014-2015:</b> At least 75% of UNDAF roll-outs supported (upon request) Each R/UNDG representative supported (upon request) at least once during biennium</p> <p><b>T CAP 2014-2015:</b></p>	Close to 100% of UNDAF roll-outs supported (upon request), albeit not always amounting to the full level of the request. Regional UNDG participation supported upon request.	High

Achievement(s)
UNESCO is actively participating in the CEB and its pillars HLCP, HLCM, and UNDG, including at the most senior levels of the Organization. UNESCO's strategic interests and programmatic concerns are reflected in a number of key UN system deliverables, such as the work of the OWG/TST on post-2015, the UNDG standard operating procedures, as well as in various CEB programme-related initiatives. At the country level, CCA/UNDAF and One Programme/ Plan documents are reflective of UNESCO's input in education, the sciences, culture and communication and information - kindly refer to detailed reporting through 194 EX/4 Part I Add.

<b>Achievement(s)</b>
Backstopping is being provided through technical briefings, policy documents, a dedicated training material (update under preparation), and the provision of temporary financial reinforcement funds.

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
The often fast-evolving processes of UN system-wide coordination often lead to multiplying deadlines. In terms of financial reinforcement funds, the country-led dynamics of CCA/UNDAF processes makes it at times difficult to predict needs.	

## Part II.B. Chapter 5 - Organization-wide knowledge management

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Strategy for knowledge management and information and communication technologies implemented	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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:  Not on track;  Partly on track;  On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Significant, visible improvement of the strategic directions as defined in the KM &amp; ICT Strategy</p> <p><b>T 2014-2015:</b> - Visibility and transparency improved - Improved IT operations in the field - Process simplification expressed in staff time gains - UNESTEAMS rolled out</p> <p><b>T CAP 2014-2015:</b> Knowledge management improved in the field offices Increased transparency</p>	The transparency portal was implemented; through a survey we confirmed that the IT operations in the field improved; The time gains in 2014 were estimated at 2905 mandays per year; UNESTEAMS is rolled out and usage is increasing	High

### Achievement(s)

The KM & ICT Action Plan was agreed by the KM & ICT Advisory Board in January 2015 and the progress presented in a recent meeting with the Advisory Board. In general the progress is good with some minor delays and some projects waiting for business input. We have been able to add some projects. The business continuity plan (BCP) and Disaster Recovery Plan (DRP) was presented to the Advisory Board as well and the next step is to bring the BCP under the governance of the Risk Management Committee and continue with the implementation of a secondary disaster recovery site (funding pending). The transparency portal was launched in March 2015 and presented to the Delegations on different

Achievement(s)
<p>occasions. The collaborative platform, UNESTEAMS, is being used more and more especially by the programme sectors including extensive external participation (more external than internal users). Knowledge sharing is also further improved through the implementation of the Connect-U project at the African regional offices and the liaison office, providing a knowledge sharing toolkit and workshops/training at the offices.</p> <p>The benefits analysis for the Action Plan 2014 was finalized and we achieved a cumulative saving of USD 2.1 million with a 8 months pay back period.</p> <p>The KM &amp; ICT Strategy, the results achieve over the past 3 years including the benefits analysis estimated at USD 8,5M over the 3 years, the challenges ahead and the need for further investment was presented to the EXB in the spring meeting (196th session). The Executive Board endorsed the Knowledge Management &amp; Information and Communication Technology (KM &amp; ICT) Strategy. It expressed its satisfaction with the progress made so far, including monetary and staff time savings, streamlining of business processes and modernization of working tools and techniques, and recognized the need for a considerable targeted investment to fully implement the KM &amp; ICT strategy.</p> <p>The need for investment has been detailed further and discussed with the KM &amp; ICT Advisory Board and will be brought to the attention of the EXB for investment from the Investment Fund. A discussion on funding investments is also foreseen in the Headquarters Committee meeting on 13/7/2015.</p> <p>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.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The ability of the organization to change its working habits and embrace new technologies.	Intensify communication and training initiatives.
Small teams and the reduced budget to allow us to engage external partners limit the speed of implementation.	Prioritize and plan projects while taking into account some of the Organizational realities. Actively look for funding and creative solutions.

## Part II.B. Chapter 6 - External relations and public information

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	
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	
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	
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	
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	
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	
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.	
ER 8: Timely and efficient coordination, evaluation and administration of ERI activities.	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Un intérêt accru de la part des Etats membres de l'UNESCO à l'action de l'Organisation et l'accroissement de leur soutien aux activités de l'UNESCO <b>T 2014-2015:</b> strategic and targeted visits in Meber States <b>T CAP 2014-2015:</b>	UNESCO's cooperation with Member States has been further strengthened and the visibility of the Organization has been enhanced	High

Achievement(s)
<p>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 regions and provided UNESCO' senior management as well as programme sectors with appropriate recommendations, analysis and assistance.</p> <p>The organization of the Director-General's visits to Member States and a great number of meetings with government officials and Ambassadors/Permanent Delegates at UNESCO, have been one of the most important directions of our work. During the period considered, ERI has organized, in close cooperation with Permanent Delegations to UNESCO, a number of visits to Headquarters by Heads of State and Government. These visits and meetings 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 visibility at the national level. ERI has also contributed to the organization of major international conferences and meetings, both at Headquarters and abroad.</p> <p>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, an important number of Consultation/Information Meetings for Permanent Delegates have been organised on priority issues of the C/4 and C/5, under the overall coordination of ERI.</p> <p>During the period considered, ERI has organized 4 Orientation Seminars for newly appointed Permanent Delegates and Deputy Permanent Delegates to UNESCO, introducing them to the work of the Organization and providing them with key information on its functioning.</p>

Achievement(s)
<p>In the first half of 2015, ERI has also been mobilized in the preparation of the Leaders' Forum, to be held during the 38th session of the General Conference, from 16 to 18 November 2015.</p> <p>Moreover, since autumn 2014, ERI has been actively involved in the organization of numerous activities within the celebration of UNESCO's 70th anniversary.</p> <p>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".</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
An important number of activities related to the specificity of 2015, as the year of 70th anniversary of the Organization and a key moment within post 2015 Agenda	A better planification and anticipation of work

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Cooperation with National Commissions strengthened and their contribution to the implementation of UNESCO's programme increased	In 2014 we organized the first interregional meeting of national commissions which recorded some 110 participants. For 2015 we are organizing an annual conerence	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> 140 <b>T CAP 2014-2015:</b></p>	<p>of National Commissions on 2 November 2015 on the occasion of the 38th session of the General Conference. we expect to have more than 160 Nat Com participants.</p>	

<b>Achievement(s)</b>
<p>Enhanced cooperation with National Commissions</p> <p>During the period under consideration , the Secretariat continued to make efforts to reinforce cooperation with National Commissions in line with the Action Plan for Enhancing the Cooperation between UNESCO Secretariat and National Commissions , adopted by the General Conference (37 C/Resolution 97).</p> <p>One of the highlights of activities undertaken during the period was the First Interregional Meeting of National Commissions for UNESCO held from 22 to 24 July 2014 in Astana, Kazakhstan. This new form of annual meeting was adopted to replace various and fragmented sub-regional meetings and training seminars of National Commissions, which had been organized in the past. Thanks to the generous contribution of the Kazakhstan government and its National Commission for UNESCO and ISESCO, the Meeting was successfully organized gathering some 110 National Commissions from all five regions (Africa, Arab States, Asia and Pacific, Europe and North America, and Latin America and the Caribbean). The participants engaged actively in the discussions on the selected four items of the meeting, such as “interface and cooperation between UNESCO field offices and National Commissions” and “raising UNESCO’s visibility at country level”. These points were broadly discussed at interregional plenary sessions as well as in each regional group. Furthermore, the "Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO" (174 EX/34 Annex) were reviewed and updated.</p> <p>UNESCO continued to organize traditional informal meetings of National Commissions in the margins of the 194th, 195th and the 196th sessions of the Executive Board, all of which counted more than 80 participants representing National Commissions and Permanent Delegations. At the meeting during the 196th session of the Executive Board, main topics were “the main findings of the 2015 EFA Global Monitoring Report (GMR)”, presented by Mr Aaron Benavot, Director of the EFA Global Monitoring Report Team (ED/GMR), and “the Natural Sciences Sector with a particular focus on climate change, COP 21 and the post-2015 development agenda” presented by Ms Flavia Schlegel, Assistant Director-General for the Natural Sciences (ADG/SC). These presentations were followed by fruitful exchange of information and sharing of views among the participants. The records of these meetings and the lists of participants as well as other related materials have been put on line in UNESCO.INT.</p> <p>It should also be noted that the Executive Board examined at its 196th session a progress report on the Implementation of the Action Plan for Enhancing the Cooperation of the UNESCO Secretariat with National Commissions for UNESCO (196EX/5 Part III). This document was prepared based on the contributions from about 40 Member States/National Commissions. The Executive Board took note of the progress made and approved the revised and updated version of the "Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO".</p> <p>As part of the Secretariat’s contribution to the capacity building of the National Commissions, the Secretariat organized a video conference for the Egyptian National Commission in September 2014, working sessions for the representatives of the National Commissions of Saudi Arabia (October 2015), Qatar (February 2015) and Sweden (March 2015) on the occasion of their respective missions to UNESCO HQ in Paris.</p>

<b>Achievement(s)</b>
<p>At the invitation of the respective hosting national commissions, ADG/ERI attended the Constituent Meeting of the European Network of National Commissions for UNESCO, held in Bonn, Germany on 4-5 February 2015 and the Sub-regional meeting of South American National Commissions held in Lima, Peru, on 25-26 June 2015, in order to encourage the National Commissions of the concerned region to reinforce their networks.</p> <p>Increased visibility of and communication with National Commissions</p> <p>The first Annual Report of National Commissions for UNESCO – 2013 in English and French versions, was published in April 2014 and the its second edition Annual Report of National Commissions 2014 in April 2015. Both editions were presented at the traditional meeting of National Commissions held during the 194th and 196th Executive Board, respectively. The number of participating National Commissions increased from 120 to 139, demonstrating their accrued interest in the exercise to showcase the strength and the dynamism of this worldwide network in reaching UNESCO's strategies and objectives. This new information tool, which has also been put on line in the UNESCO Website, offers a solid basis for sharing experiences and promoting best practices among the National Commissions. We will pursue this activity with a view to issuing the 2015 Annual Report early 2016.</p> <p>The Secretariat has sent regularly and by e-mail the Monthly Letter (in English and French versions) to the National Commissions to provide them with updated information about the activities/events being organized by UNESCO Secretariat as well as those jointly organized with National Commissions. The Monthly Letter also includes information about major UNESCO publications and movements of Chairperson and Secretary-General of National Commissions, as well as the events organized worldwide for the 70th anniversary of UNESCO in the course of 2015. This is another tool of communication which keeps the National Commissions posted on UNESCO activities which will interest them. The Monthly Letters are also posted on line in UNESCO.INT.</p> <p>The third tool of communication is the “National Commissions News” posted in the UNESCO website UNESCO.INT, by the concerned National Commissions. During the current reporting period, we received 33 communications in total and the National Commissions are encouraged to post as much as information about their activities in the UNESCO website, for the purposes of sharing experiences and promoting best practices among National Commissions.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
Insufficient funds for organizing two interregional meetings of NatComs per biennium	Ensuring financial and logistical support from the Member State hosting one of the interregional meeting of NatComs

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Number of new NGOs entering into official partnership from regions underrepresented <b>T 2014-2015:</b> Ratio 79 : 21 <b>T CAP 2014-2015:</b>	14 new NGOs have been admitted by the Director-General to official partnership and 4 (two) foundations to official relations	High
<b>PI:</b> Number of NGOs attending the sessions of the NGP Committee <b>T 2014-2015:</b> 120 <b>T CAP 2014-2015:</b>	120	High
<b>PI:</b> Inclusion of UNESCO and its core competencies in UN meetings, documents and decisions. <b>T 2014-2015:</b> UNESCO's cooperation with the UN system will be further strengthened and the visibility of the Organization will be enhanced. <b>T CAP 2014-2015:</b>	attendance in General Assembly, ECOSOC sessions and CEB meetings	High
<b>PI:</b> 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>T 2014-2015:</b> Quality of UNESCO's contribution to UN reports will be further improved. <b>T CAP 2014-2015:</b>	The Organization also contributed to major UN documents and resolutions. UNESCO's inputs were improved and more focused,	High

### Achievement(s)

#### UNESCO's involvement within UN System

UNESCO participated actively to the UN system high level meetings and summits, in particular the General Assembly, the high-level segment of the Economic and Social Council and CEB. Cooperation with the Bureau of Strategic Planning (BSP) and programme sectors allowed enhancing this participation at several levels.

1) **UN General Assembly and related events** : The opening of the 69th session of the UN General Assembly took place one year before the 2015 deadline of the Millennium Development Goals when countries will agree on a new sustainable development agenda to follow. The UN Secretary General held a major Climate Summit on 23 September, with highest level participation. In this context, the DG highlighted UNESCO's messages at major events and during bilateral meetings. These included the event on "Children in the Age of Sustainable Development", the event entitled "Towards inclusive societies: empowerment and education as a strategy to prevent genocide", the HeForShe launch, as well the Thematic Discussion on Climate Science within the framework of the Climate Summit, the International Launch of the Global Science, Technology, Engineering, and Mathematics (STEM) Alliance, and also an event on Heritage in Peril in Iraq and Syria, and the annual meeting of the Broadband Commission. The DG also participated in the Press Event on the Permanent Memorial for the Slavery Victims as well as in the 10th Plenary of the Clinton Global Initiative (CGI) and CGI Plenary session of girls' education.

The special event marking the second anniversary of the Secretary-General Global Education First Initiative which also took place during the 69th session of the General Assembly offered an opportunity for UNESCO to shape the education agenda globally, particularly in terms of commitments of Member States. UNESCO is the principal partner of the United Nations in the implementation of this important Initiative and is working closely with the different UN partners in order to raise education on the international agenda.

In March 2015, within the framework of the 59th session of the Commission on the Status of Women, DG took part in the High-Level Thematic Debate on "Advancing Gender Equality and Empowerment of Women and Girls for a Transformative Post-2015 development Agenda". The Director-General participated in several events focusing on the link between education and gender equality, such as "Rallying to end school-related gender-based violence" co-organized by UNESCO's Education for All Global Monitoring Report (EFA GMR), the United Nations Girls' Education Initiative, (UNGEI), UNICEF and the UN Global Education First Initiative (GEFI), as well as in the panel discussion on 'Catalytic Partnership for Gender Equality in Education: the Way Forward', when the new joint programme by UNESCO, UN Women, UNFPA and the World Bank, an innovative one-UN initiative for Empowering Adolescent Girls and Young Women through Education was officially launched

On 27 April, the Director-General and the Secretary General of INTERPOL, Jürgen Stock, addressed members of the UN Security Council on "Combating the Destruction, Smuggling and Theft of Cultural Heritage" in countries where destruction of heritage, looting and illicit trafficking are used to fuel hatred and finance terrorism. The meeting, convened by the Permanent Missions of Jordan and France to the United Nations, co-presidents of the Security Council, came as follow-up to Security Council Resolution 2199 on financing terrorism, adopted on 12 February, which entrusts UNESCO and INTERPOL with the responsibility of curbing the illicit trafficking of cultural objects.

DG also attended special session of the event "UN Global compact +15: business as a Force for Good" organized in the UN General Assembly on the occasion of the 15th anniversary

Achievement(s)
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of the Global Compact (June 2015)

2) In the context of the 2014 **ECOSOC** high level segment, the DG participated in the second meeting of the High level Political Forum as lead discussant in a ministerial session entitled "Charting pathways to the future we want". In addition, she co-chaired two Ministerial roundtables on "sciences for sustainable development" with Ms Edna Molewa, Minister of Water and Environmental Affairs of South Africa, and on 'Education and Gender Equality: Protecting our girls from violence and discrimination in education' with UN Women, and the Permanent Missions of Bangladesh and Denmark. Moreover, she joined the Permanent Representative of Sweden to the UN to launch the UNESCO Report on World Trends in Freedom of Expression and Media Development.

UNESCO (namely represented by the DG and the DDG) attended the 2015 High-Level Segment of ECOSOC. Dedicated to the theme "Strengthening integration, implementation and review – the High-level Political Forum after 2015" and "Managing the transition from the Millennium Development Goals to the Sustainable Development Goals: what it will take", this year session was a major opportunity to take stock and discuss important issues for the way forward, in the eve of the adoption of the post-2015 Development Agenda.

In addition, DG chaired a Ministerial Roundtable highlighting "The Critical Role of STI and the Science-Policy-Society Interface for the Successful Transition from MDGs to SDGs" and took part in the Ministerial Roundtable on "*Culture: The Key to a Successful Transition Towards the Sustainable Development Goals*", co-organized by the Permanent Mission of Peru to UN, UNESCO, UNDP and UNFPA.

DG together with a UNESCO's delegation including inter alia DDG and ADG/SC, took part in the Third Financing for Development Conference (FfD3), which was opened by the UN Secretary-General and the Prime Minister of Ethiopia, on 13 July 2015 in Addis Ababa (Ethiopia). Ms Bokova made an intervention during the first of a series of roundtables on the "Global Partnership and the three dimensions of sustainable development". During a dedicated side event at the FfD3 conference, Director-General presented a joint statement in support of a new Technology Facilitation Mechanism for science, technology and innovation (STI), co-organized by UNESCO, the inter-agency group, comprised of UNDESA, UNEP, UNIDO, UNESCO, UNCTAD, WIPO, ITU and the World Bank. DG also participated in another side-event organized by UNESCO, under the theme "Making the Investment Case for Education", whereby she underlining the significance of the Incheon Declaration, adopted at the World Education Forum in May 2015 by 160 countries.

3) The **CEB** and other inter-agency meetings provided an opportunity to exchange on several topics of UN system wide concern. It was also an opportunity to reaffirm UNESCO's specific mandate and ensure that the Organization is playing a lead role in forthcoming major events, including in particular the inter-agency discussions on the post-2015 development agenda. Furthermore, the DG was entrusted with the responsibility of chairing the High-Level Committee on Management for 2015-2016.

At the invitation of the Director-General, the 2015 spring CEB session was hosted at UNESCO Headquarters on 29 and 30 April 2015. The success of the meeting was the result of a great efforts of the Secretariat and sense of team work between all the services involved (ERI, CLD, BSP, ODG). The session provided also the opportunity to organize a celebration event for the 70th anniversary of UNECO attended by Mr Ban Ki-moon and all the other heads of agencies

### Achievement(s)

4) The Organization also contributed to major **UN documents and resolutions**. In cooperation with BSP and all the Programme Sectors, ERI assembled UNESCO's contribution to the UN Secretary-General's reports under its responsibility. UNESCO's inputs were improved and more focused, and UN deadlines were better respected. The signing of new Memoranda of Understanding with ILO, prepared by BSP, will reinforce the longstanding cooperation between UNESCO and this institution, through carrying out a more focused programme of cooperation and therefore avoiding duplication

5) **Other IGOs** :The signing of a new Memorandum of Understanding with ILO, prepared by BSP will reinforce the longstanding cooperation between UNESCO and this institution, through carrying out a more focused programme of cooperation and therefore avoiding duplication.

As a follow up to the visit to UNESCO of Mr Kamalesh Sharma, Secretary-General of the Commonwealth Secretariat, in March 2015 and his bilateral meeting with the Director-General, during which they agreed to give a new impetus to the longstanding cooperation between UNESCO and the Commonwealth Secretariat, a first working meeting was organized in London intended to start discussing on how to step up the partnership between the two organizations, including through the revision and updating of the current agreements: the general Agreement of 1980 and the cooperation agreement between the Education Sector and the Commonwealth Secretariat of 2009.

#### **Strengthening the partnership with the network of NGOs**

The achievement of the expected results is under track vis-à-vis targets. Important efforts have been made to make the NGOs network more representative of its geographical diversity and of the state of cooperation between UNESCO and its partners: thus it shall be noted that progress have been made in the last months towards a better representation of NGOs from Asia and the Arab region. The Secretariat was also able to partially catch up in the processing of application for admission to official partnership, although the high workload and the limited human resources do not allow the Desk to fully fulfill all the tasks under its responsibility (for instance the development of the new database). During the period considered, more than 50 requests of admissions were examined and, further to a rigorous evaluation process, fourteen (14) new NGOs have been admitted by the Director-General to official partnership and four (4) foundations to official relations under the pertinent Directives. It should be noted that, in accordance with the Executive Board's wish that the network of NGOs official partners be more representative of both its geographical diversity and the state of cooperation between UNESCO and its partners, the NGOs admitted to official partnership during the period considered, all have already developed cooperation with the Secretariat and/or the National Commissions. Moreover, seven (7) of these organizations have headquarters in an underrepresented regions, namely Africa (1), Asia and the Arab Region (2), thus slightly increasing the representation of these regions within the network. In addition, in accordance with the Directives concerning UNESCO's official relations with foundations, the cooperation with three Foundations have been re-evaluated with a view to the renewal of the official relations.

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.

Achievement(s)
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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, in 2014 and 2015 the NGO-UNESCO Liaison Committee, supported by more than thirty NGOs and in close cooperation with the Secretariat, organized two decentralized forums 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 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 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.

- The fourth International Forum of NGOs on "*The Role of Women in Fighting Poverty*", held at UNESCO Headquarters in Paris, France on 29 and 30 June 2015;

- the Fifth International Forum held for the first time in Asia in Beijing, People's Republic of China, on 27 and 28 July 2015, on "*Rapprochement of Cultures: One Humanity beyond Diversity*".

In addition, the UNESCO-NGO Liaison Committee, supported by nearly 40 NGOs, worked towards the organizations of events around the celebration of international days. Among them, it should be underlined:

- the event organized on 6 March 2014 on the themes of "Education, sport and cultural diversity - New attitudes to promote human rights in the world", which aimed to promote emerging attitudes for the advancement of human rights around the world and brought together nearly 1,000 young people.

- the celebration of the International Literacy Day, in September 2014, which allowed to raise the awareness of a diverse audience, reminding, loud and clear, that literacy is the cornerstone of a just and sustainable society.

- the celebration of the International Day of Peace on 19 September 2014: more than 200 people participated in a round table honored by the prestigious patronage of Hubert Reeves and of Ambassador Miguel Angel Estrella; then in the evening, the concert "Words of Peace: dialogues, images, music and songs for the right of people to peace" given by the ensemble *Calioppée* and *Vives Voix* (composed of some 80 young men and women singers suffering from autism and other handicaps), with the participation of some 1,200 enthusiastic audience members.

All these initiatives, events, forums were organized together, by the Secretariat and the NGO-UNESCO Liaison Committee – with the support of Member States in few cases – and have been relevant to UNESCO's mandate. They were privileged moments to raise awareness, to mobilize support and to push issues forward on national and international agendas. They have been an occasion to discover new partners and interact with them, and have proved to be instrumental in developing new networks and new ways of working together.

The 2014 International Conference of NGOs brought to a close two years of intense work and enhanced cooperation between the Secretariat, the NGO-UNESCO Liaison Committee and the NGOs. It focused on the theme "*Re-enchanting the World with the Post-2015 Development Agenda – A collaboration between NGOs and UNESCO*". It was organized around

Achievement(s)
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four subthemes, all priorities of UNESCO: “The Involvement of NGOs for the Promotion of Quality Education in the Post-2015 Agenda”; “Water and Sustainable Development: From Awareness-Raising to Decision-Making”; “Enhancing Cultural Heritage and Fostering the Diversity of Cultural Expression”; and, “Climate Change: Acting Now”.

The conference was marked by a large participation, with 120 NGO partners represented, 40 observers among other NGOs, foundations and Member States. Over 340 participants attended the Conference. The Conference provided a welcome opportunity to examine collective NGO action carried out in 2013 and 2014, and defined the main lines of the collective cooperation for 2015-2016. The NGOs particularly encouraged UNESCO and the Liaison Committee to continue organizing forums in different parts of the world on topics relevant to the post-2015 development agenda, and to improve and further develop existing gateways (exchanges, meetings, mutual support, networks, projects) between the different types of UNESCO's non-governmental partners in a concern of mutual enrichment

Enfin, 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 ont été présentés au Conseil exécutif à sa 195e session (voir document 195 EX/24.INF). Comme souhaité par le Conseil (195 EX/Déc. 24), les informations recueillies au cours du recensement ont été complétées par une consultation des commissions nationales pour l’UNESCO 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).

Par ailleurs, conformément à la décision du Conseil exécutif 195 EX/Déc. 24, le Secrétariat est en train de procéder à une vérification rigoureuse concernant les organisations n’ayant pas répondu au recensement (organisations listées aux paragraphes 14 (B) et (C) du document 195 EX/INF.24), en vue d’une éventuelle cessation du partenariat officiel : 33 organisations sont en cours d’examen à ce jour.

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. 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. Cependant, en raison de la charge de travail élevée pesant sur le Desk, la nouvelle base de données n’est malheureusement pas encore disponible en ligne, et plusieurs mois seront encore nécessaires avant qu’elle soit opérationnelle.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
limited human and financial resources	building partnerships with Member States, NGOs and IGOs

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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) .</p> <p><b>T 2014-2015:</b> 40,000 articles annually in the top ten percent of news web sites, in which UNESCO is mentioned in the title or first paragraph</p> <p><b>T CAP 2014-2015:</b></p>	Media Services is currently on pace as of 30/06/15 to meet the benchmarks that have been set.	High

Achievement(s)
<p><b>Progress Assessment:</b></p> <p>The Media Relations section has met and even surpassed its targets during this 18-month period ending on 30 June 2015, with a notable increase in UNESCO's presence in the media around the world.</p> <p>The number of press releases increased slightly, and will likely surpass targets. The number of interviews given, slightly exceeded the target numbers going into the July.</p> <p>The team is taking a more proactive approach to the media than in the past, although it remains a challenge exacerbated by the loss of two staff.</p> <p>And close monitoring of media coverage continues, although evaluation of the impact of UNESCO's presence in the media is not adequately treated.</p> <p>In keeping with the implementation strategy, field office collaboration is improving, particularly in Latin America.</p> <p>The media services section has continued to cut its running costs over the year, with sectors financing missions, and products produced and dispatched only electronically.</p>

Achievement(s)
Initial progress toward the establishment of an editorial pool is occurring but needs to be handled carefully, minimizing disruptions and ensuring staff are capable of addressing the challenges.

**Challenges and risks in implementation and remedial actions**

Key challenges	Remedial actions
Editorial Pool launch.	Design of an implementation strategy.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Number of B-rolls and photos downloaded from UNESCO's multimedia pages. T 2014-2015: 400 T CAP 2014-2015:	Audio Visual Services is currently on pace as of 30/06/15 to meet the benchmarks that have been set.	High
PI: Consultation of the web site (Multimedia webpage and Youtube) T 2014-2015: 5,000,000 T CAP 2014-2015:	Audio Visual Services is currently on pace as of 30/06/15 to meet the benchmarks that have been set.	High
PI: Number of photographs of UNESCO events distributed and/or ordered online. T 2014-2015: 20,000 T CAP 2014-2015:	Audio Visual Services is currently on pace as of 30/06/15 to meet the benchmarks that have been set.	High

Achievement(s)
<p>Overall, the the Audiovisual service has done well to meet targets during this 18-month period. Actual production and distribution of 65 b-rolls from January to June 2015, which were downloaded by media outlets 262 times, for example, are a good indication of the service's capacity to achieve the targets for the biennium.</p> <p>The section was without a permanent photographer for this period. Photographers were hired for specific events, or on short term contracts, allowing the service to fulfil its obligations, but archiving and data collection - especially concerning photo distribution - has been difficult to manage. The development of a new multimedia bank and management tool remains in process.</p> <p>The demand for audiovisual services continues to grow, particularly for products that can be used on the UNESCO website, social media channels and by news organizations in need of video or photos of World Heritage sites, where we have seen an increasing demand, especially where sites have come under attack. Access to copyright-free material remains a challenge.</p> <p>To ensure that the service's resources are used in an optimum way, a more selective approach needs to be taken on which events to film and how the ensuing products should be used. A first step has been taken toward this with the introduction of a quality control checklist that clients must submit to DPI for approval, before audiovisual production proceeds.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
High demand for AV products from all sectors; Increasing demand for photography.	Currently using contract labor to address need. Administrative support would be another consideration; To seek a permanently assigned photographer.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: Increased number of downloads	The 6 million benchmark has already been achieved	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>T 2014-2015:</b> 6 million <b>T CAP 2014-2015:</b>		
<b>PI:</b> Increased number of translations and adaptations of UNESCO publications <b>T 2014-2015:</b> 60 official deviratives <b>T CAP 2014-2015:</b>	Some 50 official derivatives already registered	High
<b>PI:</b> Increase in number of press articles, on-line sourcing and blogs concerning UNESCO Publications <b>T 2014-2015:</b> 200 <b>T CAP 2014-2015:</b>	Benchmark already reached	High
<b>PI:</b> Increase in number of co-branding partnerships <b>T 2014-2015:</b> 25 <b>T CAP 2014-2015:</b>	Benchmark already reached	High
<b>PI:</b> Annual Report in more languages versions and with a web-based version <b>T 2014-2015:</b> Annual Report in 6 offical languages <b>T CAP 2014-2015:</b>	Only two existing languages versions	Medium

#### Achievement(s)

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 1,100 new publications available for use and reuse, the beginning of this project. For the autumn session of the Executive Board an analysis was made and approved by the Board.

The UNESCO Annual Reports 2013 and 2014 were well received by Delegations and National Commissions as well as by UNESCO field offices. and has been reprinted several times to satisfy demand. However, it exists only in two languages (English and French).

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. This agreement was however abandoned due to the partner's failure to respect the agreement. New MoU signed with Chinese Water Resources

Achievement(s)
Ministry publishing house for collaboration on Water Issues. A number of new products have been produced for 70th anniversary.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
There is weakening support for collaborative communications activities with Programme Sectors reflected in poor promotion of editorial projects and declining support to communication and publication staff in the sectors.	Reinforce promotional activities and maintain dedicated communication and publication staff in all sectors and large field offices.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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.	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> Web content management platform fully deployed including protocol for disposal and archiving of obsolete content.</p> <p><b>T 2014-2015:</b> Web integrated content management platform fully operational. Protocol for disposal and archiving obsolete content in place.</p> <p><b>T CAP 2014-2015:</b> The Integrated Web Platform and its management tools are in place. A protocol for disposal of old content and obsolete content is in discussion with the Archiving unit. Creation of a website farm as part of the Integrated Web Platform.</p>	Web integrated content management platform has been further developed in the first half of 2015. KMI Archiving Unit and DPI/WEB have been jointly working on preparing and developing the web archiving project: the needs were analyzed, the terms of reference were prepared, the tender was launched; subsequent work with external consultants will follow, resulting also in preparation of the Protocol for disposal and archiving obsolete content in place.	Medium
<p><b>PI:</b> Increase in our global audience of online users and followers being up to date with current trends of communication technologies.</p>	Web statistics for March and May 2015, with more than 8 million page views and 3 million visits, were all-time record, since the beginning of the use of Google	High

<p style="text-align: center;"><b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b></p>	<p style="text-align: center;"><b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b></p>	<p style="text-align: center;"><b>Likelihood that target will be attained</b></p>
<p><b>T 2014-2015:</b> Accomplishment of a significant growth in UNESCO web communication channels. Responsive content provision easily adaptable to all communication devices.</p> <p><b>T CAP 2014-2015:</b> Growth of UNESCO website visibility is constant with almost 20 million visitors per year. Optimization of the communication language is done in line with the inclusion and the synergy of other tools like social media.</p>	<p>Analytics tool. This means 17 million visits in the first 6 months, compared to 20 million for the whole of 2014. The increase has been a result of more content being published on the new integrated platform Drupal, as well is a result of the increase in numbers and quality of content on our social media channels, driving the traffic back to the website.</p>	
<p><b>PI:</b> 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.</p> <p><b>T 2014-2015:</b> Content creation and translation easily provided by both Hq and Field Offices.</p> <p><b>T CAP 2014-2015:</b> Content creation is eased by the new infrastructure and the IT updates to the existent structure. In the new infrastructure both HQ and FO are able to provide content in many different languages to improve the quality and responsiveness of translations.</p>	<p>Specific attention is given to ensure that field offices news stories and events are given prominence on the homepage. Also, every FO is now presented through a semi-automatic single page with basic information and updated news section. A standard mini-site was developed and produced for FOs and country profiles. A standard website template was also created and implemented for the first time with the Beijing FO.</p>	High

#### Achievement(s)

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. The web archiving project, led in cooperation with the KMI Archiving unit is well advanced, entering its final stage with the closing of the tender procedure, and subsequent implementation with external consultants.

Other priorities were identified in the first half of 2015, i.e., the necessity for creation and introduction of the Graphic Charter for UNESCO websites, and the templates project, which would offer a pre-formatted design to facilitate the creation of new sites and pages, and keep a strong and coherent visual identity.

The first semester 2015 saw an important increase in the visits to the website, with 17 million visitors, in comparison to 10,5 million in the same period last year. The quantity of information available in the new platform is constantly growing and will see further improvement in the second semester of 2015 with the introduction of the final 2 official languages into the new integrated platform (Chinese and Spanish to move to Drupal by the end of August 2015). Russian is currently being moved to Drupal.

Achievement(s)
<p>Specific attention is given to ensure that field offices news stories and events are given prominence on the homepage, and this is achieved through two channels: web team's direct contact with field offices, and through the press office.</p> <p>Also, every field office now is presented on the homepage (via the menu entry "Countries") through a semi-automatic single page with the basic information, and updated news section. Also, a standard mini-site has been developed and put in production for field offices and country profiles. A standard website template for the Field Offices websites was also created and implemented for the first time with the Beijing field office.</p> <p>Important advances have been done also in terms of Mediabank and Eshop; the web development for Eshop was finished; following the development and integration of the graphic design, the Eshop will go live in mid-September 2015. The Media Bank project is also in its final stages, to be fully implemented in the period July-August 2015.</p> <p>UNESCO's social media channels, all combined, have grown by 36% in the past 6 months – from 2.7 million followers in January 2015 to 3.4 million followers in June 2015. UNESCO has currently the top 5 standing for social media accounts in French, Russian and Spanish, as well as English-language Google Plus &amp; Chinese-language Weibo. Our Arabic Twitter is now the 3rd biggest Arabic-language account in the UN system, after UN HQ and UNICEF. Despite UNESCO's late start on social media, our 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, UN OHCHR. These numbers are quite remarkable, considering that UNESCO is one of the few organizations here that are not part of the UN Secretariat, and do not benefit from their significant resources in communications.</p> <p>Extension of social media channels in 2015: Instagram accounts in Arabic, Russian and Spanish were launched in June 2015.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Key challenges for the implementation of the projects in 2014-15 were linked to scarce human and financial resources dedicated to the overall web project and its linked, specific projects. Also, it would be worthwhile to work on improved workflows and coordination between various entities involved in the projects.</p>	<p>An important progress can be achieved by addressing the complexity of the web project through improved organization and coordination, careful analysis and preparation of a strategy and subsequent action plans, efficient distribution of tasks, improved coordination, and sharing of potential costs with other sectors.</p>

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 8: Timely and efficient coordination, evaluation and administration of ERI activities.	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Timely preparation of Governing bodies documents, smooth processing of ADG/ERI's mail and correspondance. Efficient coordination within ERI <b>T 2014-2015:</b> All Sector and other UNESCO Services and parnters <b>T CAP 2014-2015:</b>	Timely preparation of governing bodies has been ensured within the requested deadline. close monitoring of the ADG/ERI's correspondance has been provided	High

#### Achievement(s)

The Executive office of the ADG/ERI has ensured timely and effecient implementation of the Sectors' activities supporting the development and consolidation of relations with the traditional networks and constituenncies.

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/correspondance 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

#### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The Sector's Reform and restructuring has been a challenge when providing the same level of service to our Member States and partners.	Change working methods, steamline and redefine jobs

## Part II.C. Chapter 1 - Participation programme

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: (1)
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)	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> increasing number of PP submitted requests accurately formulated and presented <b>T 2014-2015:</b> the approved quality of PP requests will contribute to speed up the PP Intersectoral Committee recommendations to DG's approval <b>T CAP 2014-2015:</b>	The PP approval process was completed three months earlier in comparison to the previous biennium.	High

**Achievement(s)**

The Intersectoral Committee for the Participation Programme held its last meeting for the biennium in early April to discuss the evaluated PP requests. During this meeting all the available funds under the PP direct costs have been recommended to the DG's final approval.

As of 30 June 2015, the DG has approved 533 requests, including 17 Emergency Assistance requests, for the total amount of \$ 11 908 468, which represented 99, 3% of the PP direct

Achievement(s)
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costs. Thus the PP approval process ended three months earlier in comparison with the previous biennium.

The priority Africa was well taken into account with more than \$4.5M (38% of the approved funds). The number of the projects relating to gender equality also significantly increased (more than 100 of the approved requests) and the amount approved for these projects reached \$2.5M, representing 21% of the approved funds which is a four time higher amount than that of the previous biennium. A similar amount has been approved for the SIDS.

The PPE Section encountered some problems relating to the timely submission of the financial and evaluation reports. Another problem was related to the quality of the financial reports. ERI is working closely with BFM in order to improve the scrutiny of these reports. BFM selected some 10% of the approved projects in 2012-2013 and required all supporting documents justifying the disbursement of funds.

More efforts were made to sensitize PP focal points in programme sectors to the importance of assessing the real impact of the PP implemented projects on the basis of the submitted evaluation reports.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
the quality of the financial reports needs further improvement in some cases	continued efforts are needed to better explain the PP rules and regulations in terms of accountability and reporting to improve the financial reports presentation.

## Part II.C. Chapter 2 - Fellowships Programme

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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:  Not on track;  Partly on track;  On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> dispatch of Announcement Letters, reception of candidatures. <b>T 2014-2015:</b> A total of 181 fellowships awards in 2014 <b>T CAP 2014-2015:</b> The contributions in-kind to fund the Co-Sponsored fellowships scheme through cost-sharing are not linked to CAP.	Announcement letters sent out to the concerned invited Member States; Selection made and the beneficiaries received their award letters; the required payments are under way.	High

**Achievement(s)**

As the implementation of the fellowships programmes is still ongoing, the assessment of the achieved results will be made when it will be terminated. The analysis of the outputs, results achieved, challenges and lessons learnt will be conducted by the end of the fellowships programmes execution. The cosponsored fellowships programmes are cost-effective: travels are secured by most economic and direct flights.

The contribution of the Regular Programme to funding the Co-Sponsored Fellowships Programmes is limited to covering the costs of travel to host academic institutions, special allowances (pocket money and/or termination allowance) and health insurance for some programmes, while donors pay the remaining costs of studies and training including accommodation.

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
The submission of candidatures deadlines seem to be not sufficient to have more important number of candidates There is an increase of fellowships to be managed in particular for UNESCO/The Great Wall China and UNESCO/Poland Fellowships Programmes	the announcement letters should be sent well in advance additional budgetary funds should be allocated in order to be in a position to fund the suggested increase of fellowships



## Part III.A. Chapter 1 - Human resources management

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Action Plan for the Human Resources management strategy for 2011-2016 implemented	
ER 2: Culture of deliverables within performance Management fostered in support of programme delivery and career development	
ER 3: Effective and financially sound social security schemes for staff ensured	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Action Plan for the Human Resources management strategy for 2011-2016 implemented	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Priority actions for 2014/15 implemented <b>T 2014-2015:</b> Action Plan Table 37 INF.11 revised & submitted to 195 EXB. <b>T CAP 2014-2015:</b>	A revised, time-bound and costed Action Plan for addressing priority issues in 2015/2016 has been prepared (ref. 197 EX/5 Part IV & Annex) & will be submitted to 197th Ex. Board - identification of resources required to implement priority actions	Medium

**Achievement(s)**

During this reporting period, a number of activities and initiatives had to be postponed or slowed down due to the budgetary situation, however despite reduced resources, HRM continued developing and improving a number of processes, automated workflows and other applications in collaboration with the selected service providers and KMI (examples include

Achievement(s)
<p>development of performance, training, competency assessment modules of the new integrated human resources tool 'MyTalent', improvement of the leave management system, testing of org.publisher, roll-out of e-recruitment system to certain field offices, administrative contractual tools, e-learning courses etc.).</p> <p>A number of new policies and/or updated streamlined processes/procedures were also put in place including an updated performance management policy and its new supporting web-based tool; the formalization of the recruitment process for senior management posts including the issuance of a new administrative circular; a global job evaluation standard for posts in the GS and related categories; a comprehensive review of temporary assistance contracts undertaken which led to the revision and use of service contracts and introduction of short-term contracts at HQ.</p> <p>New Agreements were concluded during this period 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 YP 2015 Programme was launched in April to 108 eligible Member States with a deadline to apply as at 10 July 2015.</p> <p>However, during this reporting period and for the most part of 2014, resources were primarily dedicated to the restructuring/staffing review for 2014/2015 and to supporting the redeployment exercise and related activities. To that effect, a third Voluntary Mutual Separation Programme (VMSP) was launched in March 2014 with a view to increasing the number of posts available for redeployment followed by another in March 2015 in the framework of providing managers with projections for potential staffing plans in the next biennium and allowing for reprofiling of jobs in order to meet post 2015 agenda and some rejuvenation of the workforce.</p> <p>HRM has also actively participated in a number of inter-agency working group meetings in particular on the major issues of Mandatory Age of Separation and the on-going major review of Compensation for UN Staff led by the ICSC at the request of the UN General Assembly, which will have a significant impact on UNESCO's workforce planning, recruitment and retention of staff in the coming years.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
<p>Overall, the biggest challenge is to deliver essential services and continue to implement activities already initiated but not being able to fully implement the Action Plan of the HR Strategy nor being able to fully act upon the recommendations from relevant evaluations and audits, given the reduced funding and resources of the Bureau. It should be noted that since</p>	<p>At the request of the 196th Executive Board, HRM has updated the action plan of the HR Strategy for 2011/2015 addressing in particular the areas of learning &amp; development and HR planning in 2015/2016. More detailed information can be found in document 197 EX/5 Part V and 38 C/INF.13. However, the implementation of these activities and initiatives will</p>

Key challenges	Remedial actions
<p>the 36 C/5, 29 RP posts in HRM have been abolished of which 45% were in the Professional and higher categories. Restructuring and redeployment exercise in 2014 took up many essential resources in all areas of HRM - including staffing, org. design &amp; classification, pension, medical and social welfare, legal and servicing. As a result, dailywork was slowed down and operations were carried out on a first-come first-served basis. Another major challenge relates to zero budget for corporate training which has been identified by Member States as one of the priority action plans in the HR Strategy for 2011/2016 in particular training in key generic skills needed for programme delivery such as managerial, project management and partnering skills training. In addition to zero training budget the Learning and Development team capacity has been drastically reduced (from 11 in the 36 C/5 to 3 as of today). This being said, the team continued during this period to work on the development and elaboration of the new integrated HR tool 'MyTalent' which also includes an e-learning module for all staff at HQ and the Field. Other mainstreaming training was carried out during this period in cooperation with the Sectors/Services concerned including ethics, financial management &amp; RBM training. Other priorities identified by Member States including Succession Planning had to be postponed due to lack of resources for the customization and elaboration of the modules. Outreach actions aimed at improving geographical distribution and gender also had to be postponed for the same reasons.</p>	<p>involve additional funding and resources.</p>

<b>37 C/5 Expected Result</b> <b>(\$507M Expenditure Plan and resources other than Regular Budget)</b>	<b>Assessment of implementation of Workplans:<sup>(1)</sup></b>
ER 2: Culture of deliverables within performance Management fostered in support of programme delivery and career development	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>PI:</b> Organization's Learning plan responding to the needs assessment recommendations implemented  <b>T 2014-2015:</b> Learning plan developed and implemented	Learning plan elaborated, based on needs assessed in consultation with the Learning Steering Board (composed of key stakeholders). Implementation of the Learning plan is pending funding. Some ad hoc learning initiatives implemented.	Low

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>		
<p><b>PI:</b> 180 % feedback for supervisors implemented <b>T 2014-2015:</b> % of supervisors who undertook a 180° feedback <b>T CAP 2014-2015:</b></p>	<p>The implementation of the 180° feedback was not implemented given the organizational context, and other priority actions.</p>	<p align="center">Low</p>
<p><b>PI:</b> Recognition system for outstanding performance implemented <b>T 2014-2015:</b> Recognition system for outstanding performance implemented <b>T CAP 2014-2015:</b></p>	<p>The recognition system has been postponed to 2016/17, given the organizational context and other priority actions.</p>	<p align="center">Low</p>
<p><b>PI:</b> Performance Management system implemented with a high compliance rate <b>T 2014-2015:</b> above 80 % compliance rate <b>T CAP 2014-2015:</b></p>	<p>The compliance rate in the objective setting stage is 71 % as of 30st September 2015. It is anticipated that it will exceed 80 % before end 2015.</p>	<p align="center">High</p>
<p><b>PI:</b> Targeted staff equipped with required skills and competencies for effective programme delivery <b>T 2014-2015:</b> Programme Specialists &amp; Senior Level Staff trained <b>T CAP 2014-2015:</b></p>	<p>This activity could not be implemented, due to lack of human and financial resources (no corporate Learning budget in 2014/15).</p>	<p align="center">Low</p>

**Achievement(s)**

- A revised performance management policy has been issued supported by the My Talent Tool, a web-based tool to replace the former PerfoWeb.
- The policy extends to Directors and Heads of Field Offices. In addition, a Performance Agreement for Senior Managers has been finalized to be implemented for the 2016/17 performance cycle.
- A learning plan has been developed, and a Learning Steering Board (composed of key stakeholders) convened and consulted on priorities, on available resources and synergies.
- The implementation of the learning plan requires funding. In the meantime some limited training initiatives were implemented using internal resources.
- Some limited career development support has been provided to staff across all levels.

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Lack of resources (financial and human) within the Learning team, which hampers its capacity to fully meet the full range of needs. Risk in not being able to provide sustained support to staff members when projects such as the revised performance management Policy and tool are launched.	Adopt a realistic approach weighing up resources needed to follow things through to full implementation. Consider small initiatives with high impact.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Effective and financially sound social security schemes for staff ensured	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Document on ASHI liability to be drafted. Final premiums for staff compensation to be agreed <b>T 2014-2015:</b> Provision for ASHI liability or how to proceed to be established <b>T CAP 2014-2015:</b> Provision for ASHI liability or how to proceed to be established	On target	High

Achievement(s)
<p>- administration of social security plans of the Organizations including health insurance, compensation for service-incurred illness, accident or death and group life, accident and disability insurance, briefing &amp; counselling participants on these schemes.</p> <p>rates standard operational services and activities including:</p> <p>- administration of medical advice and services including social services function:</p> <p>L'unité a continué d'administrer de façon la plus client-oriented, rationnelle et cost-effective possible les plans de sécurité sociale offerts par l'Organisation. Le comité consultatif en matière d'indemnisation s'est réuni en mai 2015 et a formulé des recommandations sur les cas dont il était saisi au DDG. On peut noter une légère augmentation des cas soumis au secrétariat de la CAM.</p> <p>Moreover, further to the 37 General Conference resolution, coordination and implementation of the new Governance mechanism of MBF as well as advice on the financial/funding challenges such as ASHI liability, in cooperation with BFM.</p> <p>Les élections au Comité consultatif de la CAM et donc la mise en place de la nouvelle gouvernance a été retardée, un appel à candidatures a été renouvelé, les élections se tiendront</p>

Achievement(s)
<p>du 23 au 25 septembre.</p> <p>Le secrétariat de la CAM fait face à une très lourde charge de travail alors que ses effectifs ont baissé. En particulier, le départ en congé parental de personne chargée de la comptabilité et de l'enregistrement à la CAM des personnes séparées (retraités inclus) et son non remplacement a fait peser sur le secrétariat de la CAM une lourde charge et des retards sont enregistrés.</p> <p>Enfin, le secrétariat de la CAM, dans le cadre du groupe de travail des UN sur l'ASHI a répondu à deux questionnaires extrêmement complets et ayant nécessité des recherches substantielles. Il a également participé, avec BFM, à plusieurs vidéo conférences dans el cadre de ce groupe de travail.</p> <p>Plus d'informations figurent dans les documents 38 C/42 et 38 C/43.</p>

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Unité en sous-effectifs (voir plus haut)	Révision à venir des fonctions et de la répartition des fonctions au sein de la section SAC, restructuration à la fin du congé parental d'une des personnes en avril 2016, mise au recrutement demandé dès ma prise de fonctions en juin 2015 du poste de chef d'unité P4, recours à assistance temporaire.

## Part III.B. Chapter 1 - Financial management

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Improving informed decision making by building capacity for financial management	
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	
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	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Improving informed decision making by building capacity for financial management	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Regular analytical financial performance reports provided for governing bodies, SMT, programme implementers and fund providers <b>T 2014-2015:</b> 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	1. The monthly AO dashboard has now been extended to the field Directors and Heads of offices as Monthly financial dashboard. This has enabled field offices to better monitor their activities and address financial and accounting issues efficiently and on a timely manner. 2 Quarterly financial management reports highlighting key financial risks are being prepared : - implication of expenditure	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>T CAP 2014-2015:</b></p>	<p>rates, vacancy rates and unfunded risks on the deficit of the organization - risks related to extra-budgetary financial expenditure - Revenue generating accounts: accounts at risk of insolvency identified and action plans requested from fund managers.</p>	
<p><b>PI:</b> Training curricula and tools reviewed and implemented by programme and administrative staff <b>T 2014-2015:</b> Number of trained AOs and programme specialists <b>T CAP 2014-2015:</b></p>	<p>Training on Financial management including, budget preparation, procurement, travel, account payable and internal control mechanism provided through webex training sessions, HQ and regional workshops. Workshops conducted in Jakarta, Beirut and Dakar, to be continued in Addis Ababa in September 2015. Extension to Latin America and Europe will be subject to funding. Training curricula and materials developed and will be formalized in 2016 on the basis of experiences from regional workshops and will be extended to e-learning tools, subject to availability of funds. Since the beginning of the biennium BFM has successfully trained a total of 541 staff in the Field and at HQ, of which 218 programme staff (40%).</p>	<p align="center">High</p>
<p><b>PI:</b> Principle based approach to policy guidance Reduction in number of derogation requests <b>T 2014-2015:</b> Reduction in number of derogation requests <b>T CAP 2014-2015:</b></p>	<p>Ongoing support and guidance is provided on a regular basis on the key processes within BFM's mandate. -Ongoing support is provided by Administrative Manual Secretariat. - The overall number of financial derogations trend will be provided on annual basis due to resources constrains.</p>	<p align="center">Medium</p>
<p><b>PI:</b> Annual IPSAS compliant financial statements <b>T 2014-2015:</b> Annual IPSAS complaint financial statements with DG report on financial performance <b>T CAP 2014-2015:</b></p>	<p>The IPSAS financial statements for the year ended 31 December 2014 were produced and submitted to the External auditor by 31 March 2015 as required under the financial regulations.</p>	<p align="center">High</p>
<p align="center"><b>Achievement(s)</b></p>		
<p>BFM has successfully facilitated informed decision making in all Financial matters. Efforst were made to update policies and maintain policy guidance despite resource constrains.</p>		

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Update the frameworks at UN level and make sure that UNESCO rules and regulations updates follow immediatly after to apply decision taken at different networks level.	Trainings were delivered to the extent possible via Webex and on ad hoc basis at the request of field offices/institutes. BFM need to develop an action plan including training needs in financial management for 2015_16 and further raise extrabudgetary funds.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Greater delegation of authority and accountability in financial management to Field Offices and Sectors <b>T 2014-2015:</b> Annual Self Assessments of Internal Controls: scores of rating 1 and 2 in all areas are above 95% <b>T CAP 2014-2015:</b>	In the field, Regional and Cluster offices had further delegation of authority in financial and administrative areas to National offices and Antennas and had been further consolidated through regional trainings. Several reforms are ongoing and the level of delegation of authority, including the development of adequate tools incorporating the necessary control are under the scope.	Medium
<b>PI:</b> 75% of internal and external audit recommendations on financial management issues implemented within 12 months <b>T 2014-2015:</b> 75% of internal and external audit recommendations on financial management issues implemented within 12 months <b>T CAP 2014-2015:</b>	4 of the 8 external audit recommendations from the 2014 financial statements audit were successfully implemented. The External auditor closed these recommendations during the external audit in May/June 2015. Only one new recommendation was issued during the 2015 audit: Globally, Fourteen external audit recommendations are related to financial management and BFM input is required for their implementation. At the external audit follow up report to be presented at the 197 Executive Board session, eight are reported as closed, two as partially closed, four are still open.	High

<p align="center"><b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b></p>	<p align="center"><b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b></p>	<p align="center"><b>Likelihood that target will be attained</b></p>
<p><b>PI:</b> Monitoring and compliance framework documented and implemented <b>T 2014-2015:</b> Risk based accountability framework developed ; Expanded monitoring framework documented; Annual compliance reports show 25% reduction <b>T CAP 2014-2015:</b></p>	<p>Partly on track. Monitoring framework being developed, to be documents Capacity to conduct compliance work compromised by additional donor accreditation and audit coordination workload which led to diversion of resources Compliance work being redesigned to focus on high risk projects.</p>	<p align="center">Medium</p>
<p><b>PI:</b> 25 % reduction in control points of the relevant frameworks identified as non-compliant <b>T 2014-2015:</b> Annual compliance reports show 25% reduction <b>T CAP 2014-2015:</b></p>	<p>Compliance work being redesigned to focus on high risk projects. Capacity to conduct compliance work compromised by additional donor accreditation and audit coordination workload which led to diversion of resources</p>	<p align="center">Low</p>
<p><b>PI:</b> Unqualified annual audit opinion on financial statements <b>T 2014-2015:</b> 100% <b>T CAP 2014-2015:</b></p>	<p>Achieved. Clean audit opinion obtained and financial statements presented to the Executive Board (194EX/19). Clean audit opinion for 2014 financial statements expected in July 2015.</p>	<p align="center">High</p>

<p align="center"><b>Achievement(s)</b></p>
<p>The focus in the six months has been on the coordination of external audits, the preparation for the 2014 financial statements audit including the completion of the self assessment and report on statement of internal control, and the support to donor accreditation exercises. As a result the further elaboration and documentation of the monitoring framework and delivery on compliance work has been affected and timeframes and scope will require reconsideration. Compliance work in 2015 has been focused on high value contracting.</p> <p>Several reforms are on-going and once the structures are set, delegation of authority in financial management in HQ and field will be reviewed. In the meantime, the focus is on capacity building in training staff on Financial management in HQ and Field despite the financial constraints.</p> <p>An unqualified opinion is anticipated from the external audit of the 2014 IPSAS compliant financial statements. In addition, the self assessment of internal controls by ADGS / DIRs of Bureaux, Institutes / Heads of Office indicated that 93% reported a result of globally under control.</p> <p>57% of external audit recommendations directed to BFM were reported by BFM as closed in June 2015, though confirmation is expected form the respective audit team.</p>

## Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Reduction in resources has affect the compliance work. Several reforms are on-going and the structures are not yet set.	Compliance has focused on high value contracts only. Once the structures are set, delegation of authority in financial management in HQ and field will be reviewed.

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
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	

<sup>(1)</sup> Note: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<p><b>PI:</b> 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</p> <p><b>T 2014-2015:</b> BFM dashboard to include report on implementation of 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</p> <p><b>T CAP 2014-2015:</b></p>	<p>1. BFM Financial dashboard has been expanded to field Directors and Heads of offices as from January 2015. This has enabled field offices to better monitor their activities and address financial and accounting issues efficiently and on a timely manner. 2. The Organization continues to participate in various working groups within the UN system. The ASHI working group, cost recovery working, HLCM PN, Treasury network , Finance and Budget Network actively and as and when necessary the outcomes are presented in UNESCO at the executive Board. All BFM services have been delivered within the agreed SLAs, except for Budget monitoring where expected SLAs were not reached to the extent and allotments were delays due to high vacancy rate in the service</p>	High
<p><b>PI:</b> Unqualified audit opinion on financial statements</p> <p><b>T 2014-2015:</b> Unqualified audit opinion on financial statements</p> <p><b>T CAP 2014-2015:</b></p>	<p>The audit of the 2014 financial statements has been completed and a clean audit opinion is expected. The external auditors have not raised any issue, at the exit meeting , which may have an impact on the opinion.</p>	High
<b>Achievement(s)</b>		

<b>Achievement(s)</b>
<p>Investment in staff development is required to ensure that the right expertise exists for the sound management of the organization's resources. Career development has been strengthened through the expansion of the professional development course to 43 finance and administrative staff and through the mechanisms of short terms assignments to vacant field and HQ posts.</p> <p>Despite reduction in staff, provision of accounting services such as treasury, payroll, financial reporting, accounts payable and receivables continue to be provided at a satisfactory level. Delivery in services in the Financial Policy Compliance Unit are impacted by the departure of staff and additional audit and accreditation tasks. The establishment of regional relays for OSS (contracting support) remains an area to be advanced, pending identification of resources. Standards in budget related services are affected by their restructuring in 2014 and by the high levels of vacancies, issues which should be resolved by 2016.</p> <p>Vacancy rates for field administrative officers are reducing to 20% in June 2015 from 25% in December 2014.</p> <p>Process simplification and reduction of administrative time requires investment in review and tools. The implementation of new bank communication module results in annual cost savings of approximately USD 30.000 and revised processes have generated substantial administrative time savings in regards to bank transfer processing/validation/monitoring.</p>

### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
<p>.Investment in staff development required to ensure the right expertise.</p> <p>.Reduction in staff and high level of vacancies</p>	<p>.Expansion of Professional development course to more staff. .Enhance further process simplification, reduce the scope of work and focus on compliance on high risks</p>

## Part III.C. Chapter 1 - Management and coordination of Support Services and Procurement

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 1: Greater efficiencies and value for money achieved	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Percentage of goods and services procured through Long Term Agreements <b>T 2014-2015:</b> new LTAs <b>T CAP 2014-2015:</b>	19 new LTAs	High

### Achievement(s)

In the period 1 January 2014 – 30 June 2015 there has been a marked improvement in the planning, quantity and quality of goods and services procured through long term agreements (LTAs) thus confirming progress towards MSS goals of significantly increasing the level of procurement done through LTAs, enabling contract management and providing value for money.. Nineteen LTAs have been concluded in the areas of facilities management, travel management, information technology and communication, office supplies, printing and training services for a total annual value of some USD 6 million or 50% of the total annual value of the LTAs portfolio currently managed. Furthermore, collaborative procurement efforts with international organizations based in France (OECD, Interpol) and system wide (FAO; UNICEF) are also on the rise in order to leverage other expertise in procuring certain services and therefore using existing LTAs of other organizations.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
The decrease in human resources may impact the quality and timeliness of technical and operational support to sectors and services related to procurement of common goods, assistance and management advice on Long-term Agreements (LTAs) and calls for competitive bidding for goods and services.	Continuous efforts to optimize the use of human and financial resources.

## Part III.C. Chapter 2 - Management of Information Systems and Communications

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 2: Programme delivery enabled	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Availability of infrastructure including email and internet services <b>T 2014-2015:</b> Formalize services levels where appropriate; outsourced services require 99%+ availability <b>T CAP 2014-2015:</b>	Outsourcing opportunities are being explored, but have up to now been cost prohibitive. A webpage showing the operational performance is being set up	High
<b>PI:</b> Access and preservation of institutional memory ensured	The electronic archiving implementation has progressed well; however there is still	High

<b>\$507M Expenditure Plan</b> <b>Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark</b> <b>as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>T 2014-2015:</b> Electronic archiving rolled out to HQ and Field <b>T CAP 2014-2015:</b> Knowledge Centre for the Memory of the World programme created at the UNESCO Archives and Library	quite some work to finalize and the rollout of the field will continue into 2016	
<b>PI:</b> New technologies proposed with clear benefits for programme delivery <b>T 2014-2015:</b> 2 new technologies proposed with benefits analysis showing < 1 year return or significant qualitative benefits <b>T CAP 2014-2015:</b>	We will implement Skype for Business by the end of the year as well as a new directory that allows for further integration and better data quality	High

#### Achievement(s)

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. UNESCO's ICT network has been operational according to plans during the period in question; performance was kept up to planned performance indicators and we could even maintain it like in previous periods slightly above: 98% of uptime. Though the rhythm of integrating, improving slowed down a little bit still new Field Office were added. Major new ongoing projects started are the Identity Management; Consolidation of SharePoint infrastructure; Disaster Recovery and renewal of UNESCO's backup system.

The increasing number of specific – non-staff – users (like Delegations, and other tenants) are adding to the complexity of IT infrastructure and security.

The new electronic archiving system has been implemented and is available for internal access. The work with the Sectors is ongoing for the implementation a model file plan and file structure for the new shared drives (OurDrive). A 60-day roadmap was developed to facilitate the implementation of proper Records Management in the field.

The Archives and Library reference and information services have provided substantial input for 70th anniversary events (articles, web-texts, exhibitions, presentations, quiz).

The digitization of multimedia materials is ongoing with INA for the digitization and making available 70 hours of film from the UNESCO multimedia archives. A fundraising initiative was launched at the 196 EXB to raise funds for the preservation and dissemination of UNESCO's multimedia and other archives.

An information disclosure policy for the Organization and a new acquisitions policy for publications for the Archives and Library is implemented.

### Challenges and risks in implementation and remedial actions

Key challenges	Remedial actions
Unplanned requests and projects that we need to cope with e.g. Room I and X renovations	Prioritization of activities due to the high work load on specifically Room X and large conferences.
Limited resources that are focused on daily operations, but cannot assure 24/7 operations as required.	Review cloud based solutions.
The outsourced or cloud based alternatives that we are exploring are often cost prohibitive.	Continue research and discussion on legal aspects.
Cyber security - especially phishing	Activity warn users on phishing attempts and rollout IT security training.

### Part III.C. Chapter 3 - Management of Conferences, Languages and Documents

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 3: Multilingualism and quality assurance of interpretation, translation and document services ensured	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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: : Not on track; : Partly on track; : On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
PI: End user satisfied with regard to conference, interpretation, translation and document services provided	Quality services provided. End users satisfied. No official complaints received with regard to conference, interpretation, translation and document services.	High

<b>\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)</b>	<b>Assessment of Progress against Target/Benchmark as at 30/06/2015</b>	<b>Likelihood that target will be attained</b>
<b>T 2014-2015:</b> No more than 3 complaints from clients <b>T CAP 2014-2015:</b>		
<b>PI:</b> Service level agreements established for all services <b>T 2014-2015:</b> Number of service level agreements established <b>T CAP 2014-2015:</b>	SLAs have been established and are being finalized with main clients of translation services	High
<b>PI:</b> Charge-back mechanisms adjusted to reflect, where applicable, real costs <b>T 2014-2015:</b> Charge-back rates reviewed and revised, if necessary <b>T CAP 2014-2015:</b>	Review of the chargeback cost structure to be conducted very soon	High

#### Achievement(s)

Efforts to streamline processes and optimize the use of human and financial resources have expanded over the reporting period with emphasis being given to the synergies of service and to the elimination of redundancies among the different language and document services. High volume offset printing jobs are being outsourced and specific service level agreements are being applied.

The internal clients have not lodged any complaint with regard to the quality of interpretation, translation and document services provided.

Inter-agency collaboration on document management services is on the rise with a memorandum of understanding signed with the UNEP for the provision of these services and contacts with other UN agencies to assess best practices in documentation workflows and translation.

#### Challenges and risks in implementation and remedial actions

<b>Key challenges</b>	<b>Remedial actions</b>
The decrease in resources may impact the quality and timeliness of languages, documents and conference services.	Continuous efforts to optimize the use of human and financial resources.

### Part III.C. Chapter 4 - Management of facilities, security and safety

37 C/5 Expected Result (\$507M Expenditure Plan and resources other than Regular Budget)	Assessment of implementation of Workplans: <sup>(1)</sup>
ER 4: Safe, secure, ergonomic, and more accessible work environment ensured	

**Notes:**

<sup>1</sup> The assessment of implementation of Workplans 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:  Not on track;  Partly on track;  On track.

\$507M Expenditure Plan Performance Indicators (PI) and Targets (T)	Assessment of Progress against Target/Benchmark as at 30/06/2015	Likelihood that target will be attained
<b>PI:</b> Continued operation of technical facilities and installations at HQ ensured and risks minimized. <b>T 2014-2015:</b> Maintenance, conservation and renovation of premises, related to safety, hygiene and business continuity, maintained at minimal level of compliance. <b>T CAP 2014-2015:</b>	on Schedule and targets	Medium
<b>PI:</b> Safety and security measures assessed and updated to current situation and risks. <b>T 2014-2015:</b> Operations of the security and safety installations maintained at proper level. <b>T CAP 2014-2015:</b>	on Schedule and targets	Medium

<b>Achievement(s)</b>
<p>Given the greatly reduced budgets in the 37 C/5 for the Buildings and Security Sections (MSS/B &amp; 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.</p> <p>Given the financial situation of the Organization major capital expenditure plans for the renovation of Headquarters (HQ) are abandoned. Focus is given to drive down HQ operating costs and to expand income generating activities.</p> <p>UNESCO could, in theory, be the target of attacks at any time. Safety and security remain a major priority and actions are directed to enable the safest and most efficient conduct of the programmes and activities of UNESCO within the resources available.</p>

**Challenges and risks in implementation and remedial actions**

<b>Key challenges</b>	<b>Remedial actions</b>
<p>The decrease in financial and human resources may impact the quality and timeliness of operational support to sectors and services related to the maintenance and security of premises.</p>	<p>Continuous efforts to optimize the use of human and financial resources, in particular the increase of revenue generating activities.</p>